



UDK:372.881.111.1

Mohira BOYMIRZAYEVA,
Oriental universiteti G'arb tillari kafedrasida katta o'qituvchi

O'zDJTU dotsenti N.Yuldasheva taqrizi asosida

BLENDING LEARNING IN ENGLISH CLASSES

Annotation

This article thoroughly analyzes the importance of blended learning in language training. Blended learning, a pedagogical approach that combines traditional face-to-face instruction with online learning activities, has gained prominence in English language education. This paper examines the implementation and effectiveness of blended learning in English classes, focusing on its impact on language acquisition and learner engagement. The study explores the main components of blended learning, including traditional classroom instruction, online learning activities, and the integration of technology. Additionally, it investigates the advantages of blended learning, such as flexibility, accessibility, increased engagement, and personalized learning experiences.

Key words: Skills, reading, challenges, models, listening, technology, writing, advantage, disadvantage, speaking, classes.

ИНГЛИЗ ТИЛИНИ О'QITISHDA ARALASH TA'LIM

Аннотация

Ushbu maqola tilni o'qitishda aralash ta'limning ahamiyatini chuqur tahlil qiladi. Ingliz tili ta'limida an'anaviy yuzma-yuz o'qitishni onlayn ta'lim faoliyati bilan birlashtirgan pedagogik yondashuv bo'lgan aralash ta'lim muhim o'rin egalladi. Ushbu maqola ingliz tili darslarida aralash ta'limning tatbiq etilishi va samaradorligini o'rganib, uning tilni o'zlashtirish va o'quvchilarning faolligiga ta'siriga e'tibor qaratadi. Tadqiqot aralash ta'limning asosiy komponentlarini, jumladan, sinfda an'anaviy o'qitish, onlayn ta'lim faoliyati va texnologiya integratsiyasini o'rganadi. Bundan tashqari, u moslashuvchanlik, foydalanish imkoniyati, faollikni oshirish va shaxsiylashtirilgan o'rganish tajribasi kabi aralash ta'limning afzalliklarini o'rganadi.

Kalit so'zlar: Ko'nikmalar, o'qish, qiyinchiliklar, modellar, tinglash, texnologiya, yozish, afzallik, kamchilik, gapirish, sinflar.

СМЕШАННОЕ ОБУЧЕНИЕ НА КЛАССАХ АНГЛИЙСКОГО ЯЗЫКА

Аннотация

В данной статье подробно анализируется важность смешанного обучения в языковой подготовке. Смешанное обучение, педагогический подход, который сочетает в себе традиционное очное обучение с онлайн-обучением, приобрело известность в образовании на английском языке. В этой статье рассматривается внедрение и эффективность смешанного обучения на уроках английского языка, уделяя особое внимание его влиянию на овладение языком и вовлеченность учащихся. В исследовании изучаются основные компоненты смешанного обучения, включая традиционное обучение в классе, онлайн-обучение и интеграцию технологий. Кроме того, в нем исследуются преимущества смешанного обучения, такие как гибкость, доступность, повышенная вовлеченность и персонализированный опыт обучения.

Ключевые слова: Навыки, чтение, задачи, модели, аудирование, технологии, письмо, преимущество, недостаток, разговорная речь, занятия.

Introduction. In recent years, the integration of technology into education has revolutionized the way students learn languages. Blended learning, which combines traditional face-to-face instruction with online learning activities, has gained popularity in language classrooms worldwide. This thesis explores the effectiveness of blended learning in English language classes and its impact on language acquisition.

Blended learning, also known as hybrid learning, combines traditional face-to-face instruction with online learning activities, creating a flexible and dynamic learning environment. In the context of English language classes, blended learning offers numerous benefits, including increased engagement, personalized learning experiences, and access to a wide range of resources. This section will delve into the main components and advantages of blended learning in English classes. New delivery techniques have been incorporated into the advancements gained in the field of education and training. Traditional learning is still the most popular because of its convenience and accessibility, but as technology develops, new techniques have emerged.

Literature review. "Blended learning" has developed as a viable alternative to delivering education and training in a typical classroom setting. This is a combination of traditional forms of audit learning with elements of e-learning, which uses special information technologies, such as computer graphics, audio and video, interactive elements, etc. The educational process with mixed learning is a sequence of traditional and e-learning phases that alternate in time. For Elsenheimer (2006, p. 26), blended learning is "an approach to instructional design that

seeks to maximize learning potential by applying the most effective form of instruction for a given program element". It can be concluded that Blended learning is a notion that involves defining the teaching-learning process to include both face-to-face and ICT-assisted training. Direct instruction, indirect education, collaborative teaching, and personalised computer assisted learning are all part of blended learning.

Analysis identifies the primary goals of the content. It is required when it addresses the emotional, cognitive, and physical demands of the learners. Content Level Analysis is used to clarify the sequence of events that must occur in order to attain overall learning objectives. One study indicated that employing a blended learning platform (video game-based learning) comprised of classroom and e-learning boosted knowledge by 14% for procedural knowledge and 11% for declarative knowledge (Sitzmann, Ely, 2009). The blended learning paradigm, according to Margaret Driscoll (2002), consists of four concepts: mixing a range of networking technologies, self-paced learning, collaborative learning, and video streaming. Many types of psychology, constructivism, behaviorism, and cognitivism should be employed in the classroom.

Educators in secondary and higher education institutions have recognized that students' skill sets and learning skills vary. The Whole Child Approach (2014) ensures that each child is addressed as a whole, with their socioemotional, physical, artistic, and cognitive abilities all being equally significant in their overall educational development. Before deciding on a learning model, a cognitive profile screening can be used to determine where a

student's skills fall on the spectrum. Children can be evaluated at a young age in order to cater to their individual learning ability. Developing a blended learning strategy in all educational institutions is a step in the right direction for ensuring the success of every child. The models further extend Dr. Howard Gardner's (1983) Theory of Multiple Intelligences by selecting techniques to activate the strength of the students' multiple learning preferences.

