

Effective Combination Of Different Teaching Methods, Teaching Models And Technologies In Blended Learning

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ABSTRACT

This article dwells on the problem of blended learning and technology for organizing the educational process, which is based on the concept of combining technologies of the traditional classroom system and e-learning technologies, based on new didactic opportunities provided by ICT and other modern teaching aids.

Keywords:

“Rotation” group, “Autonomous group”, “Inverted class”, “Change of working areas”, tests, essays, projects, presentations.

Article Received: 18 October 2020, Revised: 3 November 2020, Accepted: 24 December 2020

Introduction

The rapid increase in the volume of information and the development of information and communication technologies (ICTs) by the scientific community, the media, and society as a whole are often assessed as challenges. However, the development of ICT has expanded and changed the educational environment, giving teachers new opportunities to use them at all levels of education, to solve a variety of pedagogical tasks. The relevance and legality of expanding the educational environment with the use of ICT is determined at the legislative level. The educational environment, which includes electronic educational resources, a set of ICTs and technical means that ensure their functioning, is defined as information and training. [15, p. 66].

Materials and Methods

The scientific and pedagogical staff of higher education institutions is already using the possibilities of electronic learning tools, integrating them into the educational process (e-mail, communication in open/closed groups of social networks, transfer of information via flash media, cloud technologies, blogs, personal websites, etc.).

This, originally a spontaneous process of informatization at the present stage has become one of the innovative factors of development of pedagogical technologies that meet the principles of student-centered learning, competency-based approach, and is associated with the preparation of generations to continuing education throughout the professional career, but more often it is used under the established traditional approach, so the efficiency remains low [3].

Blended learning allows us to solve new challenges that are being put forward today in the field of education:

- expand the educational opportunities of students by increasing the availability and flexibility of education, taking into account their individual educational needs, as well as the pace and rhythm of learning material;
- stimulate the formation of the subjective position of the student: increase his motivation, independence, social activity, including in the development of educational material, reflection and introspection and, as a result, increase the efficiency of the educational process as a whole;
- transform the style of the teacher: go from the translation of knowledge to interactive

interaction with the student, which contributes to the construction of students' own knowledge;

- personalize the educational process, prompting the student to independently determine their educational goals, ways to achieve them, taking into account their own educational needs, interests and abilities, the teacher is an assistant to the student [5, p. 102].

The main components of the blended learning model in relation to the discipline "Foreign language" are the following two components:

1. meaningful, suggesting an organic combination of theoretical knowledge of the discipline being studied and personally significant tasks that contribute to the development of the trainee as a specialist in a specific field;
2. instrumental, which implies the inclusion in the educational process of distance (electronic) learning technologies, a system for managing the educational process and its evaluation, including criteria and indicators of the quality of student training.

These components are borrowed from Kapustin Yu.I., whose scientific interests affect programming training, and are revised in accordance with the specifics of a foreign language as a subject. These aspects determine the organizational forms of the joint activity of the teacher and student. During the organization of the educational process as part of blended learning, it is necessary to combine group and individual, real and virtual forms, in addition to the traditional forms of organization of the educational process for classes in a foreign language [6, p 93-100]. In relation to the discipline of a foreign language for special purposes in the engineering university, the proposed model of training blended learning involves focused, intensive and controlled independent work of students who complete the tasks set by the teacher using electronic learning tools and practice the practical skills of

professional-oriented foreign language communication in full-time classes.

We agree with the opinion of scientists and teachers (Bayan E. M., Gafurova N. V., Litvinova N. M., Osipova S. I., Sazhneva T. V.) that the solution of the tasks set for the education system is unattainable either within the traditional education system or in distance education [3, 4, 6]. a polyparadigmatic approach to the choice of pedagogical technologies, a combination of different teaching methods, educational models and styles is Necessary.

All of the above served as the basis for choosing the subject of the article, the purpose of which was to reflect the educational practice of implementing, maintaining and applying the technology of mixed learning in the educational process of the University. The object of consideration is the educational process at the University. The subject of our review is the technology of mixed learning in higher education.

Following Bondarev M.G. we clarify that the independent work of students in the foreign language discipline includes:

1. The implementation of training lexical and grammatical tasks, which traditionally take

There is no doubt that all selected means, forms and methods, goals and content of training affect the structure of the blended learning model, in other words, the components selected for combination directly affect the nature and effectiveness of the resulting system.

There is a wide variety of models depending on the proportion of full-time study and ICT-mediated learning activities, as well as on the student's location in the learning process (at high educational place or outside). Any combination, except for models of organization of the educational process without online educational activities (traditional forms) and distance learning, in which there is no direct personal interaction between the teacher and the student, can be attributed to blended learning.

a lot of time in class. Monitoring the implementation of such tasks can be implemented

through electronic learning environments (as mentioned above);

2. the implementation of written verification tasks that implement various forms of control;
3. fulfillment of tasks aimed at the formation and development of listening and reading skills of various types of texts with various target settings;
4. writing of various forms of essays and essays;
5. abstract, design activities, with their subsequent presentation in full-time classes [1, p 54].

