



# FAN, TA'LIM VA AMALIYOT INTEGRATSIYASI

ISSN: 2181-1776

BABAKHODJAEVA L.G.<sup>1</sup>

<sup>1</sup>PhD, Associate professor, Westminster International university in Tashkent  
[lbabakhodajeva@wiut.uz](mailto:lbabakhodajeva@wiut.uz)

## BLENDED LEARNING – APPROACH, ADVANTAGES AND OPPORTUNITIES

**Annotation:** *The article looks at how blended learning approach has appeared after the introduction of distance learning. Blended learning is seen to be a compromise between traditional classroom learning environment and distance learning model. Models and components of blended learning are presented, as well as advantages and opportunities for students and academics in higher education.*

**Key words:** *blended learning, distance learning, models, students learning, academics, components.*

**Аннотация:** *В данной статье рассматривается технология смешанного обучения, которая появилась после введения дистанционной модели обучения. Смешанное обучение является интеграцией традиционного обучения с современными информационными технологиями. В статье также рассматриваются модели, компоненты, а также возможности для студентов и преподавателей, которые предоставляет смешанно обучение.*

**Ключевые слова:** *смешанное обучение, технология, интеграция, модель, компоненты, обучение.*

**Аннотация:** *Мақолада масофавий ўқитиш жорий қилингандан сўнг аралаш таълим ёндашуви қандай пайдо бўлганлиги кўриб чиқилади. Аралаш таълим анъанавий синфда ўқитиш ва масофадан ўқитиш модели*

*ўртасидаги энг мақбул ёндашувдир. Аралаш таълим модели ва таркибий қисмлари олий ўқув юртлари талабалар ва ўқитувчи-профессорлар учун афзалликлари ва имкониятлари тақдим этади.*

**Калим сузлар:** Аралаш таълим, модели, масофавий ўқитиш, имкониятлар, таълим ёндашуви

**Introduction.** Higher education institutions depend on people for the delivery of their services. The quality of the staff in institutions of higher education is thus central to their effectiveness, in the same way that it is to all people-centred organisations. A World Bank paper commented that "a high quality and well motivated teaching staff and a supportive professional culture are essential in building excellence" (World Bank, 1994).

HEIs are of course also concerned with the development of their own staff and, in general, formal workshops and seminars again seem to be the dominant model. Interestingly, although many other forms of learning are recognized for initial HE lecturer training courses - e.g. action learning sets, projects, peer observation, reflection - these seem to be much less of a feature of CPD provision. There is, of course, an important place for formal 'off the-peg' activities but these should be considered as part of a broader spectrum of learning opportunities.

Continuing professional development is currently high on the agenda for Uzbekistan Higher Education. Professional development of academic staff is one the key issues in today's academia. Teaching and learning enhancement policies rarely consider the most appropriate points and levels at which interventions should be aimed: should they be at the level of the individual, the department, the institution, the discipline, or where? In Uzbekistan in the light of recent developments in the sphere of higher education professional development of academic staff is becoming one of the priorities inside the National programme for higher and secondary education.

**Literature review.** Ongoing development should be a key feature of all professionals' work, not just those who are formally required to evidence it. With the introduction of professional standards for teaching in higher education, the challenge for HEIs will be to ensure that their Professional support is fully inclusive and not just targeted at 'registered practitioners' (eg. members of a professional body) who are required to 'remain in good standing'. This is linked to the need to develop a culture

where PD for teaching is valued and rewarded in the same way as PD for research, and that ongoing professional learning is something that everyone should be engaged in (Johnston, 1998; Norris, 2003).

Different people have different learning styles and evidence shows that academics learn about and develop their teaching in many different ways. The challenge for the Higher Education Academy as it develops a professional standards framework and for educational developers, who are required to support it, is how to acknowledge value, provide support for and enable the recording / monitoring of this multiplicity of formal and informal activities. Using IT and ICT tools should enrich the development of continuous professional development of academic staff.

The goal of a blended approach is to join the best aspects of both face to face and online education. Classroom time can be used to engage students in advanced interactive experiences. Meanwhile, the online portion of the course can provide students with multimedia-rich content at any time of the day, anywhere the student has internet access, from computer labs, the coffee shop, or the learners' homes. This allows for an increase in flexibility for learners.