In order to make learning a meaningful and emotional experience, educators must acknowledge the learners' needs and capacities when implementing a new learning program. Our brain networks' intricacy allows us to have distinct personal preferences and learning styles. Blended Learning can be implemented in a typical classroom context. Different methods are utilized to encourage the use of technology to increase learning materials and conversation both inside and outside the classroom, depending on the teacher. A proper 'blend' of instruction include components that aid communication between students and teachers both inside and outside the classroom. To track students' progress, virtually invariably a form of tracking system is put on the site. It is common to mix up the blended learning technique and a "technology-rich" classroom. Both make use of technology and digital tools, but they are not the same thing. Teachers who mainly use digital textbooks, learning tools, online lesson plans, and Google Docs do not fit that definition of a blended learning curricula. Individualized learning requires students to have some kind of control over their own pace.

Research Methodology.

I. Components of Blended Learning in English Classes:

A. Traditional Classroom Instruction:

1. Teacher-led lessons: In-person instruction led by a teacher provides opportunities for direct interaction, immediate feedback, and clarification of concepts.

2. Group discussions and activities: Collaborative activities foster communication skills, critical thinking, and peer-to-peer learning.

B. Online Learning Activities:

1. Interactive multimedia materials: Online platforms offer multimedia resources such as videos, audio recordings, and interactive exercises to engage learners and cater to different learning styles.

2. Self-paced modules: Learners can access online modules at their own pace, allowing for individualized learning and review of content.

C. Integration of Technology:

1. Learning management systems (LMS): Platforms like Moodle, Canvas, or Google Classroom facilitate course organization, content delivery, and communication between teachers and students.

2. Online communication tools: Email, discussion forums, and video conferencing tools enable asynchronous and synchronous communication, promoting collaboration and interaction outside of the classroom.

II. Advantages of Blended Learning Approach:

A. Flexibility and Accessibility:

1. Learners can access course materials and participate in activities anytime, anywhere, using various devices, promoting convenience and flexibility.

2. Accommodates diverse learner needs: Blended learning allows for differentiation and personalized learning experiences, catering to different learning styles, paces, and preferences.

B. Engagement and Motivation:

1. Varied learning experiences: Incorporating multimedia and interactive activities enhances learner engagement and motivation, making learning more enjoyable and meaningful.

2. Active participation: Blended learning encourages active learning through collaborative projects, discussions, and hands-on activities, fostering deeper understanding and retention of content.

C. Enhanced Learning Outcomes:

1. Improved language skills: Blended learning provides opportunities for authentic language use, real-world application, and continuous practice, leading to improved language proficiency.

2. Self-directed learning skills: Learners develop autonomy, self-regulation, and digital literacy skills, preparing them for lifelong learning and success in the digital age.

Analysis and results. Overall, blended learning in English classes offers a balanced and effective approach to language learning by combining the best of traditional instruction with the advantages of online resources and technology. By leveraging the strengths of both modalities, educators can create engaging and meaningful learning experiences that empower learners to achieve their language learning goals.

I. Understanding Blended Learning:

A. Definition and Concept of Blended Learning

B. Components of Blended Learning in English Classes

C. Advantages of Blended Learning Approach

II. Implementing Blended Learning in English Classes:

A. Selection of Online Tools and Resources

B. Integration of Online Activities with Traditional Classroom Instruction

C. Designing Engaging and Interactive Online Content

III. Effects of Blended Learning on Language

Acquisition:

A. Improving Language Proficiency Through Diverse Learning Activities

B. Enhancing Student Engagement and Motivation

C. Fostering Autonomy and Self-Directed Learning Skills

IV. Challenges and Considerations:

A. Technological Barriers and Infrastructure Requirements

B. Training and Support for Teachers and Students

C. Assessment and Evaluation in a Blended Learning Environment

V. Case Studies and Best Practices:

A. Successful Implementation of Blended Learning Models in English Language Programs

B. Strategies for Overcoming Challenges and Maximizing Benefits

C. Lessons Learned and Recommendations for Future Implementation

Conclusion. Blended learning offers a promising approach to enhance English language learning by combining the strengths of traditional classroom instruction with the flexibility and accessibility of online learning resources. Through careful planning, effective integration of technology, and ongoing support for teachers and students, blended learning can create dynamic and engaging language learning experiences that cater to diverse learner needs and preferences. This thesis aims to contribute to the understanding of blended learning in English language education and provide insights for educators seeking to integrate technology into their language teaching practices. To summarize, these studies illustrate the importance of blended learning in teaching, as it provides as a bridge between improving the students' knowledge breadth and depth.

REFERENCES

- Alexander S. (2010). Flexible Learning in Higher Education. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International Encyclopedia of Education (Third Edition)* (pp. 441-447). Elsevier. Oxford.
- Driscoll M. (2002). Blended Learning: Let's Get beyond the Hype. IBM Global Services. [http://www-07.ibm.com/services/pdf/blended_learning.pdf] (http://www-07.ibm.com/services/pdf/blended_learning.pdf)
- Elsenheimer. (2006). The blended learning analysis and design expediter. 13 October 2006. DOI: [10.1002/pfi.4930450806](<https://doi.org/10.1002/pfi.4930450806>)
- Gardner H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*.

-
5. Sitzmann T., & Ely, K. (2009). A meta-analysis of self-regulated learning in work-related training and educational attainment: What we know and where we need to go. [<https://www.researchgate.net/publication/50393446>] (<https://www.researchgate.net/publication/50393446>)