

APPLYING BLENDED LEARNING IN LEARNING FOREIGN LANGUAGE AT UNIVERSITY

Akabirova Gulinodira

Lecturer at Termez State University.

ABSTRACT

This article is devoted to one of the topical issues of higher education, the use of a mixed form of education in the study of the discipline "Foreign language" in a technical university. Based on a theoretical analysis, the authors of the article presented their understanding of "blended learning" and its the main models that were considered in terms of the effectiveness of teaching a foreign language.

Keywords: models, general educational skills, language skills, e-learning.

INTRODUCTION

The development of information technology has had a huge impact on all spheres of human life, and the education system, as a reflection of social transformations, is not exception. Integration of information educational technologies with the traditional form learning for a long time occurred quite evenly and progressively.

Implementation of Internet technologies, online trainingniya, elements of distance learning, electronic throne learning environment (moodle, i-spring) laid a natural influence on the traditional mu training and modified it. In spite of

the fact that information technology has long have become an integral part of our lives, for educational systems they are a new phenomenon and not fully explored.

Nevertheless, e-learning continues to improve, and the possibilities of their use open up wide prospects for both students and teachers.

Speaking about the development of the system of higher education in recent decades, it is worth noting that the traditional form of education has been

time uses information educational technologies: almost all universities with varying degrees of activity develop content for electronic educational resources (ESM), moodle, i-spring.

On the one hand, this is an imperative for the educational space, on the other hand, EERs serve as a convenient tool for optimizing the learning process. So, in the current curricula, the share of independent work is increasing students, while the volume of classroom or contact work in some areas of training is noticeably reduced.

Therefore, the use of ESM in the traditional form of education pursues combined goals: reducing the time spent in the classroom; increasing mobility and providing accessibility. However, it should be noted that in this case we are talking about the use of EER in a small percentage of traditional forms of education.

The changes that arose as a result of the 2020 pandemic put the education system in front of the need to master a new format -remote, which, in itself, did not appear on that moment is completely new: it was actively used to receive additional professional education, as well as for

correspondence learning. Its ratio has become absolutely new. in relation to the traditional form of education.

All levels of education have switched to distance learning.

On the one hand, this was the only opportunity to continue the learning process and maintain the health of both students and teachers. On the other hand, the pandemic has revealed the following problems: insufficient number of developed electronic courses and mastered electronic educational platforms; the unwillingness of both teachers and students to completely abandon traditional forms of education. The developers of electronic platforms (zoom, true conf) were the quickest to orient themselves in this situation - they provided their services for educational purposes [4].

Thus, the forced transition from traditional to distance learning contributed to the introduction of a blended form of learning, which is understood as a set of application of e-learning using computer technologies and forms of traditional education [3].

The purpose of our study is to analyze and compare blended learning and traditional learning. Reveal which formation general educational and language skills are more influenced by this form of education when studying discipline "Foreign language" in non-linguistic university. To achieve this goal, we used the methods of theoretical research (analysis and synthesis of scientific literature on this question) and empirical (questionnaire of students and description of the experience of using a mixed education in a non-linguistic university).

For the first time about blended learning such scholars as Pete Charm, Curtis Bonk and Charles Graham, Barney Barrett, Martin Oliver and others, thanks to which not only appeared the wording "hybrid" or "blended learning", but also the first experience of introducing this form in the scientific field.

Bonk and Graham's definition is as follows: "it is a form of education that combines traditional learning during personal communication with learning through computer technology" [7]. In this regard, blended learning is considered, as a rule, according to the principle of similarity or difference with the traditional form of education. We consider it appropriate to single out the following components, the comparison of which will allow us to determine the specifics of each form of education, namely: instrumental, methodical, procedural and evaluative or controlling components.

It is important to note here that the combination of traditional or blended learning can occur at the level of discipline or educational programs. In the context of our work, consideration of the functioning of the above mentioned forms

training will take place on the example of the discipline "Foreign language". The study of a foreign language in a technical university is predominantly practice-oriented and is aimed at developing oral and written communication to professional theme. So, tools and learning aids traditional and blended education somewhat similar. For example, educational (educational) and electronic manuals, test material and video / audio clips are actively are used in the implementation of both forms learning. Moodle virtual learning environment, constructor for interactive tasks, hyperlinks, Zoom platforms, Trueconf, email, instant messengers are mixed-shape instruments only learning.

Considering the methodological apparatus, we did not identify global differences, which suggests that the methods used are essentially do not differ fundamentally. Here, rather, it is

more appropriate to note how different the tools necessary for the implementation of these methods - in a mixed form of learning, it is more flexible and diverse.

Obvious differences are observed in the organization of the process itself: in the traditional form, the interaction between between the teacher and the student occurs directly, which in turn affects not only the result of learning, but also the upbringing / formation of emotional intelligence, in addition, the interaction between the students contributes to the formation of such skills as: the ability to feel and maintain feedback in communication, the ability to manage themselves, their mental states, manage their mood, that is, we are talking about contact learning.

