

O'quvchilarning ota-onalari va ilm-fan namoyandalari bilan uchrashuvda O'zbekistonda uchinchi renessans – uyg'onish davri boshlanayotgani ta'kidlab o'tishmoqda. Uchinchi Rennessans to'rtinchi sanoat inqilobi bilan muvoziy, bir vaqtda kechadi. Shu sababdan u, avvalo, texnologik inqilobni, yuksak rivojlangan raqamli smart (aqlli) iqtisodiyotni taqozo qiladi. O'z navbatida, raqamli, smart iqtisodiyotga o'tish uchun ishlab chiqarishni bosqichma-bosqich modernizatsiya qilish, avtomatlashtirish, robotlashtirish talab etiladi. Mazkur jarayon O'zbekistonda qanday bosqichlarda amalga oshirilishi, uning moddiy-moliyaviy, insoniy, ilmiy va ilmiy-texnologik ta'minoti bo'yicha istiqbolli aniq kompleks dasturlar yangi Rennessans g'oyasi bilan mafkuraviy jihatdan bog'lanishi shart. Ilmiy, ilmiy-texnologik ta'minot taqozosidan kelib chiqib, ta'lim-tarbiya sohasining barcha bo'g'inlari uzluksiz isloh etib borilishi kerak.

Foydalanilgan adabiyotlar:

1. Shavkat Mirziyoyev. Erkin va farovon davlat barpo etamiz.
2. Islom Karimov. Yuksak ma'naviyat – yengilmas kuch.
3. Shavkat Mirziyoyev. Buyuk kelajagimizni mard va olijanob xalqimiz bilan birga quramiz.

BLENDED LEARNING IN HIGHER EDUCATION

*Yusupov Otabek Yakubovich PhD of SamSIFL
Ismoilova Feruza Ulugbekovna Master student of SamSIFL*

ABSTRACT *Blended Learning is a strategy that creates a more integrated approach to teaching learning process where different learning environments like Face-to-Face, online, social networking etc. are mixed with a goal to provide the most efficient and effective instruction experience.*

This paper will provide directions for blended learning environment which can be used by institutions of higher learning to make decisions about the learning and teaching initiatives. It also discusses about how blended learning can improve working conditions, improve teaching and benefit student learning process.

Key words: *blended learning, e-learning, online learning, higher education*

The teachers at all levels of education had shown a great interest in the technology and computers for teaching and learning. In higher education also, many teachers are making effective use of technology and transforming some or all of their existing course material. There are a growing number of online courses (or e-learning) around the world offered by various institutions of higher learning and universities.

Most universities and corporate trainings facilities now offer some or all of their courses online. Across the world, universities offer all sorts of courses in E-Learning these days from IT, Management, Engineering, Medicine and Sports. The World Wide Web has fascinated the academic institutions around the world and provided a potential for a new medium to deliver courses to people, who live faraway from the institution, in the form of the text, audio and video without the need of adding new buildings or hiring new instructors.

The majority of the academic institutions accepted e-Learning as an alternative to the traditional classroom teaching without any stiff resistance. The acceptance rate was very fast, rapid and widespread. Today there are many universities and institutions in Uzbekistan also that offer some kind of online learning and teaching in the form of e-Learning.

But, the author believes that e-learning when integrated with traditional learning can provide an environment that can lead to more effective and efficient learning.

E-Learning to Blended Learning: A review

Earlier computers were used for storing and manipulating data to assess the student's performance. Later the same software and hardware was used as a means for teaching most of the computer-aided based courses. The term blended learning has been in use for more than 20 years but that its meaning has been constantly changing during this period. In the late 1980s, in UK, the Workers Education Association (WEA), Ruskin College and the Open University collaborated on what was called a blended learning programme for adults, without qualifications, returning to education [3, 4]. The programme blended evening/weekend or off-campus courses with residential learning sessions and distance learning support. It was a beginning where the general discussion around course development at the Open University at the time used the term 'blended learning' to signify a mix of distance and face-to-face learning.

Through the 1990s the corporate training world started using of blended learning as enhancements to the typical corporate training intervention. Corporate short training courses were blended with pre-course readings and post course activities such as action-learning sets and project-based learning teams to embed the learning in the workplace. Participants also received electronic materials (e.g. spreadsheet-based project

finance models, trading simulations, technical process modeling etc.), on portable media, initially floppy disk and later CD and eventually through web services.

By 2000, web-based distance learning and training was being blended back with supplementary printed manuals and optional face to face interactions at a study center or any location near the student. This was actually a real beginning of e-learning. Jay Cross, founder of Internet Time Group and global consultant, introduced the term e-learning in 1998 suggesting a comprehensive training method via any technology-based medium. Several terms are used to refer to e-learning such as computer-based-training (CBT), online learning (OL), virtual learning (VL), internet-based training (IBT) among several others.

Blended learning combines online with face-to-face learning. The goal of blended learning is to provide the most efficient and effective instruction experience by combining delivery modalities. It may involve usage of computer, cellular or Smart phones, Satellite television channels, videoconferencing and other emerging electronic media.

„Learners and teachers work together to improve the quality of learning and teaching, the ultimate aim of blended learning being to provide realistic practical opportunities for learners and teachers to make learning independent, useful, sustainable and ever growing.”⁴⁰

Three main technological components required for a blended learning course include: Technology infrastructure, Instructional technology, and Technology in learning. Further, they suggest that developing and designing blended courses is an iterative process, which includes five main phases: course content design, course development, course implementation, course evaluation, and course revision. There are evidences from research suggesting the need for an establishment of a creative balance between pedagogy and technology that will support faculty to design, deliver, and support course design and content.

