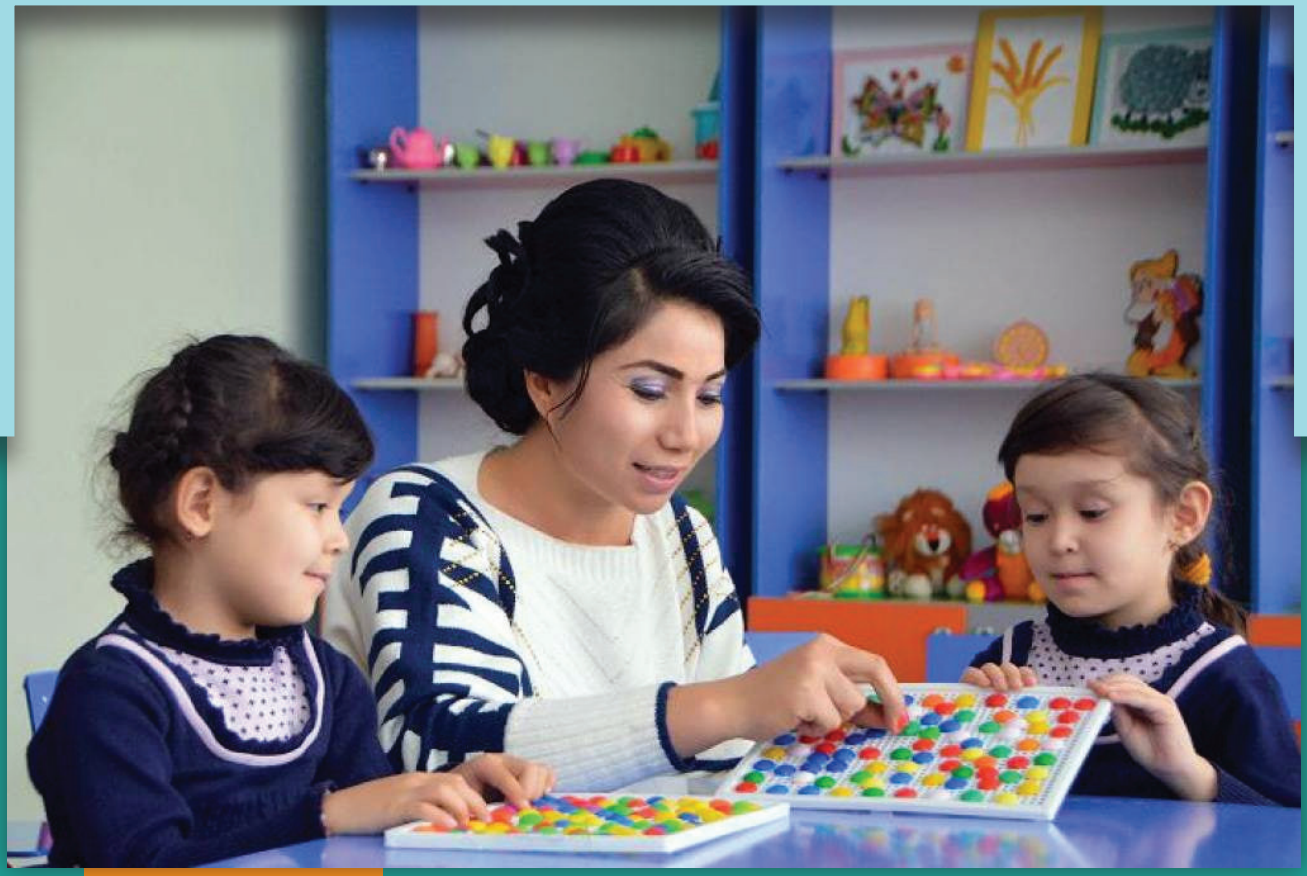
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13.00.00 Pedagogika fanlari
13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar böyiça)
13.00.03 Maxsus pedagogika
13.00.04 Jismoniy tarbiya va sport maşğulotlari nazariyasi va metodikasi
13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohalari va bosqiçlari böyiça)
13.00.07 Ta'limda menejment
13.00.08 Maktabgaça ta'lim va tarbiya nazariyasi va metodikasi
13.00.09 Ijtimoiy pedagogika
07.00.00 Tarix fanlari
19.00.00 Psixologiya fanlari
01.00.00 Fizika-matematika fanlari
02.00.00 Kimyo fanlari
03.00.00 Biologiya fanlari
09.00.00 Falsafa fanlari
10.00.00 Filologiya fanlari
11.00.00 Geografiya fanlari

