

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА
ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
НАМАНГАН ДАВЛАТ УНИВЕРСИТЕТИ**

**ОЛИЙ ТАЪЛИМ СИФАТИ ИҚТИСОДИЙ
ДИАГНОСТИКАСИ: ЖАҲОН АМАЛИЁТИ
ВА МИЛЛИЙ ХУСУСИЯТЛАР**

**РЕСПУБЛИКА ИЛМИЙ-АМАЛИЙ
КОНФЕРЕНЦИЯСИ
МАТЕРИАЛЛАРИ ТЎПЛАМИ**

Давлат илмий-техник дастурлари доирасидаги
ПЗ-20170929727 амалий тадқиқот лойиҳаси

2019 йил 3-4 май

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НАМАНГАН – 2019

Олий таълим сифати иқтисодий диагностикаси: жаҳон амалиёти ва миллий хусусиятлар. Республика илмий-амалий конференцияси материаллари тўплами. – Наманган. 2019. – 514 б.

Ушбу тўплам Давлат илмий-техника дастурининг «Олий таълим сифати диагностикаси ва уни амалга ошириш механизмини такомиллаштириш» мавзусидаги амалий тадқиқот лойиҳаси доирасида нашр этилган.

Конференция доирасида олий таълим сифати иқтисодий диагностикасининг концептуал асосларини таҳлил этилди ва ривожланган мамлакатларнинг тажрибасидан Ўзбекистонда ижодий фойдаланишга қаратилган илмий таклиф ва амалий тавсиялар ишлаб чиқилди. Бунда олий таълимни ривожлантиришнинг жаҳон тажрибаси, олий таълим ресурслари ва улардан самарали фойдаланиш, олий таълим сифатини баҳолашда диагностик ёндошувлар, олий таълим сифатининг иқтисодий-диагностик жиҳатлари ва Ўзбекистонда олий таълим сифати иқтисодий диагностикасини такомиллаштириш йўналишлари бўйича масалалар чуқур таҳлил қилинган.

Конференция материалларидан профессор-ўқитувчилар, докторантлар, мустақил изланувчилар, магистрантлар, талабалар ҳамда илмий тадқиқот институти ходимлари, ўрта махсус касб-хунар таълими муассасалари ўқитувчилари, вазирлик ва идоралар мутахасислари, жамоатчилик ташкилоти вакиллари, иқтисодчилар, тадбиркорлар ва бизнес вакиллари фойдаланишлари мумкин.

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доц. М.Қ.Холмуродов, доц. К.И.Сирождинов.

Тақризчилар: и.ф.д., проф. Маҳмудов Б.Ж.
и.ф.н., доц. Сирождинов И.К.

Мазкур тўпламга киритилган маъруза тезисларининг мазмуни, улардаги статистик маълумотлар ва меъёрий хужжатлар санасининг тўғрилигига ҳамда танқидий фикр-мулоҳазаларга муаллифларнинг ўзлари масъулдирлар.

НамДУ Илмий-техникавий Кенгашида муҳокама этилган (2019 йил 30 апрелдаги 5-сонли баённома).

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-таълим муассасаси фаолият соҳаси бўйича товарлар сотиш (иш, хизматлар бажариш), ишлаб чиқаришдан келадиган даромадларни шакллантириш;

- юридик ва жисмоний шахслар кўрсатадиган ҳомийлик ёрдамини қонунийлаштириш.

EFFECTIVENESS OF BLENDED LEARNING IN INCREASING THE QUALITY OF HIGHER EDUCATION IN UZBEKISTAN

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It is known to everybody, the advantages of using blended learning system in the educational system are huge, as blended learning is a formal and effective educational program, where students learn through the delivery of content and instruction via digital and online media, with some elements of student control over time, place and pace. Apart from that, blended learning is widely used in professional development and training settings as well.

Definitely, the expressions "blended learning", "hybrid way of learning", "technology-mediated instruction", "web-enhanced instruction" and "mixed-mode instruction" are frequently used interchangeably in research literary research. It is known that the notions under the term "blended learning" for the first time were used in the 1960s, but till the end of 1990s this expression wasn't used by the current form. One of the first starters of the term took its beginning in 1999 press release, where the Interactive Learning Centers, an Atlanta-based education business, informed a change of name to EPIC Learning.

Studies show that the concept of blended learning in American business circles firstly was appeared as a method of personnel training and retraining, and later, after the release of the first books by authors Bonk and Graham Handbook of Blended Learning, 2006, and Garrison and Vaughan "Blended Learning in Higher Education: Framework, Principles and Guidelines", 2008 has been successfully used in the higher education system. In the national teaching methodology, this method is studied not so long ago, therefore the existing terminological definitions vary somewhat and is purely descriptive in nature.

Undeniably, according to reports, blended instructions are more effective than real face-to-face or real online classes. What is more interesting, blended learning methods can help to reach positive results in high levels of student environment, which are more productive than face-to-face learning. By the use of expressions digital instruction and one-on-one face time, students have the chance to work on their own with innovative ideas, which release teachers up to control and assist support students individually. "Instead of playing to the lowest specific denominator - as students would in usual, traditional classroom, teachers can straightforward their instruction to help all learners reach their complete potential.

Moreover, the use of "Internet communication technology" in higher education courses serves to "facilitate a simultaneous independent and collaborative learning experience". This incorporation is an essential contributor to the learner satisfaction and reaching goals in such particular courses. By using information and communication technologies there have been found to develop learners points of views towards learning. By integrating information technology into class projects, communication between lecturers and part-time learners has been developed and students have been able to better assess their acquiring material through the use of " qualitative and quantitative assessment modules, which were computer-based".

Currently, in teaching a foreign language blended learning is fully capable of solving the problem and increasing the efficiency of learning at the Institute, since it has the following advantages, compared to the traditional education model:

- mixed learning is a flexible model combining virtual and direct communication, within which discussions, exchange of experience and practical skills;

- Mixed learning makes contribution to the development of critical thinking and skills for independent work, namely, the ability to work with information;

- in blended learning, the presentation of educational materials is carried out not only in print, but also in accessible electronic formats;

- blended learning develops critical thinking and skills of self-study works, namely, the ability to work with information: to study, analyze and select the material that will be used for training;

- mixed instruction is an interactive method, which implies the possibility of communicating "teacher-student" and "student-student" with expressing their points of view, exchanging opinions;

- in blended learning, individual psychological characteristics of a student are taken into account, since the combination of various forms of work provides opportunities for students to show themselves with different temperaments and different speeds of learning.

By our mind, the main task facing the developers of educational programs and educational complexes in the English language for special purposes is their compliance with the requirements of smart education, which implies the development of students' self-education skills and the active use of Internet resources that provide the opportunity to acquire professional competencies based on the systematic study of disciplines. An important requirement for the development and implementation of modern training courses is also to ensure a high degree of interaction and cooperation.

According to the information taken from the Institute, it can be noted that 18 candidates from our Institute passed Aptis CEFR exam in 2017 and received international certificates. Additionally, while practicing in blended learning program, which lasted four months, organized by British Council, only five participants from 18 candidates, working at different departments of Institute successfully completed 288 hours of blended learning program and could receive