

A Blended Approach to Learning in Modern Education

Komila Eshmakhmatovna Turaboeva

Karshi engineering - economics institute, teacher at the Department of Foreign Languages

Abstract: Blended learning is an educational concept in which the student gains knowledge both independently online and face-to-face with a teacher. This approach makes it possible to control the time, place, pace and path of learning the material. Blended education allows the teacher to combine traditional methods and modern technologies.

Keywords: Innovations, blended learning, web technologies, flexible, virtual classrooms, an integrated learning environment.

Introduction:

The main goal of educational activities is to make people creative, productive, problem solving skills and able to create new products as they learn. Innovations in the Internet and information technology offer people the ability to access, present and distribute information cheaply and easily [8, 37]. These advances in information and communication technologies have led to a wide range of developments, including new techniques, methods and models of teaching. Teachers play a key role in the successful implementation of any teaching approach, so the effectiveness of blended learning will largely depend on how well teachers make the transition from their traditional face-to-face classroom roles to a broader and more complex role that includes blended learning. Additional skills and developing a new professional identity may not come easily to all practitioners.

Literature review:

Today, a blended learning program may combine one or more of the following aspects, although many of them have overlapping attributes [13, 1163].

- Mixing or combining different forms of web technologies for educational purposes such as virtual classrooms, self-education, collaborative learning, video, audio or text.
- Combination of different educational approaches such as structuralist, behavioral and cognitive approach to ensure the best learning outcomes.

Blended learning can maximize the benefits of both delivery platforms while reducing the disadvantages of each. It maintains the potential for immediate feedback that students value, while allowing for greater participation from students who require more schedules that are flexible. It also enhances faculty's ability to innovate by using interactive learning activities and assignments, and facilitating discussion on a variety of topics using resources from multiple partner centers and national resources. It offers students more opportunities to reflect on course concepts and share knowledge at a community level.

Razumova A.B., Ritskova T.I., Sinitsyn I.S.(2020) highlight the following advantages: Accessibility, flexibility, convenience, efficient use of time; effectiveness of learning and personal motivation of students, independence, social activity; the ability to vary the components of training;

combination of various educational activities, use of two or more different teaching methods, interactivity; using various techniques and approaches.

Discussions:

There are three key components that must be present for a learning experience to be called “blended.” First, some aspects of the learning process must be carried out asynchronously online, where the learner is given an element of control. The idea is for students to use online tools to change the path, pace or medium of learning so that they can learn according to their preferences. Further, blended learning should also include an in-person component. Face-to-face training can be conducted in a physical classroom or through online lectures and webinars. It is important to note that while students here can learn through online tools such as Zoom, the face-to-face aspect of learning still applies, as learning is synchronous [16,72].

Finally, and most importantly, online and face-to-face modules must be integrated into a cohesive whole. Having an integrated learning environment where both components are coordinated is what makes blended learning effective. What this actually means is that face-to-face and virtual modules are not intended to be used as alternatives, rather both modules must be used to gain a complete understanding of the subject.

This is also the difference between hybrid learning and blended learning. With hybrid learning, some students choose physical classes while others may choose the virtual track. Blended learning, on the other hand, involves both [15,106].

Teachers should provide support for virtual classrooms, allowing students to attend virtually lectures and webinars directly from the LMS, which is perhaps the most useful way to enable blended learning. Organizations can use their existing LMS tools or integrate third-party applications that enable live streaming (such as using LTI to integrate Zoom or Go To Webinar) and student participation through a chat function. Additionally, students can also be given the option to record and play these videos or even listen to them in podcast format.

Virtual classroom support allows students to take advantage of the flexibility provided by online learning. Currently, this approach will come in handy as staff and students move to a hybrid work-study model. Students can attend live lectures both at home and at their desks. In case they cannot find the time, they can always review the recordings and speed up as their schedule allows [9,312].

Often, much of the talk about blended learning focuses on the online component. However, it is also important to talk about how the in-person aspect can be better managed to complement the online portion of the courses. Learning management systems can be of great help in this regard.

Conclusion:

Thus, depending on the LMS you choose, instructors can pre-plan and schedule in-person lectures directly within the LMS and make this information easily accessible to all students. This way, all students are informed about the course schedule and can plan. It is also helpful for students to know what the overall course outline looks like and what learning objectives they can achieve with each lecture. Having clarity in course content can help students create structure.

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