MAKTABGAÇA VA MAKTAB TA'LİMİ

Pedagogika, psixologiya fanlariga ixtisoslaşgan ilmiy jurnal

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MUNDARIJA СОДЕРЖАНИЕ CONTENTS

MUNDARIJA

Fortepiano ijroçiligida nota öqiş va musiqiy savodxonlikni rivojlantiriş 10
Burxonova Gulrux Umrzakovna

Autizm spektri buzilişi bölgan bolalarni korreksion-pedagogik qöllab-quvvatlaş: individual ehtiyojlar va amaliy yeçimlar 15
Nazokat Abidova Kutbiddinovna

Ixtisoslik fanlarini öqitişda işlab çiqariş va ta'lim integratsiyasini taşkil etişning nazariy asoslari 20
Kurbanov Aziz Teshavoyeviç

Jazoni ötab qaytgan onalar reintegratsiyasida onalik identifikatsiyasi va ota-ona–farzand munosabatlarini tiklaşning ijtimoiy-psixologik xususiyatlari 25
Samatova Dilrabo Yusufovna

Nutqiy va nutqiy bölmagan tovuşlarni idrok etişni rivojlantiruvçi öyin texnologiyalari 30
I. S. Xamrayeva, Nuriddinova Muxayyo Işxodjayevna

Umumiy örta va professional ta'lim tizimida ösmirlar deviant xulq-atvorining profilaktikasida psixolog va pedagoglar hamkorligi 35
Sulaymanova Dildora Kodirovna, Hamidova Volida Utkirjon qizi, Nigora Axmedova

Bölajak öqituvçilarning kasbiy mahoratini rivojlantirişda innovatsion pedagogik texnologiyalardan foydalaniş 40
Xolbayeva Dildora Azizovna

Katta maktabgaça yoşdagi bolalar nutqini rivojlantirişda xorijiy tajriba asosida mnemonik jadvallardan foydalaniş samaradorligi 46
Abdulazizova Kamolaxon Abdurazzoq qizi

Innovatsion yondaşuv asosida bölajak öqituvçilarning huquqiy madaniyatini rivojlantiriş 51
Muxamadiyev Dilşod Aslitdinoviç

Dialektal frazemalarning uslubiy böyoqdorligi va ekspressiv-baholaş xususiyatlarining qiyosiy-statistik tahlili 55
Norqobilova Zarifa Axatullayevna

Гендерная специфика опосредующей роли интернет-зависимости во взаимосвязи сравнения внешности и самооценки у студентов 59
Багдасарова Д. Л.

Globallaşuv şaroitida ijtimoiy himoya terminologiyasining transformatsiyasi va uni milliy termin şaklida takomillaştiriş muammolari 63
Elmirzayeva Maftuna Dösmurod qizi

Taom va ovqatlaniş leksikasining lingvomadaniy xususiyatlari (ingliz va özbek tillarida) 68
Qöyliyeva Guliza Alişer qizi

Okkazional frazeologik birliklarning qiyosiy tahlili ingliz va özbek tillarida 73
Fayzullayeva Malika Jamshid qizi

Pedagogik muloqot uslublarining maktabgaça yoşdagi bolalar biliş jarayonlariga ta'siri 78
Qodirova Malikaxon Kaxramonovna

Pedagogik oliy ta'limda xotin-qizlarning intellektual va kasbiy salohiyatini rivojlantirişda mentorlik texnologiyalarining imkoniyatlari 83
Yakubova Dinora Isakovna

Bölajak boşlanğiç sinf öqituvçilarining ona tili ta'limini loyihalaş könikmasi: mazmuni va tarkibiy qismlari 89
Malikova Dilrabo Ravshan qizi

Oilaviy zöravonlikning ijtimoiy sabablari va psixologik oqibatlari 95
Dumarova Gulfira Kozimbekovna

Çiziqli tenglamalar sistemasini öqitişda fanlararo integratsiyaning didaktik imkoniyatlari 99
Bozorova O'g'iloy Hikmat qizi, Husanova Diyora Otabek qizi

MUNDARIJA СОДЕРЖАНИЕ CONTENTS

Psixik kamol topişi vaqtinça töxtab qolgan bolalarga xos bölgan xususiyatlar va ular bilan korreksion işlar 104
Berdiyeva Lobar Norkabulovna

8-sinf biologiya darslarida "Ixtisoslaşgan hujayralar va özak hujayralar" mavzusini öqitişning ilmiy-metodik asoslari
Rahmanova Nargiza Turgunovna

Ingliz va özbek tillarida nominativ-ekspressiv frazeologizmlarning lingvo-kulturologik tadqiqi va ularni STEM ta'limi bilan integratsiyalaş imkoniyatlari 110
Bahromov Javoxir Rustam öğli

Musiqiy ta'lim yönalişi talabalarini öqitişda an'anaviy ijroçilik san'ati namunalarining örni 114
Dilşodjon Toşaliyev

Geografiya fanining zamonaviy öquv-metodik majmuasini takomillaştirişda xorijiy tajribalarning örni 117
Ismatov J. A.

