



PEDAGOGICAL POSSIBILITIES OF BLENDED LEARNING IN A DIGITAL ENVIRONMENT

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ABSTRACT

This article deals with the digitalization of education, describes the possibilities of blended learning, where the classroom can be supplemented or partially replaced by online sessions, considers such difficulties as the development of competences, the changing role of the teacher, process organization, material modification. In addition, observation of the pilot work revealed several key principles of blended learning that make this approach unique and effective.

KEYWORDS

Pedagogical efficiency, availability of teaching, social interaction of students, active participation of students, economy and flexibility of development of competences, changing role of teacher, organization of process, modification of materials.

INTRODUCTION

Educational institutions were for a long time the epicenter of social learning, but the spread of COVID-19 forced their temporary closure, which dramatically changed the way many students and schoolchildren learn. In Uzbekistan and around the world, self-isolation has led to the suspension of education for millions of students, from pre-school children to university students.

The distance learning mode was activated. In Uzbekistan, where television has a high rating among young people, a UNICEF study has shown that educational programmes have been launched through State-run TV channels as well as through chat rooms such as Telegram.

Nevertheless, the transition to distance learning presented a number of challenges, especially for



higher education. While some universities successfully switched to online platforms, students from remote regions of Uzbekistan faced problems of Internet access and unstable electricity networks.

METHODS

Many universities have opted for hybrid learning models to address these challenges and ensure sustainability in education.

The development of technology and the integration of artificial intelligence have led to the "informatization" of education. Modern computing power, information processing and transmission have reversed the educational process. Tools such as the Internet, e-textbooks and videoconferencing have become ubiquitous tools for effective communication and learning.

Blended learning, combining elements of traditional and online formats, provides unique educational opportunities. However, successful implementation of this approach requires that both teachers and students possess appropriate digital skills.

Over the years, blended education has become an alternative in educational institutions at various levels. Among the reasons for his choice, Osgutorp and Graemvyat: pedagogical efficiency, accessibility of learning, social interaction of students, active participation of students, economy and flexibility in making changes in the educational process.

In order to achieve an effective educational process, it is essential to adapt it to the specific needs, interests and abilities of students at various stages of their studies. This applies not only to the training of teachers, but also to the training of specialists in all fields. In this context, the introduction of innovative forms of training in higher education, as well as the

transition to a model of continuing education, is becoming urgent.

Distance learning, which has evolved over recent decades, provides a convenient alternative to face-to-face learning, especially in remote regions. However, despite its advantages, there are some drawbacks, such as the lack of direct interaction.

Blended learning, sometimes called hybrid learning, combines the best aspects of both formats, eliminating the basic problems of pure distance learning. It provides students with a flexible educational environment in which modern communication tools and resources are actively used.

The use of online technologies and platforms has greatly expanded the horizons of the educational process, allowing for the combination of classical learning methods with interactive online resources and interaction in a digital environment.

RESULTS

Blended learning is a technique that combines face-to-face learning with technological learning tools. In this context, students do not always need to be physically in one place: they can communicate and learn online. For example, the blended learning program can combine face-to-face classroom and online lessons on specialized platforms.

The classroom can be supplemented or partially replaced by online sessions. It is important that the elements of face-to-face and distance learning are interlinked and complement each other, with one training objective.

However, there are also difficulties in this approach:

Competence development: Teachers and students must master new technological tools and distance



learning techniques. Lack of such training could lead to learning difficulties.

Teacher Changing Role: In a blended format, a teacher becomes not only a source of knowledge, but also a coordinator, a mentor. This may be a challenge for some teachers.

Process organization: Careful planning and efficient allocation of time and resources are required, which can cause logistical and efficiency difficulties.

Modification of materials: The transition to a blended format may require the reformulation of training materials to harmonize them online and offline.

In addition, observation of the pilot work revealed several key principles of blended learning that make this approach unique and effective:

Combining Approaches: Combining classical learning methods and digital technologies helps enrich the learning process, taking advantage of both environments.

Adaptability: Students are given the opportunity to choose their time and place of study, making the learning process more convenient and tailored to individual needs.

Individual approach: Teachers can more easily adapt materials and assignments to specific students, taking into account their knowledge and interests.

Student Engagement: Blended learning encourages students to be more independent by developing responsibility for their learning process.

Variety of methods: The application of different learning strategies and tools enriches the experience of students and makes learning deeper.

Quick Feedback: Digital tools allow teachers to respond quickly to students' successes and problems.

