

THE IMPLEMENTATION OF BLENDED LEARNING APPROACH IN TEACHING FOREIGN LANGUAGES

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Annotation: This article is devoted to clarifying the potential of relatively new approach in teaching foreign languages called “*blended learning*” as a means of facilitating students’ learning process, an appropriate way of holding a lesson by concentrating on improving learners’ competences.

Keywords: Blended learning, method, teaching, classroom.

Blended learning is not a new package for the old methodical system; it is a fundamentally new approach in terms of changing the position of the subjects of the educational process and the role of information and communication technologies in it. Starting to create a course in the context of blended learning is easier if one imagines what the first steps might look like when switching to such an educational model.[1]

The first step focuses on determination of what a teacher needs for blended learning. A modern lesson, having only a blackboard and chalk is real but if too much time has to be spent explaining the new material, and students are too passive. However, in blended approach a new educational space is being created: a student, accompanied by a teacher, finds himself in the field of many opportunities to realize his own potential, is responsible for his education, and acquires the skills of self-learning and self-organization.

Technology gives the student the opportunity to choose the time and place of study. The teacher at the expense of classroom instruction, on the one hand, regulates the pace; on the other hand, at home, students master the material at a speed convenient for them. If necessary, the student returns to the material being studied, consciously trying to master it.[2] Each student also gets the opportunity to demonstrate an understanding of the topic in various ways, including by creating their own learning object in an online environment. The most interesting due to the remote part of the learning process, the teacher gets the opportunity to use more effectively the lesson time. Whether the learners with the teacher will sort out the tasks of increased complexity, perform creative work, solve educational tests, protect projects, lead discussions - the teacher decides. In any case, it is possible to focus on practical skills and the most important points. [3]

Blended learning also makes it possible to ease partially the difficulties of organizing classes for those who are forced to skip school for health reasons or for other reasons, as well as with those who are preparing for subject Olympiads.

The following step includes getting started program, stopping from planned results. A group of teachers should plan the results, determine the universal learning activities that students form, and how to evaluate them. It is easier together to identify interdisciplinary connections and plan steps to realize goals. Therefore, before a work program is started to being created, one ought to try to gather a group of like-minded people. You can be an ardent supporter of any educational system, but life teaches you to be flexible and not be afraid to experiment. It is necessary to start creating a program by fulfilling the following:

Choose sections or topics that you think can be successfully studied remotely. The training unit is usually an information unit (lecture material in text, audio or video format, interactive simulation, presentation), followed by an interactive task. It is important to make the most interesting material for self-mastering. Problem building, the use of riddles, stories - such traditional techniques work in the electronic environment. One can develop a rank system for actively and efficiently

203	ISSN 2277-3630 (online), Published by International Journal of Social Sciences & Interdisciplinary Research., under Volume: 11 Issue: 10 in October-2022 https://www.gejournal.net/index.php/IJSSIR
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commenting on the work of classmates, award virtual badges for good questions.[4] Having determined what will be learned in the classroom and what will be in the digital environment, decide which blended learning model will work best for you. The choice of a specific model is determined by the ratio of full-time and part-time forms in the planned educational process, the size of the group, the goals and the resources available to students and teachers. The obvious advantages of online tests of different formats - saving the teacher's time (marks are set automatically) and the ability of students to instantly receive results and feedback. [5] One can regularly monitor performance, adjust, if necessary, the educational trajectory of the student, to obtain data on the relevance of the material. The development of practical skills can be assessed both in the classroom and virtually, thanks to tasks as close as possible to the real life situation, requiring the student to apply knowledge not only in typical, but also unfamiliar situations solved in an online environment. [6]

When moving to step number 3 one creates possibly more possibilities for communication. The framework and the flexibility of the blended learning system give the teacher enough freedom to experiment. [7]

Paradoxically, the use of technology can increase the amount of time for direct interaction of participants in the educational process. The communication of the teacher with the students and the students among themselves is carried out, as well as the communication of people in real life, in two ways: personal communication during the class time and communication on the Internet.

The external structure of the Constitution describes its relationship with other sources of law, the totality of relations, its place and role in the legal system and its significance in the system of social and normative regulation in society.

The article presents the role of family, forming system of upbringing, traditional-educational system and traditions in Uzbekistan.

In an article consistently revealing the principles of the Bologna process for measuring the quality of education, the dynamics of internationalization and the logic of integration in European higher education and in Eurasia.

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