Bölajak pedagoglarni öquvçilarda soğlom turmuş tarzini şakllantirişga örgatiş metodikasini takomillaştiriş... 123
Isokova Sevara Abdumannonovna

Kiçik maktab yoşidagi öquvçilarda tabiatni anglaş könikmalarini rivojlantirişning psixologik-pedagogik şartlari 129
Karimova Sevara Şaxriddin qizi

Ösmirlarning özini anglash va özini boshqarish könikmalarini rivojlantirishda öqituvchining kasbiy refleksiyasi 134
Qambarali Baxramoviç Djörayev

Bölajak öqituvçilarda emotsional intellekt va kasbiy refleksiyani şakllantirişda narrativ texnologiyalarning örni 139
Sadiyeva Şaxnoza Xusanovna

Maktabgacha ta'lim tashkilotlarida ijtimoiy kollaboratsiyani yölga qöyishdagi xalqaro tajribalar (ota-ona va MTT hamkorligi misolida) 145
Tojimirzayeva Buzulayxo Maxammad qizi

Didaktik drama vositasida bölajak öqituvçilarda kasbiy refleksiya va pedagogik taktni şakllantiriş 149
Xolbayeva Dildora Azizovna

Ta'limda robototexnika va sun'iy intellektni joriy etişning pedagogik imkoniyatlari 155
Mahmudov Ilxom Baxrom öğli

Nostandart masalalarni trigonometrik usullar yordamida yeçiş 162
Mambetkarimov Bayniyaz Meyrmanoviç, Saparova Aynura Arslanbay qizi

Oila va ta'lim muassasasi hamkorligida talaba qizlarni mustaqil hayotga va oilaviy munosabatlarga tayyorlaş mexanizmlari 168
Vaxabova Nasiba Abdulxamidovna

Maktabgaça yoşdagi bolalarda kommunikativ kompetensiyalarni rivojlantirişda raqamli texnologiyalardan foydalaniş 172
Hasanova Sitora Otabekovna

Teacher-Guided Artificial Intelligence for Diagnosing and Correcting Students' Mathematical Errors in Grades 5–9 177
Gasimov Emil Emin

Integrativ yondaşuv asosida texnologiya fanini öqitiş metodik ta'minotini takomillaştirişning didaktik asoslari 183
Andaqulova Farzona Xayrulla qizi

Team Point System and Student Engagement 189
Dilbar Khasanova

Tarbiyaçilar faoliyatidagi kasbiy çeklovlarni yengiş va ularning mahoratini oşiriş metodikasi 194
Umarova Sarvinoz Akbarovna

"Ilk qadam" dasturining kognitiv rivojlaniş sohasi böyiça natijalarini baholaş vositalarini işlab çiqiş va sinovdan ötkaziş 197
S. K. Mamadaliyeva

MUNDARIJA СОДЕРЖАНИЕ CONTENTS

Oilaviy munosabatlarning ösmirlarda özini baholaş va şaxsiy mustaqillik şakllanişiga ta'siri 200
L. E. Izaitullayeva, Mamedov Jahongir Azerovich

Профессионально ориентированное обучение русскому языку студентов-экономистов в вузах Узбекистана 207
Киличева Феруза Бешимовна

Sport turizmi faoliyatida motivatsiya, ijtimoiy faollik va kasbiy refleksiyani rivojlantiriş yöllari 212
Dustov Jonibek Amriddinoviç

Sun'iy intellekt orqali talabalarda tanqidiy fikrlaşni rivojlantirişning pedagogik imkoniyatlari 217
Sodiqova Dilfuza Ropijonovna

Bölajak pedagoglarda zöravonliksiz muloqot könikmalarini rivojlantirişning pedagogik mexanizmlari 221
Sultanova Nilufar Raxmatullayevna

Методологические основы госпитальной педагогики как направления современной педагогической науки 227
Хакимова Гульшода Абдусаламовна, Чолокова Камилла Алексеевна

Maktabgaça ta'lim tizimida zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalanişning pedagogik imkoniyatlari 233
Umarova Feruzabonu Bobir qizi, Aliyeva Marjona Yusuf qizi

Maktabgaça yoşdagi bolalar ta'lim-tarbiyasini taşkil etişda kompleks faoliyatlarda tarbiyalaş tizimiga qöyilgan zamonaviy talablar 239
Nazarkulova Laylo Saidjon qizi