Collaboration: Blended learning enhances interaction and cooperation between participants in the educational process.

Improved performance: A combination of different methods can improve the quality and results of learning.

Resource Management: An effective combination of online and offline materials saves educational resources.

Lifelong learning: Blended learning supports the idea of lifelong learning by helping to shape the learning skills needed in the modern world.

Together, these principles contribute to a flexible and dynamic educational environment aimed at improving the quality of learning.

DISCUSSION

While the Internet led to the birth of blended learning in the 1990s, its basic concept was presented in various forms, including "hybrid learning" and "web-enriched learning". The emergence of the term "blended learning" is associated with the press release of Interactive Learning Centers. Clayton Christensen, a Harvard Business School professor, was one of the pioneers of this approach, focusing on the educational potential of technology.

The concept of "blended education" is interpreted differently in the scientific literature. Martha Cleveland defines it as a combination of traditional and online methods for one course. While Darlene Painter means a more global combination of formal and informal methods, including discussions through electronic means of communication. This view of blended learning is shared by other researchers such as D. Garisson and N.Wauhan, who see it as a harmonious combination of online and offline formats.



It is true that blended education is becoming increasingly popular and accepted as a method of education, as evidenced by many scientific studies and practical experiments. The definitions illustrate the diversity of approaches to the concept and reflect its multidimensional nature.

The definition of K.Kuhn focuses on the integration of traditional teaching methods and network technologies. This approach emphasizes the importance of tools and tools in the learning process, providing students with flexibility and a variety of sources of information.

Oliver and Triguell's three-part definition emphasizes that blended learning can be seen as a combination of tools, pedagogical methods, or the integration of traditional and online learning. This confirms the multifaceted nature of the concept and the flexibility in its application.

Medvedeva M.S. offers a more comprehensive view of blended learning, focusing on the systemic approach, where each element of the educational process interacts with the other, creating a harmonious and effective educational space.

Blended learning can also be seen as a combination of face-to-face and online learning, with an emphasis on student-teacher engagement. This is confirmed by the statement about the dual essence of blended learning, where the interaction of teacher and student is carried out in both electronic and traditional environment.

In general, all the above definitions emphasize the importance of combining different methods, tools and approaches in the educational process, in order to make it as efficient, adaptive and responsive to the modern requirements of society.

Distance learning, based on the latest pedagogical and technological methods, has become an alternative

approach to education. It offered an alternative to classical education, providing flexibility in learning, especially for remote locations. However, the lack of direct communication was a drawback of BP.

Blended learning offers a solution to this problem, combining the advantages of online and offline formats. This is an approach that takes into account contemporary trends in education, focusing on the use of digital technologies. Moreover, blended learning is a key competitive advantage for many educational institutions in today's world.

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Distance learning, based on the latest pedagogical and technological techniques, has become an innovative approach to education. It offered an alternative to classical education, providing flexibility in learning, especially for remote locations. However, the lack of direct communication was insufficient.

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Research into blended learning has led to several models that help integrate this approach into the educational environment. Six key models have been identified:



Model Face-to-face driver: The main focus is on face-to-face sessions. Electronic components and distance learning are added as necessary to supplement the core programme.

Model Rotation: Learning occurs on the principle of alternation: periods of full-time training are replaced by periods of online learning. Materials for independent work can be offered by the teacher or selected by the student within the educational program.

Model Flex: The emphasis is on online learning, but the teacher remains available for consultation, individual work or group sessions, using various communication formats.

Model Online lab: Classes are carried out mainly through electronic platforms. The teacher directs the process, but the interaction most often occurs through technological means. This model can be complemented by traditional learning.

Model Self-blend: Students choose their own disciplines or topics to complement their training using online resources.

Model Online driver: The entire learning process takes place online, but can be supplemented with face-to-face sessions if necessary. Face-to-face interaction is not required.

CONCLUSION

Blended education contributes to the development of digital culture, as students actively use various digital tools and resources to obtain and process information, communicate with teachers and other students, perform study assignments. Blended education is a promising direction in education, contributing to the formation of the digital culture of students and the training of competent professionals for the digital economy.

Therefore, it is important to pay more attention to the development of digital literacy among students, including basic training in digital technologies, the development of information security skills, the ability to critically assess and analyze information.

In general, the formation of a digital culture of students in a blended learning environment is a prerequisite for the training of competent professionals capable of adapting to the rapidly changing digital economy.

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