Results and Discussions

It is well known that the process of teaching a foreign language is subject to a number of generally didactic and methodological principles. The success and effectiveness of the implementation of the educational process in a foreign language in an engineering university using electronic and blended learning systems is ensured by observing the following principles:

1. The principle of consciousness. The implementation of the system of blended teaching a foreign language to students of an engineering university is based on the conscious attitude of the trainees to the study of a foreign language and to the forms of the educational process.

2. The principle of student activity is inseparable from electronic or blended learning, since the very form of organization of work involves a high degree of students' independence.

3. The principle of the strength of assimilation of knowledge is provided by the opportunities that blended learning provides - the student can return at any stage in the electronic course to work out the most difficult moments for him once again.

4. The principle of taking into account the individual characteristics of students is most fully

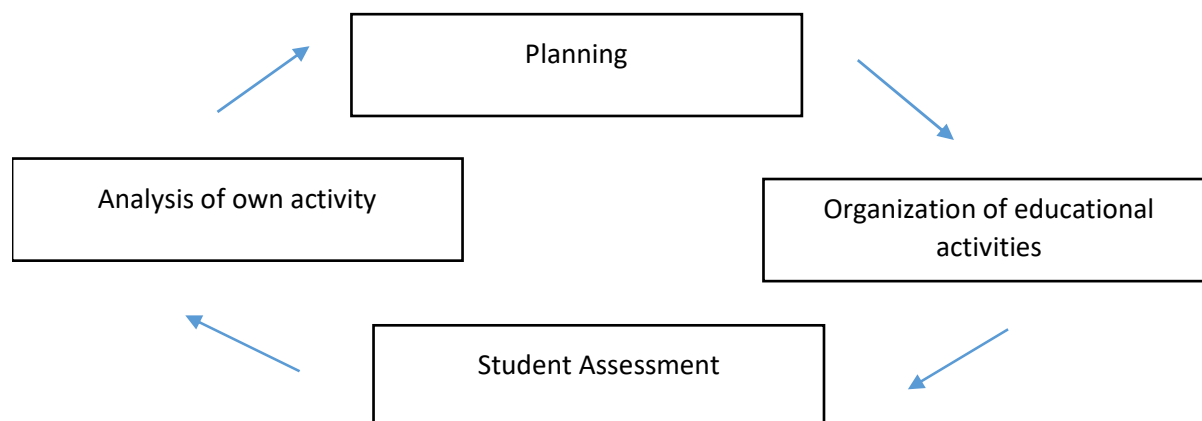
implemented precisely with the computer form of training. It is provided with an individual way of managing educational activities, the possibility of choosing an individual pace of work, providing an individual set of training support tools, as well as adapting the training system to the individual characteristics of the user [7, p: 78].

5. The principle of orientation toward specific trainees is associated with it, which is one of the main ones, since in the context of vocational training it is necessary to take into account the individual psychological characteristics of the trainees, as well as take into account the scope of their professional activities.

6. The principle of stimulating and motivating a positive attitude of students towards learning involves the creation of learning conditions conducive to the emergence and maintenance of motivation in learning [12, p 23]

It should be borne in mind that students studying in the third and fourth courses are already adults, consciously related to their chosen profession and future career. They also have some features characteristic of adult learners, namely: a practical orientation related to the recognition of professional prospects, the need to justify training, which is closely related to the motivational sphere, and the need for independence, which is inherent in this age group. [1, p 45] These qualities of 3-4 year students should not only be used in the process of teaching them a foreign language, but also support and develop through appropriate forms of learning.

For teaching and learning process one should know how to organize plan of it. In general, the teacher's activity can be represented in the form of a cyclorama so:



Planning is the first stage of a teacher's activity. Planning can and should be carried out at several levels:

1. the entire course by year;
2. quarters / trimesters - according to the calendar;
3. academic year - in quarters / trimesters;
4. thematic section, module;
5. lesson.

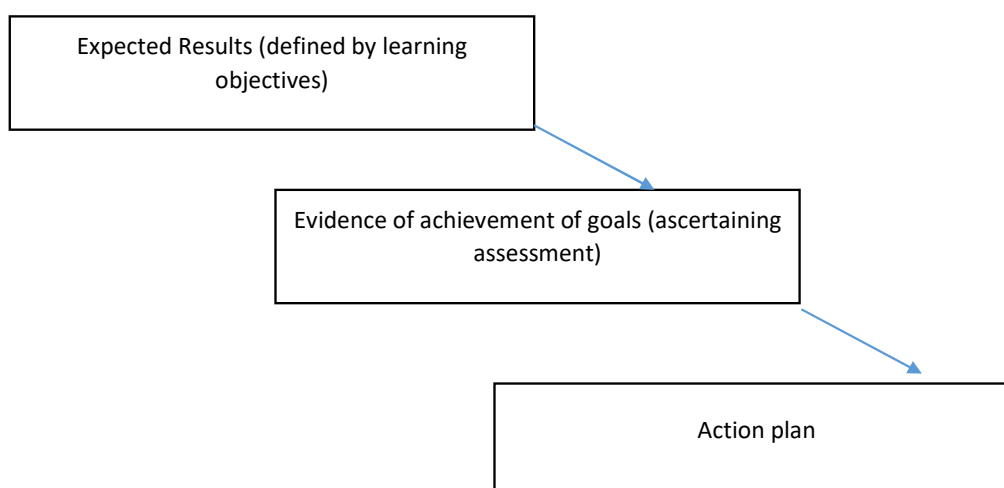
The planning of the first three types is carried out using the main subject training program and calendar. The teacher's participation at these stages may be minimal if a ready-made program is taken. The last two levels, with relative independence, are planned by the teacher.