STEAM va robototexnik loyihalaş faoliyati asosida bölajak muhandislarning kasbiy kompetensiyalarini rivojlantirişning pedagogik mexanizmlarini takomillaştiriş 244
Abdumajitova Sayyohat Abduqosimovna

Tarbiyaçining didaktik öyinlarni yaratiş böyiça kasbiy kompetensiyasini rivojlantiriş 251
Gulomova Mahliyoxon Ikromjon qizi

Inklyuziv ta'limda innovatsion yondaşuvlar 255
Nazarova Dildora Asatovna

Öquvçilarda XXI asr könikmalarini rivojlantirişda BLUM taksonomiyasining örni. Quyi va yuqori darajali tafakkur 259
Nazarova Mavluda Uktamovna

Raqamlaştiriş davrida xorijiy tillarni öqitiş: til va tilga oid bölmagan ta'lim yönalişlari uçun pedagogik, raqamli hamda sun'iy intellekt texnologiyalari 263
Şaymanova Yulduz Toşniyazovna, Taşeva Dilorom Salimovna

Surxondaryo an'anaviy ayollar libosi bezaklarini zamonaviy etno-dizaynda transformatsiya qiliş tamoyillari 267
Jabborova Dilshoda Xolmamat qizi, Mamatova Fazilat Ixtiyorovna

Ixtisoslik fanlarini o'qitişda işlab çiqariş va ta'lim integratsiyasining taşkil etişning nazariy asoslari 272
Kurbanov Aziz Teşavoyeviç

PISA xalqaro baholaş dasturining mazmuni va rivojlaniş bosqiçlari 277
Uroqova Gulandon Akmal qizi

Tasviriy san'atda perspektiv tasvirni vizual idrok qonuniyatlari asosida qurişning nazariy va amaliy jihatlari 284
Odiljon Sabitoviç Inoyatov

AI asosidagi pedagogik modellarni operatsionallaştiriş: texnologik-protsessual arxitektura va dalilga asoslangan baholaş 287
Xakimov Utkirbek Ilhomjon öğli

Logistika fanini öiqtişda kompetentli yondaşuv asosida talabalarni innovatsion muhandislik kasbiy faoliyatga tayyorlaş metodikasini takomillaştiriş 292
Jalilov Erkin Ergaşeviç

Ingliz tilini öqitişda nofilologik yönaliş talabalarining til örganiş könikmalarini rivojlantiriş va metodikasini takomillaştiriş 296
Muxitdinova Sitora Boxodir qizi

MUNDARIJA СОДЕРЖАНИЕ CONTENTS

Sun'iy intellekt vositasida bölajak tasviriy san'at öqituvçilari kasbiy kompetentligini rivojlantiriş 301
Raxmonberdiyeva Oygul Rayimjonovna

Профессиональный стресс воспитателя и качество психолого-педагогического взаимодействия с дошкольниками 305
Ширбачеева Гульчехра Шакировна, Эгамбердиева Кавсархон Иброхимовна

Inklyuziv ta'lim tuşunçasining pedagogik-psixologik mohiyati va boşlanğiç ta'limdagi örni 311
Sulaymonova Çaros

Интегративная модель одарённости детей: структура, компоненты и возможности применения 316
Рахматова Фотима Ганиевна

Речевые особенности детей в подготовительных группах как фактор успешной подготовки к школе ... 321
Ширбачеева Гульчехра Шакировна, Рустамова Шахзодахон Муродходжа кизи

Umumiy örta ta'lim maktabi öquvçilarini kasb-hunarga yönaltirişning pedagogik-metodik tizimini takomillaştiriş 325
Xojikarimova Gulasal Tadjialiyevna

Bölajak maktabgaça ta'lim pedagoglarining kognitiv kompetensiyasini rivojlantirişda mnemonik texnologiyalar 329
M. Qambarova

Boshlang'ich sinf matematika darslarida 4K texnologiyalaridan foydalanish asoslari 334
Umirov Boboyor Baxtiyor o'g'li, Fayzulloyeva Ruxshona Xayrulloyevna

Современные подходы к развитию общей выносливости школьников средствами высокоинтенсивной интервальной тренировки (HIIT) 339
Халилов Умид Бахромович

Raqamli ta'lim muhitida aksiologik yondaşuvga asoslangan öquv topşiriqlarini işlab çiqişning didaktik tamoyillari 346
Matberdieva Yulduz Bayramdurdiyevna

Sun'iy intellekt va korpus texnologiyalari asosida nemis tilini öqitişda tarjima-mediatsiya kompetensiyasini rivojlantiriş metodikasi 350
Jabbarov Ibragimjon