Regarding the blended form of education, it should be said that the format of interaction between the teacher and the student is carried out through various computer technologies and more often feedback may be delayed. However, this form of education contributes to the formation of a creative, active specialist who can make decisions in any non-standard situation. Of course, this applies to general attitudes towards the process of conducting classes. When it comes to achieving specific goals for specific tasks, it is necessary to take into account the expected end result: for the formation of dialogic speech skills (negotiation skills) seems, rather, a traditional form of learning, in which the situation of real communication is imitated, participants can also consult a teacher about an emerging communication problem, while in order to consolidate and control the formation of dialogic speech skills, it is quite blended learning may be appropriate.

With regard to the organization and implementation of control, it is important to understand what kind and purpose it is. So let's say current control can and better be carried out in the traditional frontal form in order to identify the level of assimilation of the material and / or adjust when the need for the educational process in terms of the use of tools to achieve the goal. For intermediate control, a mixed form is quite optimal - in this way, a student can track his academic progress.

Considering control implementation of the language project (final form control in the discipline "Foreign language"), it is important to emphasize that the form of control depends on the stage of its implementation: at the initial stages, it is permissible to use a mixed form, while protecting the language project should take place in the traditional form in the form of an oral discussion poll.

That is, a blended form of education, being sufficiently flexible structure, allows you to focus on different types of students: those who are more comfortable learning in a familiar environment, interacting with a teacher in the classroom, and those who who is better at self-studying with e-learning. In addition, it contributes to the achievement of various goals at different stages, their implementation.

Describing the main characteristics of blended learning, it should be noted that students in blended learning can choose either the traditional classroom mode of learning, where they can get personal interaction with the teacher and other students, or they can choose to study with the support of information computer technology. Usually the teacher determines the format depending on topic and goal. An important feature of blended learning is that the teachers are very dynamic, technically savvy and fully trained to work in traditional and blended learning formats.

In addition, blended learning develops skills in the use of modern technologies, as today all professions require knowledge in the field of ICT, and students participating in blended learning get the opportunity to use available technologies to the fullest.

Traditionally, blended learning has distinguish 4 main models: face-to-face interaction model, online interaction model, rotation model / rotation model, inverted class model. Let's take a closer look at each of these models.

The first model of face-to-face interaction is similar to the traditional form of teacher-student interaction in the classroom. This approach implies that not all students in the group will receive additional online training, since it is mainly focused to the individual needs of those students who are having difficulty or would like to go further.

The online interaction model is directly opposed to traditional learning as it relies entirely on digital learning.

It combines both synchronous learning (webinars, trainings, etc.) and asynchronous learning (self-study of electronic courses with elements of student self-control of time and pace completing tasks). Using this model, there is usually no need for face-to-face meetings, but they can also be arranged if necessary.

The rotational model involves partitioning groups of students into smaller ones to perform different types of tasks at different stages in turn, which allows students with different with different types of learning styles to get the most out of learning.

The flipped class model combines into imagine online and offline learning where elements lectures and practical homework are interchanged. Students are encouraged to explore new content at home before class, and classroom time is devoted to active learning and the application of newly acquired skills. This can be done in the form of discussions, case studies or project work. The task of teachers is to guide learners by answering questions and supporting them in applying the concepts of the course.

Blended Learning Models Require Participation the teacher in the learning process in varying degrees of activity: an immediate reaction in online learning and in the face-to-face model, and when using the remaining models, students receive feedback in a delayed format, in our opinion, interaction in this format with teacher can significantly reduce student motivation.

The online and face-to-face learning model is carried out in real time, i.e. synchronous learning allows you to get immediate feedback, which is valuable.

While the rotational model and the flipped class model are characterized by asynchrony learning. Access to educational content depends on the availability of the Internet, but if it is available at any time and from anywhere in the world. This learning model is characterized by greater flexibility and students have more time to study the material, which is positive, moment for self-organized students.

The flipped class model increases the share independent work of students, which contributes to the development of independence and motivation in learning, in addition, this approach solves the issue of student passivity.

But when studying new material, the student does not have the opportunity to get a timely answer to the questions that have arisen, in addition, not all students

do their homework, respectively they will have no interest in the lesson. Unfortunately, this model does not always work. Considering the application of the mixed form training on the example of the discipline "Foreign

language" at Termez State University It should be noted that the teachers of the Faculty of Foreign Languages organically introduce elements of e-learning, both in the classroom and extracurricular activity.

Thus, one can see the following trend: given that the change of any paradigm entails a number of difficulties, both objective and subjective, the rapid transition of universities to a blended form of education does not constitute a drastic abolition previous experience to suit the new reality. On the contrary, being in its infancy, blended education uses the most effective tools and methods of traditional learning, thereby giving a new impetus to the educational process.

LITERATURE

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