Experience of e-learning in the western countries and its comparison with traditional forms of learning , based on direct personal contact of the teacher and the student , identifies distinguishable strengths of each of these forms. Thus, the strengths of e-learning include flexibility , personalization , interactivity and adaptability of the educational process to the students with different abilities and demands. The strengths of the traditional full-time education is linked to the emotional component of personal communication, formation of ideas and knowledge in the socium, rather than alone (Kun K., 2006).

Combining the advantages of each form of education became the basis for the creation of blended learning. The systematic approach to the organization of the educational process that is expressed in a combination of full-time and e-learning modes is called blended learning.

**Methodology.** The desk research methodology was applied in this case, which allowed to amalgamate, review and compare different practices in distance and blended learning available up to date, and propose a set of opportunities available for academic staff, students and institutions.

**Analysis and Results.** What is there in blended learning? Let's start with those elements that are familiar to us from the traditional education, and then supplement the list of items that come in a blended model of online learning:

- Lectures. The material is designed as the online course material , i.e. it can be easily used and accessible to every student of the course for self- development.
- Seminars (face-to-face sessions). In a blended learning during seminars most interesting and important topics of the course are being discussed, as well as the development of practical skills .



- Training course materials (textbooks and manuals ). These materials are provided in hard copy and in electronic form , and in the latter supplemented with various inserts for a successful development of the discipline in the form of video, multimedia or other electronic format.

- Online chat . This is a new element of the process , which came in blended learning from online learning. There's a variety of tools - chat, forum , e-mail - which give students the opportunity to communicate and work together. There is an opportunity to ask questions the teacher at any time and as quickly as possible to get an answer.

- Individual and group projects online. These projects are aimed at developing the skills to work on the Internet, analyze information from different sources, and the skills to work with the group, to properly allocate the duties and responsibility for their groupwork.

- Virtual Classroom . This tool allows students to communicate with the teacher by means of of Internet communications. This allows students to get a certain amount of freedom in the learning process.

- Audio and video lectures , animations, and simulations.

These elements of blended learning make the learning process easier and more crowded. These are the elements of the process of blended learning . The main advantage of this approach is flexibility. Moreover, some of the material of the course students will be required to study on their own. Online classes may be held at the forum, chat or in a virtual classroom. It is also possible to communicate with the instructor and other students via e -mail. Online classes may be held by the scheme question -and-answer or the teacher can state the theme for discussion, students may propose to set a theme . Teacher or tasks are passed via the built- in remote file-sharing system or by e -mail.

Experience in different universities allowed to identify different models of blended learning . The model has a predominance of one of the three components listed below:

1.Traditional direct personal interaction between participants in the educational process;

2. Interactive, computer- mediated communications technology and electronic information and availability of educational resources online;

3. Independent learning.

Introduction to the educational process of blended learning can solve a number of problems:

- To expand educational opportunities for students by increasing the availability and flexibility of education mode, taking into consideration different learning styles, time and place arrangements;

- To encourage the formation of a subject position of student : increased motivation, self-reliance, social activities, including the development of training material , reflection and self-examination and, as a consequence, increase the efficiency of the educational process as a whole; To transform the process of teaching: to move from translation of knowledge into interaction with students, contributes to the process of knowledge construction;

- To personalize the educational process: the student determines their educational goals, ways to achieve them, given their educational needs, interests and abilities.

In order to achieve these goals, integrated monitoring and analysis of all participants in the educational process is required. Let us pay attention to the working conditions of teachers accompanying the students in innovative learning environment. Teachers and learners build their individual educational trajectory in the classroom and outside, by organizing different activities involving ICT resources , including the Internet, coordinate the activities of students remotely in a high-tech environment.

The teacher continuously monitors the educational process and analyses the intermediate results of each student. These data are typically defined as the time of the network , the quality of the test carried out in the form of control tasks , the number of attempts to perform a particular task, the reference to additional educational resources within the education system, information on individual counseling with the teacher inside the system, information about the activity of work online.

The teacher is able to select an electronic educational content, which is consistent with the objectives of the lesson, or create their own multimedia products, including audio, video lectures . This is necessary not because the sphere of information technologies may be an additional element in bringing together teachers and students , which is important , but also because the information technology simplifys and intensifys educational activities at the same time: an online e-learning resources can be on a student's mobile device, they can send it to classmates, discuss the content on the theme forum, etc.