Ona tili va öqiş darslarida öquvçilarning passiv söz boyligini oşiriş yöllari 353
Tuzikenova Juldizay Amantayevna

Developing English Listening Comprehension Skills Through Blended Learning Among Secondary School Students 356
Guliza, Mamirova Taylan qizi

Palliativ yordamda psixologik himoya mexanizmlari va ularning psixoterapevtik jihatlari 361
Bobomurotova Aziza Rustam qizi

Boşlanğiç sinflarda matematika va tabiiy fanlarni integratsiyalab öqitişning öziga xos xususiyatlari 364
Ismailova Dono Mirkomilovna

Raqamli ta'lim muhitida boşlanğiç sinflarda ona tilini öqitiş metodikasini takomillaştirişning pedagogik-psixologik va lingvodidaktik asoslari 374
Bobomurodov Sirojiddin Mengziyo öğli

Arxitektura va quriliş muhandisligi ta'limida loyihaviy qaror qabul qiliş kompetensiyasini rivojlantirişga oid milliy va xorijiy ilmiy-pedagogik yondaşuvlar tahlili 379
Abdullayev A'zamjon Komolxanovich

Bölajak boşlanğiç sinf öqituvçilarining kommunikativ kompetensiyalarini rivojlantiriş metodikasi 383
Madaminova Durdona

Fanlararo integratsiya asosida talabalarning mantiqiy fikrlaş kompetentligini takomillaştiriş imkoniyatlari ... 388
M. J. Oripova

Mariya Montessori pedagogik tizimining nazariy-metodologik asoslari va ularning zamonaviy ta'limdagi ahamiyati 392
Imomnazarova Azizaxon Şavkat qizi

STEAM yondaşuvi asosida maktabgaça yoşdagi bolalarning tadqiqotçilik könikmalarini rivojlantiriş metodikasi 397
Azizova Şohsanam Rasuljon qizi

DEVELOPING ENGLISH LISTENING COMPREHENSION SKILLS THROUGH BLENDED LEARNING AMONG SECONDARY SCHOOL STUDENTS

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Abstract: This article examines the pedagogical potential of blended learning in developing English listening comprehension skills among secondary school students. Using a literature-based analytical approach, the study explores the integration of face-to-face instruction with digital resources and independent listening activities. The analysis highlights the benefits of repeated listening, individualised practice, immediate feedback, and learner autonomy. A three-stage instructional framework consisting of pre-listening, while-listening, and post-listening activities is proposed. The findings suggest that blended learning can support effective listening instruction through the purposeful integration of classroom and online activities.

Key words: blended learning, English language teaching, listening comprehension, secondary school students, digital learning resources, EFL, learner autonomy, listening strategies.

Annotatsiya: Mazkur maqolada umumiy örta ta'lim maktabi öquvçilarining ingliz tilida tinglab tuşuniş könikmalarini rivojlantirişda aralaş ta'limning pedagogik imkoniyatlari örganiladi. Adabiyotlarga asoslangan tahliliy yondaşuv yordamida an'anaviy yuzma-yuz ta'limni raqamli resurslar va mustaqil tinglaş faoliyati bilan integratsiyalaş masalalari tadqiq etiladi. Tahlil natijalarida takroriy tinglaş, individual maşq qiliş, tezkor qayta aloqa va öquvçi mustaqilligining afzalliklari yoritiladi. Tinglaşdan oldingi, tinglaş jarayonidagi va tinglaşdan keyingi faoliyatlarni öz içiga olgan uç bosqiçli öqitiş modeli taklif etiladi. Natijalar sinfdagi va onlayn faoliyatlarni maqsadli integratsiyalaş orqali aralaş ta'lim tinglab tuşunişni samarali örgatişga yordam berişi mumkinligini körsatadi.

Kalit sözlar: aralaş ta'lim, ingliz tilini öqitiş, tinglab tuşuniş, umumiy örta ta'lim maktabi öquvçilari, raqamli ta'lim resurslari, EFL, öquvçi mustaqilligi, tinglaş strategiyalari.

Аннотация: В данной статье рассматривается педагогический потенциал смешанного обучения в развитии навыков аудирования на английском языке у учащихся общеобразовательных школ. На основе аналитического подхода, опирающегося на изучение научной литературы, исследуются вопросы интеграции традиционного очного обучения с цифровыми ресурсами и самостоятельной деятельностью по аудированию. В ходе анализа освещаются преимущества многократного прослушивания, индивидуальной практики, оперативной обратной связи и самостоятельности учащихся. Предлагается трёхэтапная модель обучения, включающая задания до прослушивания, во время прослушивания и после него. Результаты анализа свидетельствуют о том, что смешанное обучение может способствовать эффективному развитию навыков аудирования посредством целенаправленной интеграции аудиторных и онлайн-занятий.

