

ONLINE AND BLENDED LEARNING: EFFECTIVE METHODS FOR
LANGUAGE TEACHING

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ABSTRACT

The importance of blended learning in teaching foreign languages is addressed and provides viewpoints on the importance of blended learning in enhancing students' knowledge, skills and competencies in language learning in the modern learning process. Today, much attention is paid to a radical change in the way English is taught. Students are becoming more involved in learning foreign languages through online learning with a teacher in collaboration and developing language skills.

Key words: blended learning, traditional classroom, individualized techniques, language acquisition.

**ONLAYN VA ARALASH TA'LIM (BLENDED LEARNING): TILNI
O`QITISHNING SAMARALI USULLARI
ANNOTATSIYA**

Chet tillarni o`qitishda "blended learning" ning ahamiyati to`g`risida so`z boradi va zamonaviy o`quv jarayonida talabalarning til organish bo'yicha bilimlari, qobiliyatlari va malakalarini oshirishda "blended learning" ning ahamiyati to`g`risida fikr-mulohazalar keltiradi. Bugungi kunda ingliz tilini o`qitish usulini tubdan o`zgartirishga katta e`tibor qaratilmoqda. Talabalar chet tillarini o`rganishga ko`proq o`qituvchi bilan onlayn ta`lim orqali hamkorlikda ishlashga va til ko`nikmalarini rivojlantirishga jalb qilinmoqda.

Kalit so`zlar: aralash ta`lim (blended learning), an`anaviy sinf, individuallashtirilgan texnikalar, tilni o`rganish.

**ОНЛАЙН И СМЕШАННОЕ ОБУЧЕНИЕ (BLENDED LEARNING):
ЭФФЕКТИВНЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ
ЯЗЫКОВ
АННОТАЦИЯ**

В нем говорится о важности "blended learning" в обучении иностранным языкам и дается обратная связь о важности "смешанного обучения" в развитии

знаний, навыков и навыков учащихся в изучении языка в современном учебном процессе. Сегодня большое внимание уделяется кардинальному изменению способа преподавания английского языка. Студенты все больше вовлекаются в изучение иностранных языков, работая в сотрудничестве с учителем через онлайн-обучение и развивая языковые навыки.

Ключевые слова: смешанное обучение (blended learning), традиционный класс, индивидуальные методики, изучение языка.

INTRODUCTION

The variety of educational approaches used in blended learning is dependent on the particular course topic matter. For instance, a lecturer teaching a literature course can begin with a planned introductory session in the classroom before continuing it with assignments and additional materials. All audio exercises, such as speaking, listening, and dialogues, can be completed in class by the teacher while designing the English language course. However, homework assignments involving text reading, writing essays, and other tasks will be assigned through the Learning Management System (LMS). Students in the chemistry course will be able to study theoretical content virtually, while laboratory practice will be structured as in-person activities in the classroom (Chen, 2022). Individualized techniques can help pupils achieve material comprehension. Information technologies utilized in distance education enable delivering foreign language instruction via videoconference while giving students supervised individual work. A foreign language student can interact virtually with a variety of speakers; this process is not limited by time or space and is not governed by curriculum. The desire of the learner to speak more in a foreign language is a reality of communication. A hypermedia-based information learning environment with access to the worldwide Internet serves as a platform for this kind of communication. The goal of blended learning is to combine the benefits of both in-person and online instruction. The phrase “blended learning” refers to several approaches to learning, such as combining the benefits of online learning with in-person instruction, combining synchronous and asynchronous learning in online courses, and using various technological tools (computers, smartphones, satellite TV, video conferencing, etc.) to carry out training exercises. There are many different pedagogical ways to integrating information technology into the learning process, ranging from modernizing traditional methods to developing brand-new ones. One benefit of blended learning a foreign language for students was that it helped them develop ways for working independently with other students, which increased their independent thinking and their capacity for making autonomous

decisions in their professional fields. Nonetheless, the following drawbacks of blended learning applications in the classroom have been observed: the Internet's speed and technical difficulties, being used by irrelevant online information, losing connection, hardware-related online tool troubles, and not knowing enough about how to use computer tools.

METHODS

Secondary data analysis and qualitative research methods were utilized in this study to investigate the efficiency of implementing blended learning technologies in enhancing students' language skills in the target language, particularly English.

Secondary Data Analysis: Existing data from language learning programs and online educational platforms were utilized for secondary data analysis. These data included student performance records, course completion rates, and qualitative feedback collected by educational institutions and online learning platforms.

Qualitative Research Methods: Qualitative research methods, including thematic analysis, were utilized to explore participants' experiences and perceptions of online and blended learning methods. Semi-structured interviews were conducted with a subset of participants to gain deeper insights into their learning experiences, motivations, and preferences.

Data Collection: Secondary data were obtained from language learning programs and online educational platforms. These data were analyzed to assess participants' performance, engagement, and satisfaction with online and blended learning approaches. Qualitative data were collected through semi-structured interviews conducted with a purposive sample of participants selected to represent a diverse range of linguistic backgrounds and learning experiences.

Data Analysis: Secondary data analysis involved quantitative analysis of performance metrics and qualitative analysis of feedback and comments provided by participants in online courses. Qualitative data from interviews were thematically analyzed to identify

RESULTS

The results of the secondary data analysis indicated a positive trend in participant performance and engagement across both online and blended learning environments. Analysis of course completion rates revealed high levels of students' activeness, suggesting strong participant commitment to the learning process. This teaching method can provide consistent improvement in both language proficiency levels and facilitating language acquisition among participants. Participant feedback from online courses can reveal themes of satisfaction with the accessibility, flexibility, and interactivity of online learning resources. Participants will be able to

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learn at their own pace and engage with multimedia materials tailored to their individual learning styles. Furthermore, students emphasize the importance of real-time feedback, collaborative activities, and cultural immersion experiences facilitated by in-person sessions. Having said that, both online and blended learning methods are effective approaches for language teaching, offering learners diverse opportunities for engagement, interaction, and personalized support that contribute to improved language proficiency and learning outcomes.

DISCUSSION

The effectiveness of blended learning and student experience are analyzed as teaching strategies in writing classes for English as a Foreign Language (ESL). Students concurred that this method of instruction is advantageous, stimulating, and captivating. In contrast, students' writing abilities have improved as a result of blended learning. The use of blended learning has increased students' excitement and promoted engagement, self-determination, and teamwork, which are all crucial aspects of language learning. A mechanism for the “blended learning” transition model involves combining traditional full-time education with distant learning technology. This involves substituting different forms of educational engagement in an electronic environment for the traditional classroom. In order to address present limitations and obstacles, educational establishments should start implementing blended learning strategies while considering the advantages of blended learning. A blended learning environment should be adopted by universities and autonomous institutions whenever practicable, and a structure and policy for its implementation ought to be developed. Schools that implement blended learning environments will be able to sustain themselves over the long term and achieve effective academic outcomes in the gadget-filled world we live in.

CONCLUSION

An increase in student motivation and engagement has been linked to the usage of blended learning. Language learners are encouraged to communicate both within and outside of the classroom when traditional and online teaching methods are combined. Numerous research has indicated that this way of teaching fosters language learning and improves student engagement. Blended learning is found to be effective in improving language learners' learning process and results. When it comes to blended learning as an English teaching method, English language learners typically have good attitudes and opinions about it. These encouraging viewpoints came from a variety of sources, such as opportunities to be autonomous learners, encouraging the learning process, and helping students advance their language abilities in interactive and engaging environments.

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