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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 bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha 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

M A KTABGACHA VA AKTAB TA'LIMI

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BLENDED LEARNING

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Abstract: Blended learning involves the active engagement of learners with educational materials both online and in person. It integrates digital and physical tools to highlight, comment on, summarize, and connect ideas. This active process, which may include social interaction among peers or individual work, transforms passive reading into a deeper and more personalized learning experience. It also enables educators to identify and address knowledge gaps in real time.

Key words: hybrid learning, activities and resources, methods, personalization.

Annotatsiya: Aralash ta'lim – bu o'quvchilarning onlayn va an'anaviy dars jarayonlarida o'quv materiallari bilan faol ishlash jarayonidir. Unda raqamli hamda jismoniy vositalardan foydalangan holda g'oyalarni ta'kidlash, sharhlash, umumlashtirish va bog'lash amalga oshiriladi. Mazkur faol jarayon, tengdoshlar bilan ijtimoiy muloqot yoki individual tarzda olib borilishi mumkin bo'lib, passiv o'qishni chuqurroq va shaxsiy o'rganish tajribasiga aylantiradi. Shu bilan birga, o'qituvchilarga real vaqt rejimida bilimlardagi bo'shliqlarni aniqlash va bartaraf etish imkonini beradi.

Kalit so'zlar: gibridd ta'lim, faoliyat va resurslar, usullar, shaxsiylashtirish.

Аннотация: Смешанное обучение предполагает активное взаимодействие обучающихся с учебными материалами как в онлайн-среде, так и в очной форме. В процессе используются цифровые и физические инструменты для выделения, комментирования, обобщения и связывания идей. Этот активный подход, который может быть как коллективным (через взаимодействие со сверстниками), так и индивидуальным, превращает пассивное чтение в более глубокий и персонализированный опыт обучения. Кроме того, он помогает преподавателям своевременно выявлять и устранять пробелы в знаниях.

Ключевые слова: гибридное обучение, деятельность и ресурсы, методы, персонализация.

INTRODUCTION

Blended learning, also known as hybrid learning, combines traditional in-person classroom instruction with online educational activities and resources. This pedagogical approach integrates face-to-face teaching with modern digital tools to provide a more flexible, individualized, and comprehensive learning experience. It effectively unites the advantages of both methods – direct teacher-led interaction and the self-paced, accessible nature of online content – thereby enhancing learner engagement and educational efficiency.

Key Characteristics

- **Integration of methods:** Blended learning integrates traditional classroom-based instruction with online components, including digital lessons, interactive exercises, and virtual collaboration tools.
- **Teacher's role:** This approach does not replace teachers; instead, it enhances their instructional role by enabling more individualized guidance and interactive learning experiences.
- **Student control:** Learners often gain greater control over their educational process – such as the pace, place, and timing of their studies – although the level of autonomy may vary depending on the model.
- **Flexibility:** Students have the opportunity to revisit online materials whenever necessary, which supports diverse learning styles and individual learning speeds.
- **Customization:** Blended learning frameworks can be adapted to meet specific institutional or learner needs. Common models include the “A la carte” model and the “Flipped classroom” approach.

Benefits of Blended Learning

- **Personalized learning:** This method allows students to progress at their own pace, making it easier to revisit complex topics or advance through mastered material.
- **Increased engagement:** The integration of various online tools – such as educational videos, applications, and interactive simulations – enhances learner motivation and engagement.
- **Improved flexibility:** Students can access learning materials anytime and anywhere, which enables them to balance academic activities with other responsibilities.
- **Enhanced skills:** Through the effective use of technology, blended learning helps students develop essential 21st-century competencies, particularly in digital literacy and self-directed learning.
- **Deeper learning:** By combining classroom discussions with online resources, blended learning bridges the gap between theoretical knowledge and practical application, fostering more comprehensive understanding.

Blended learning, or hybrid learning, also referred to as technology-mediated instruction, web-enhanced instruction, or mixed-mode instruction, is an educational approach that integrates online learning materials and opportunities for virtual interaction with traditional, place-based classroom methods.

