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BEST PRACTICES IN DISTANCE EDUCATION IN LEARNING FOREIGN LANGUAGES

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collaborative. What is more, they find more benefits from the system to help them achieve their personal goals, explore how to integrate CMC into other forms of learning and reflect on the learning process. Another important issue in the distance learning is the space and access to learning. Providing a high-quality learning experience for learners from different geographic regions involves familiarity with the learners, their goals and needs, and the program content. It also involves awareness of what is feasible within a given context and implementation of a design and delivery system that will be effective in the environment where the program will be delivered. This will perhaps mean thinking critically about the latest trends that favor advanced technology and using a more reasoned combination of delivery options that ensure costs to institutions and assured accessibility for learners.

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THE ADVANTAGES OF TEACHING BY USING BLENDED LEARNING SYSTEM AND ITS EDUCATIONAL GOALS

***Abstract.** Blended learning is an effective educational program, which is taught in the classroom and partially independently through online. It requires from learners to be highly self-organized. The Interactive elements of blended learning and the problems of organization the self-study works of learners are presented as well. The results of works are being accepted as one of the modern pedagogical approaches in education, based on information and communication technologies.*

It is known to everyone that due to the Presidential Decree №18/75 from December 12, 2012, there was mentioned about the development of teaching and learning foreign languages, which shows the importance of creating new ways of teaching English in higher educational institutions of Uzbekistan.

It is not a secret to anybody that 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 certificates on December 2017. In the mentioned above blended learning course the following communication forms were included by British Council:

message and instructions; different materials given in useful links; interactive tests; questionnaires and forums. These requirements were offered during the Aptis test as well, as a modern computer-based test and it included the integrated skills, such as Speaking, Writing, Reading and Listening.

While organizing the training at the Institute by using the blended learning system, there were faced several problems:

the requirement of great efforts from teachers; working as an advisors and carrying responsibility for the effective achievement; creation of communication approaches; creating the environment, where useful materials are offered in file forms (word, excel, pdf, PowerPoint, audio, video, animation, archive and etc.).

Definitely, blended learning is also used in professional development and training settings. Using blended learning method students can learn effectively through the delivery of content and instruction via digital and online media.

In conclusion we can suggest that the goal of this method is to develop students' skills in self-planning and organizing their activities, orienting them to the final results. Students learn to make decisions and take responsibility for completing the tasks in time. They learn to work in the information environment, search independently for the material, choose and analyze the information, present the results, gained by using

different modern informational technologies. In brief, the results of using blended Institute are considered effective in education, as students enjoy not only by working and online learning, but also learners gain experience from a well-organized system instruments (notebooks, phones, I Phones, tablets, which support Web).

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ЭШОН

ХОРИЖИЙ ТИЛНИ НУТҚ ФАОЛИЯТИ ТУРЛАРИ БЎЙИЧА ЎҚИТИШ УСУЛЛАРИ ХУСУСИДА

Аннотация. Ушбу мақолада хорижий тилларни ўқитишда янги ахборот масофавий таълимнинг роли ҳамда нутқ фаолияти турларини масофавий ўқитиш боради.

Бугунги кунда ахборот технологиялари шиддат билан ривожланиб келимоқда. Замонавий технологиялар барча жабҳаларга кириб бориб, жамият тараккиятининг хисса қўшмоқда. Айниқса сўнгги ўн йилликда аудитив, визуал, аудио-визуал технологияларнинг янги турлари яратилмоқдаки, улар ўз навбатида барча соҳаларда тизимини ҳам кенг қамровга олмақда. Ахборот технологиялари асрида таълим усуллари ўқувчи ва талабаларнинг билим олишга бўлган эҳтиёжларини қўллаш табиий. Ушбу эҳтиёжларни таълим жараёнида янги ахборот технологиялари усуллари қўллаш орқали қондириш мумкин.

Масофавий ўқитиш – ўқитувчи ва ўқувчи ўртасидаги тўғридан-тўғри “масофадан ўқитиш” имконини яратиб берувчи замонавий ахборот технологиялардан фойдаланишга асосланган ўқитиш жараёнини амалга ошириш [1, б.265]. Германиялик тилшунослар Н.Бенитт ва М.Легуткелар таъкидлаганича “roles are constantly changing, new media find their way into the class-room continuing and multilingualism have become part of the normal state in an average classroom” [2, б.191]. Дарҳақиқат, ўқитувчи ва таълим олувчиларнинг роли доимий равишда ўзгариб бораётганлиги, ахборот технологиялари ўз-ўзидан аудиторияларга кириб келаверади. Бундан қўқоқ бўла олмайди. Германияда Monitor Lehrerbildung лойиҳаси иштирокчиларнинг тадқиқотларга кўра педагогик фаолиятда планшет ва Smartboardлар таълим ташкил этишнинг замонавий ва етакчи воситалари сифатида эътироф этилиши таълим экспертлари рақамли технологияларни таълим тури ва ўқув фанидан каттироқ кириштириш таклиф этмоқдалар. [3] Педагогик фаолиятда замонавий таълим туриб малакали мутахассислар тайёрлаш ҳақида гапиришимиз ноўрин.

Маълумки, хорижий тилни ўқитишда нутқ фаолиятининг тўрт турли тури тинглаб тушуниш, ўқиш ва ёзиш барабар ўргатилади. Шу сабабли хорижий тил турлари бўйича масофадан туриб ўқитиш усулига кенгрок тўхталиб ўқиш нутқ фаолиятининг у ёки бу турига тааллуқли топшириқлар талабалар тўғрисида мустақил бажарилади.

Ўқиш компетенциясини масофавий ўргатишда ҳар бир таълим олувчи тури билан машқ қилиш имконияти яратилади. Агар таълимнинг мақсади ўргатиш бўлса, унда тақдим этилаётган полиграфик ва электрон ўқув ма