Ключевые слова: смешанное обучение, преподавание английского языка, аудирование, учащиеся общеобразовательных школ, цифровые образовательные ресурсы, EFL, самостоятельность учащихся, стратегии аудирования.

INTRODUCTION

English listening comprehension is one of the fundamental skills required for successful communication in a foreign language. It enables learners to understand spoken messages, identify relevant information, interpret meaning, and respond appropriately in different communicative situations. In secondary education, listening comprehension is particularly important because students increasingly encounter spoken English through classroom interaction, educational videos, online platforms, and other digital media. Despite its importance,

listening is often perceived as a challenging language skill. Unlike written texts, spoken language is usually processed in real time, and learners may have limited opportunities to pause, analyse, or review the information they hear. Difficulties can arise from unfamiliar vocabulary, connected speech, reduced pronunciation forms, different accents, and the speed of natural communication. Effective listening instruction should therefore help learners develop both their comprehension abilities and their awareness of the strategies involved in understanding spoken language [5].

Traditional classroom instruction provides opportunities for teacher explanation, guided practice, and immediate interaction. However, the time available for listening activities may be insufficient to accommodate students with different proficiency levels and learning needs. Learners may also require additional opportunities to listen to recordings, review unfamiliar expressions, and practise comprehension independently outside the classroom.

The aim of this article is to examine the pedagogical potential of blended learning for developing English listening comprehension skills among secondary school students and to propose a practical framework for integrating digital listening activities into classroom instruction.

Although previous studies have examined blended learning and second-language listening instruction, further attention is needed to the systematic integration of classroom-based listening activities with independent digital practice in secondary school contexts. This article addresses this methodological issue by proposing a structured approach that combines listening strategies, online resources, teacher feedback, and learner self-assessment.

The article addresses the following research questions:

1. How can blended learning support the development of English listening comprehension skills among secondary school students?
2. Which digital and classroom-based activities can be integrated to improve listening practice?
3. What pedagogical conditions should be considered when implementing blended learning in secondary school English lessons?

LITERATURE REVIEW

Blended learning offers a possible response to these challenges. It combines face-to-face teaching with appropriately designed online learning activities, allowing classroom instruction and digital resources to complement one another [2; 3].

This approach can provide access to authentic audio recordings, educational videos, online quizzes, and interactive exercises. Students can practise listening at their own pace, repeat recordings when necessary, and receive feedback on their performance. Research has demonstrated the educational potential of blended learning, although its outcomes depend on the instructional design and learning context [4].

The integration of technology alone does not guarantee improved learning. Rather, digital resources should be selected according to students' needs and incorporated into activities with clear learning objectives. The effectiveness of listening instruction also depends on how learners process spoken information. Field emphasises the importance of understanding the processes underlying listening comprehension rather than relying exclusively on comprehension questions [1].

Similarly, Vandergrift and Goh highlight the role of metacognitive strategies, including planning, monitoring, and evaluating listening performance [5].

RESEARCH METHODOLOGY

This article adopts a literature-based analytical and methodological approach. It examines theoretical perspectives and published research concerning blended learning, second-language listening comprehension, and technology-supported language instruction. The analysis draws on established studies of blended learning, research on listening pedagogy, and research examining the educational outcomes of blended learning in school settings [1, 2, 3, 4, 5]. The purpose of this approach is to identify pedagogical principles that can inform the development of listening activities for secondary school students. The article does not report an experimental intervention or newly collected student data.

The selected literature was analysed to identify relevant theoretical principles and their implications for designing blended listening activities in secondary school English lessons. The analysis focused on four interconnected dimensions:

1. **Instructional integration:** the relationship between face-to-face teaching and online learning activities.

2. **Listening strategies:** the use of prediction, identifying main ideas, listening for specific information, and interpreting context.
3. **Digital resources:** the pedagogical use of audio recordings, videos, online quizzes, and interactive exercises.
4. **Learner autonomy and feedback:** opportunities for independent practice, repetition, self-assessment, and teacher-supported improvement.

These dimensions reflect the view that listening development requires more than exposure to spoken language. Learners also need opportunities to process information actively, recognise comprehension difficulties, and evaluate their progress [1; 5].

Based on the literature, a three-stage instructional framework is proposed for secondary school English lessons.

Stage 1: **Pre-listening activities.** Before listening, students are introduced to the topic, relevant vocabulary, and the communicative context. Teachers may use pictures, short videos, key expressions, or prediction questions to activate learners' background knowledge.