It is very important for the teacher to create a " situation of presence" in a remote mode. Comfort of this situation lies in the fact that the student understands that he/she will be provided with timely help, he/she is not alone in the virtual learning environment. The most effective way to support through Distance interaction is to provide feedback through comments made individually to student and on forum to all students. The implementation of this requirement is feasible thanks to the functionality and services of Information communication technology

supported by web environment in the form of media forums, private messaging system , video conferencing.

Traditionally, there are six approaches to blended learning (Beennet et all, 1999):

1. «Face-to-Face Driver». A significant part of the curriculum taught in class by direct interaction with the teacher . E-learning is used as a supplement to the main program, most often work with electronic resources during the lesson.

2. «Rotation». Study time is distributed between individual e-learning and learning in the classroom with the teacher. A teacher who works full time in the classroom, also provides remote support for e-learning.

3. «Flex». A large part of the curriculum being developed in e-learning. Teacher accompanies each student remotely. Personal face to face consultation can be organised on request.

4. «Online Lab». The curriculum being is fully developed in e-learning system. E-learning is accompanied by a teacher in the online educational environment.

5. «Self-blend». Students choose courses, fully online as an additional to core education courses . Suppliers of educational content can serve different schools and educational institutions, can be an external institution.

6. «Online Driver». A large part of the curriculum being developed with the help of electronic resources and ICT. Meetings with the teacher are periodic in nature. The required procedures are face to face consultations, interviews and examinations.

Student assessment can be conducted both online and in the classroom. Testing can be conducted in the classroom and in the presence of the teacher. Final evaluation - any exam or test - carried out only in the classroom. However, it is worth noting a few more advantages, which are important for the student in a mixed learning environment. These benefits relate to that part of blended learning , which takes place by means of Internet technology. Computer part of a blended learning:

- Animates the material and allows the student to "communicate " with it;
- Allows more interactivity and stimulates active learning;
- Demonstrates some of the ideas that are difficult to explain in class, or simply in the text;
- Provides a glimpse into the processes by offering simulations;
- Develops independent learning and self-control;
- Allows students to try the impossible , dangerous or expensive scenarios and situations, such as parallel worlds , radiation equipment , and so on virtually. Therefore, blended learning gives more interesting learning opportunities to students.

**Recommendations.** The introduction of mixed forms of learning require quite a lot of effort from educators. This and the need for changes to the regulatory framework, and investment in the development of relevant educational content and professional development.

Managers of educational institutions suggest the following features and benefits of the implementation of blended learning models:

- better and more systematic implementation of the tasks set
- opportunity to save money by improving the efficiency of educational activities
- attract additional enrollments through the organization of a multidisciplinary training
- professional development of teachers;
- addresses the shortage of teachers

Academics point out that the implementation of blended learning model is more effective for:

- improving the efficiency of pedagogical activities in order to achieve the new educational results ;
- the use of new forms of control and communication in the pedagogical process;
- increasing the motivation of the cognitive activity of students;
- the ability to organize high-quality work with highly motivated students.

Students highlight the following opportunities that they get using blended learning models:

- implementation of individual learning plans with unlimited choice of subjects, level of development and ways of organizing learning activities;
- maximum objectification procedures and the results of evaluations;
- intensification of learning activities in order to save time for the implementation of other educational and cultural needs;
- receive individual counseling from teachers for overcoming the difficulties in the development of skills and gaps in knowledge.

The combination of full-time and e-learning to the greatest degree allows teachers to build a flexible personalized learning, tailored to the individual characteristics of students, using all the functionality of the information and education platforms.

References:

1. Andreev A. Methodical material for e-Learning, (2007), Higher education in Russia, №7.



2. Bennett, R. E., Goodman, M., Hessinger, J., Kahn, H., Ligget, J., Marshall, G., et al. (1999). Using multimedia in large-scale computer-based testing programs. *Computers in Human Behavior*, 15(3–4), 283–294.
3. Kun K. *E-Learning*, (2006), Informatics and education , №10. p.16-18
4. Mukhamedov G., Usarov J., Technologies for the Development of Competencies in Physics in General Secondary Education using Multimedia Resources// International Journal of Innovativ and Exploring Engineering (IJITEE) – INDIA-2020 (ISSN:2278-3075)/ Regular Issue on 10 January 2020. <https://www.ijitee.org/download.volem-9-isse-3>.
5. <http://www.lambdasolutions.net/content/students-want-more-technology-and-blended-learning> - Access on 10th of September