Most researchers today agree that the blended learning approach is the best one for implementing online teaching and learning, but they also agree that there is much to be improved regarding the ways in which it is understood and implemented in practice. There is no perfect or ideal formula presenting the ‘right’ mixture for a blended learning course.

Use of technology-based tools such as YouTube, Facebook and Wikipedia, which young people consider to be a natural part of their world, is affecting not only the way they spend their leisure time, but also the way they learn and work. Moreover, these tools are not only accessible through computers at their home or institutions; they are also accessible via mobiles. Therefore, blended learning approach can be further extended to include ways that can blend these emerging technologies with teaching-learning processes in institutions of higher education.

In 21st century there is an increase in the use of mobile devices in different areas of society to meet the needs of people on the move. M-learning (Mobile Learning) is considered a new and more flexible educational strategy where students have opportunities to review course content or communicate with their peers and instructors “anywhere,” “anytime” without the restrictions of fixed-location computer technology.

It refers to the ability to access educational resources, tools and materials at any time, from anywhere, using a mobile device. Mobile technology devices for m-Learning ranges from basic mobile phones to tablet PCs, and it may include PDAs, MP3 players, memory sticks, e-readers, and smart phones. In context of institution of higher education, it can include: Simple SMS, Multimedia live classroom sessions, Web and podcasting to audio, Text recaps of lessons, Educational video games, Logical reasoning and problem solving aptitude games, Multiple choice tests to reinforce content learning, Audio- to-text or text-to- audio applications and Mobile whiteboards for interactive discussions.

Various issues need to be addressed include training, professional development and technical support. There is also a need to address the cultural change inherent in society’s overall migration from classrooms and computers toward mobile communications.

Open content is a new educational perspective, focused on collective knowledge and the sharing and reuse of learning and scholarly content. The notion of open content is to take advantage of the Internet as a global dissemination platform for collective knowledge and wisdom, and to design learning experiences that maximize the use of it. This kind of learning environment will be definitely helpful for teachers in their research work and currency of contents they wish to teach and share.

An outgrowth of the perspective is the emergence of open-content textbooks that can be “remixed” — that is, customized, modified, or combined with other materials — and a number of publishers are finding ways to support authors of such materials. This will help teachers to generate their own material for themselves and others.

To sum up, blended learning gives learners and teachers a potential environment to learn and teach more effectively. Blended learning provides flexibility to incorporate various curricular and institutional needs, goals and priorities. The way it has been implemented across various institutions is highly context dependent. A thorough reassessment and reengineering of the course is required before moving to blended learning. The model and accompanying 6-step process described in this paper are intended to provide higher education teachers a guideline for designing a blended learning course [23]. Various Faculty, student and institutional related issues are listed as major challenge in the implementation of blended learning strategy (their discussion needs a larger scope). And the emerging technologies like mobile computing and open content are going to have a large impact on teaching-learning process in higher education arena within the next few years.

References

1. N. Sonwalkar, “ A new methodology for evaluating: The pedagogical rating of online courses”, Syllabus, 15(6), 2002, pp18-21.
2. I.M. Kumar Agarwal- *INTERNET-BASED LANGUAGE LEARNING AND TEACHING*, Riga Business School, Riga Technical University Skolas St. 11, LV-1010, Riga, Latvia.
3. <http://www.ijimer.com>
4. <https://files.eric.ed.gov>>

COMPARISONS BETWEEN TRADITIONAL AND INNOVATIVE TEACHING METHODS IN FLT

Yokubjonova Shahnozabegim

SamSIFL, student

shahnozabegimyoqubjonova@gmail.com

ABSTRACT: The main aim of this research paper is to analyze and make necessary comparisons about the role of these two types of teaching methods in English. We all know that from a long history, it has been a debated topic among scientist to whether choose only modern ways of teaching or to keep ancient ones as well. Thus, in this article I decided to look through the main advantages and disadvantages of these both methods and make necessary comparisons among them

Key words: *IT, computer programs, e-learning, YouTube lessons, innovative technologies, new methods in teaching, group working.*

Well, it is crystal clear that any teacher may face with confusions about what kind of method to choose to teach in the classroom. In such cases, some claim that traditional methods are of no use, while innovative methods are super effective. But without having any prove, we cannot say so. It is our prior duty to analyze the case carefully and to make necessary judgements based upon this.

Also, most often I see a common misconception about people in which they claim that traditional methods are prehistorical methods. It is actually just a wrong, yet foolish belief about traditional methods. Some of them might have come from long history, but over time through practice and use in the classroom, they have literally changed and also took another form. On the other hand, traditional methods may have started to appear just 2 or 3 centuries ago, but not too long ago. Therefore, to analyze it on a deeper level, we need to compare and understand the plus and minus sides of each method. This article intends to fulfill this task.

The Advantages and Disadvantages of Traditional and Innovative Methods. As everything has its own advantage and disadvantage sides, it is also more than possible for these methods to have as well. Historically we know that a lot of methods in teaching were created and over time they have developed, sharpened, fixed and through this became common everywhere around the globe. As this, traditional methods are the ones to mention here.

Grasha (1996) explains the three main teaching styles in educational pedagogy: direct instruction, inquiry-based learning and cooperative learning. She states that when applying these methods, teachers and instructors improve their students' understanding considerably, manage better the classroom and get better connection with their students. Actually, the most common traditional methods worldwide are grammar translation method. Some claim that this method no longer holds any value for teaching. But, on the contemporary side, it is almost impossible to imagine teaching without this method. Because through centuries, it showed its limitless significance and its help to students, especially with grammar learning.