In a blended learning environment, students may complete a short online vocabulary activity before the classroom lesson. During face-to-face instruction, the teacher can use the results of this activity to introduce the listening topic and discuss students' predictions.

Stage 2: **While-listening activities.** During this stage, students complete tasks that require them to identify the main idea, recognise specific information, distinguish between speakers' opinions, or understand the sequence of events. The first listening task may focus on general meaning, while subsequent listening attempts target particular details. This sequence is consistent with approaches that encourage learners to develop purposeful listening strategies [1; 5].

For example, students may listen to a short dialogue in class to identify its main idea and then complete an online listening exercise to recognise specific details. Repeated access to the recording allows learners to review difficult sections independently and receive feedback on their answers.

Stage 3: **Post-listening activities.** After listening, students discuss the content, answer comprehension questions, summarise the recording, or complete a short speaking or writing task. Teachers may also provide online quizzes and feedback to help learners identify recurring difficulties.

Students may also complete a short online reflection task to identify their listening difficulties and evaluate the strategies they used. The teacher can review these reflections and provide individual recommendations for further practice.

ANALYSIS AND RESULTS

The literature-based analysis identifies several pedagogical opportunities through which blended learning may support the development of English listening comprehension among secondary school students. These findings represent a synthesis of published literature and the proposed instructional framework rather than newly collected empirical results.

The proposed instructional framework integrates traditional listening stages with structured digital learning activities. Unlike conventional classroom-based approaches, it combines teacher-guided instruction, independent online listening practice, immediate feedback, and learner self-assessment. This integration provides a systematic approach to supporting listening comprehension development among secondary school students.

One potential advantage of blended learning is the opportunity to extend listening practice beyond the classroom. Digital audio and video resources allow students to revisit recordings, review unfamiliar expressions, and complete additional exercises outside regular lessons.

Field argues that listening instruction should address the processes through which learners interpret spoken language [1]. From this perspective, repeated listening becomes more useful when students are guided to identify particular difficulties, such as unfamiliar words, connected speech, or relationships between phrases. Blended learning can therefore create a flexible environment in which listening practice is distributed across classroom and independent learning activities. A second important finding is the potential of blended learning to support strategic listening. Successful listening involves cognitive and metacognitive processes, including planning, monitoring comprehension, evaluating performance, and selecting appropriate strategies [5].

These processes can be incorporated into blended lessons through structured activities. Before listening, students can predict the content of a recording. During listening, they can focus on the main idea or selected details. After listening, they can compare their answers with a transcript, where appropriate, and reflect on the sources of misunderstanding. For example, students listening to a short interview may first identify its general topic, then listen again to extract specific information, and finally review unfamiliar expressions. The purpose is not simply to increase the number of listening attempts but to encourage learners to understand how they listen and how they can improve their comprehension [1; 5].

Secondary school classrooms often include students with different levels of English proficiency. Some learners can understand the general meaning of spoken texts but struggle with specific details, whereas others need additional vocabulary support or more gradual exposure to unfamiliar material. Blended learning can provide supplementary materials for different learning needs. Teachers may assign shorter recordings to learners who need additional support and more demanding materials to students who are ready for greater challenges. Research on blended learning in school education indicates that learning outcomes may vary according to instructional design and contextual factors [4]. Differentiation should therefore be based on learning objectives and students' demonstrated needs rather than on technology use alone.

Based on these principles, differentiated listening tasks can be organised according to learners' proficiency levels. Students requiring additional support may complete shorter recordings with vocabulary assistance, while more proficient learners may work with longer authentic materials and inference-based questions. Both groups can receive teacher feedback and complete online self-assessment activities.

Blended learning can encourage students to take greater responsibility for their learning. When digital resources are available outside the classroom, students can organise some aspects of their listening practice independently. They may choose suitable times for completing assignments, repeat difficult recordings, and monitor their performance through online exercises. However, learner autonomy does not mean that students should be left without guidance. Teachers remain responsible for selecting appropriate materials, establishing realistic objectives, and helping students interpret feedback. The educational value of blended learning depends on purposeful integration of face-to-face and technology-mediated activities [2; 3]. Accordingly, online activities should extend classroom learning rather than function as disconnected supplementary tasks.

The analysis suggests that blended learning can provide a pedagogically useful framework for developing English listening comprehension among secondary school students. Its principal advantage lies in integrating teacher-guided instruction with additional opportunities for independent listening practice. The proposed approach is consistent with the conceptualisation of blended learning as a combination of face-to-face and computer-mediated instruction [3].

Rather than replacing classroom teaching, digital activities can extend the learning process by providing additional resources and opportunities for practice. The framework is also consistent with research emphasising that listening comprehension involves active processing and strategic awareness. Vandergrift and Goh highlight the importance of helping learners plan, monitor, and evaluate their listening [5].