The basic principle used in planning is "end-to-end" planning. First of all, the teacher must determine what results he expects after completing the study of a particular part of the course. The planned results are related to the answer to the key question "What will learn (learn and learn to do) students after completing the study of this fragment of the course?". Learning objectives are the expected results of learning.

Learning objectives should be focused on the student's activities and be formulated starting with the word "The student will be able to"

After determining the learning objectives, an assessment procedure is planned. Planning and evaluation organize the learning process and are interconnected. When planning a thematic section, it is immediately determined how a constitutive assessment will be carried out (upon completion of the development of a particular fragment of the course), while planning a lesson, how the formative assessment will be carried out (during the development of the training material). Learning objectives form the basis for determining assessment criteria. After determining the educational goals and ways to verify their achievement (assessment), the teacher plans his activities.[7]

The planning of the teacher's activities occurs "from the end":



To the greatest extent, the needs of education today are met by the principles of differentiation, individualization and personalization of the educational process.

Differentiation - the principle of organization of the educational process of different groups of students, differing in level or profile, carried out by the teacher, taking into account the educational needs of the group of students. Learning objectives are the same for all students in this group. Forms of presentation of educational material and the types of activities proposed for its development vary depending on the individual preferences of the students or their needs.

Individualization is the principle of the organization of the educational process, carried out by the teacher, taking into account the individual pace of development of educational material and educational needs due to psychological and pedagogical learners features.

Personalization - the principle of organization of the educational process, in the implementation of which the student can influence the choice of educational content, methods, techniques, pace of learning, taking into account their own individual educational needs and cognitive interests. This principle is most consistent with the goals and objectives of modern education. However, the practical implementation of the principle of personalization is determined primarily by the willingness of teachers and

parents, as well as the level of social maturity of students.

An action plan is a set of activities that a teacher will offer students and organize in a lesson. The teacher needs to choose the most effective types of activities for the content being studied, take into account the interests of children, taking care of the students' motivation for learning activities.

Since lesson planning should be primarily activity-oriented, in accordance with the incentives that support students' activities, two approaches to building a lesson are possible: "from the assignment" and "from the study".

Controlling process of blended teaching. Evaluation results are used differently by participants in the march process. [70, № 7, p. 570]

Teachers evaluate student work daily to ensure that

- plan your work;
- determine what is planned to achieve and what is not;
- motivate students;
- bring to their attention and to the attention of parents how the student is progressing in the educational process;
- set marks.

Students use assessment results to

- understand what they should learn and how;
- identify your strengths and weaknesses;
- determine your position in society.

Parents use assessment results to

- encouraging and punishing children;
- definition of species for their future;
- planning the distribution of family financial resources (with paid tuition);
- forming attitudes towards high educational place.

The high educational place administration uses the assessment results to

- encouraging students;
- resource allocation;
- planning professional development of the teaching staff;
- report to educational authorities.

Education authorities use assessment results to

- inform the public about the results of educational activities;
- encourage or apply sanctions to subordinate institutions;
- allocate resources.

It is necessary to take into account the possibility of distorting the assessment results (for example, a student may not be able to cope with a mathematical problem due to a lack of understanding of its condition, that is, due to the problem of insufficient formation language competence).

Criteria based assessment allows involving the student himself in the evaluation process during the educational process in any of the components of blended learning, as the system of criteria makes it possible to carry out self-assessment, which contributes to the education of self-reflection in the student.

The works that are subject to evaluation, depending on the types of tasks used in them, can be of different types: traditional (independent, practical and control works, dictations, essays, etc.) and relatively new (tests, essays, projects, presentations, etc.) [5]

Using criteria-based assessment, we can easily build student ratings (in class, in parallel, at high educational place). However, the decision on the appropriateness of the rating system is made by the OS itself.

Conclusion

To conclude, we can say that with the competent organization of the blended learning system based on the above principles, with the organic combination of full-time and electronic learning of a foreign language with an appropriate selection of means and methods of work and the formation of a foreign language professional communicative competence will be more effective in the conditions that engineering offers technical university.

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