The proposed framework applies these principles by guiding students before, during, and after listening. Authentic audio and video materials may help learners become familiar with natural pronunciation, connected speech, and different communicative contexts. Nevertheless, authentic materials should be selected carefully. For students with limited proficiency, graded recordings may provide a more appropriate starting point before they progress to more complex materials. Research on blended learning in school education has reported positive overall learning outcomes, while also indicating that effects can vary according to implementation and context [4]. These findings support a cautious interpretation: blended learning has potential, but its effectiveness depends on the quality of instructional design.

The proposed framework draws on established principles of listening strategy instruction and blended learning. Its methodological contribution lies in organising teacher-guided listening, independent digital practice, feedback, and learner reflection within a connected instructional sequence. Rather than introducing entirely new listening stages, the framework adapts existing pedagogical principles to a blended learning context.

Several practical considerations emerge from the analysis. First, teachers should establish clear listening objectives for each lesson. Second, online tasks should be connected to classroom activities so that teachers can use students' responses to identify common difficulties. Third, listening materials should be appropriate for learners' proficiency levels. Finally, schools should consider access to devices, internet connectivity, and digital literacy. Assessment should also distinguish between students' familiarity with a particular recording and their broader listening comprehension abilities. Using several recordings and a range of task types can provide a more comprehensive picture of progress.

As a literature-based study, this article does not provide empirical evidence of the effectiveness of the proposed framework. Therefore, its practical impact should be examined through future classroom-based research.

The pedagogical benefits discussed should therefore be interpreted as evidence-informed possibilities rather than experimentally established outcomes of the proposed model. Future research could examine the framework through a quasi-experimental study involving eighth- and ninth-grade students. Such research could compare listening performance between students receiving blended instruction and students following regular classroom instruction. It could also investigate relationships between listening achievement, student engagement, independent practice, and the use of listening strategies.

Future empirical research could evaluate the proposed framework through pre-tests and post-tests, classroom observations, and student questionnaires. Listening assessments should measure students' ability to identify main ideas, recognise specific information, understand vocabulary in context, and make inferences. These procedures are proposed for future research and have not been implemented in the present study.

CONCLUSIONS AND RECOMMENDATIONS

Developing English listening comprehension is an important objective of secondary school language education. Students need opportunities not only to hear spoken English but also to interpret meaning, recognise important information, use listening strategies, and evaluate their understanding. The present article has examined how blended learning may support these objectives by combining face-to-face instruction with digital audio and video materials, interactive exercises, independent practice, and feedback. The literature-based analysis indicates that blended learning can offer opportunities for more flexible listening practice, differentiated learning activities, strategic listening instruction, and greater learner autonomy [2,5].

The proposed framework integrates digital learning activities into three main stages: pre-listening, while-listening, and post-listening, with formative assessment and feedback incorporated throughout the learning process.

At the same time, successful implementation requires appropriate materials, clear learning objectives, meaningful integration of online and classroom activities, teacher guidance, and equitable access to digital resources.

In conclusion, blended learning represents a promising approach to English listening instruction in secondary schools. The methodological contribution of this article is the proposed integration of classroom-based instruction, independent digital listening activities, and reflective learning practices within a structured instructional framework. This approach may serve as a basis for designing blended listening lessons in secondary school English education.

Further empirical research involving secondary school students is needed to determine the extent to which the proposed framework improves listening comprehension and to identify the instructional conditions under which it is most effective.

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13.00.00 Pedagogika fanlari
13.00.01 Pedagogika nazariyasi. Pedagogik ta’limotlar tarixi
13.00.02 Ta’lim va tarbiya nazariyasi va metodikasi (sohalar böyiça)
13.00.03 Maxsus pedagogika
13.00.04 Jismoniy tarbiya va sport maşğulotlari nazariyasi va metodikasi
13.00.05 Kasb-hunar ta’limi nazariyasi va metodikasi
13.00.06 Elektron ta’lim nazariyasi va metodikasi (ta’lim sohalari va bosqiçlari böyiça)
13.00.07 Ta’limda menejment
13.00.08 Maktabgaça ta’lim va tarbiya nazariyasi va metodikasi
13.00.09 Ijtimoiy pedagogika
07.00.00 Tarix fanlari
19.00.00 Psixologiya fanlari
01.00.00 Fizika-matematika fanlari
02.00.00 Kimyo fanlari
03.00.00 Biologiya fanlari
09.00.00 Falsafa fanlari
10.00.00 Filologiya fanlari
11.00.00 Geografiya fanlari

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