Blended learning requires the physical presence of both the teacher and the student, while allowing students a certain degree of control over variables such as time, place, path, and pace. Although learners still attend conventional brick-and-mortar institutions where teachers are physically present, classroom practices are complemented by computer-mediated activities that enhance content delivery and engagement. This model is also widely applied in professional development and corporate training contexts.

Because blended learning is highly context-dependent, establishing a single, universal definition is complex. Some researchers note that the absence of a precise, unified definition has created challenges in assessing the overall effectiveness of blended learning. A well-known 2013 study defined blended learning as a combination of online and in-person instruction in which the online component effectively replaces, rather than merely supplements, part of the face-to-face classroom time.

Furthermore, a 2015 meta-analysis – which comprehensively reviewed evidence-based research studies on blended learning – identified common features across definitions. It described blended learning as “a combination of physical, face-to-face modes of instruction with online modes of learning, utilizing technology-mediated instruction, where participants in the learning process are separated by distance at certain times.” This report also concluded that students tend to achieve higher learning outcomes in blended learning environments compared to those in fully online or fully traditional classroom settings.

In contrast, hybrid learning is defined as an educational model in which some students attend classes in person, while others participate virtually from remote locations. Many universities adopted remote and hybrid learning formats following the global pandemic, underscoring the flexibility and adaptability of this approach.

The terms blended learning, hybrid learning, technology-mediated instruction, web-enhanced instruction, and mixed-mode instruction are frequently used interchangeably in academic literature. Although the foundational ideas behind blended learning emerged in the 1960s, the terminology gained formal recognition only in the late 1990s. One of the earliest recorded uses appeared in a 1999 press release from Interactive Learning Centers, an Atlanta-based educational organization, announcing its transition to EPIC Learning. The company stated: “The Company currently operates 220 online courses, but will begin offering its Internet courseware using the company’s blended learning methodology.”

Initially, the term blended learning was used broadly to describe diverse combinations of technologies and pedagogical methods, not all of which involved digital components. However, by 2006, the concept became more precisely defined with the publication of *The Handbook of Blended Learning* by Bonk and Graham. In this work, Graham refined the definition, describing blended learning systems as educational systems that “combine face-to-face instruction with computer-mediated instruction.”

In a report titled “Defining Blended Learning,” researcher Norm Friesen defines blended learning as “the range of possibilities presented by combining Internet and digital media with established classroom forms that require the physical co-presence of teacher and students.” This definition highlights the dynamic integration of traditional and digital pedagogical practices in the modern learning environment.



LITERATURE REVIEW ON THE TOPIC

Blended learning has been defined by many scholars as an innovative pedagogical model that combines traditional classroom instruction with technology-enhanced learning. Researchers such as Graham (2013) and Friesen (2012) describe it as a flexible approach integrating digital media, online interaction, and face-to-face teaching to improve learning quality.

Although the concept originated in the 1960s, the term blended learning gained formal recognition in the late 1990s. Bonk and Graham's *The Handbook of Blended Learning* (2006) played a key role in shaping its theoretical framework, defining it as the combination of face-to-face and computer-mediated instruction. Friesen (2012) similarly emphasized the integration of digital media with classroom methods requiring the presence of both teachers and students.

Siemens, Gašević, and Dawson (2015) highlighted its effectiveness through meta-analysis, noting that blended learning enhances academic outcomes compared to fully online or traditional models. Likewise, Staker and Horn (2012) and Moskal et al. (2012) found that it promotes flexibility, motivation, and engagement through interactive and multimedia-based activities.

Overall, prior studies recognize blended learning as a transformative educational model that harmonizes traditional and digital instruction, fostering collaboration, accessibility, and lifelong learning.

RESEARCH METHODOLOGY

Educators can choose from a variety of blended learning models that best meet the needs of their learners by determining which instructional approaches to implement and how much emphasis to place on each. When selecting a model, it is essential to consider students' existing knowledge, skills, and the availability of institutional resources to design engaging learning experiences and ensure positive educational outcomes.

Blended learning is an educational method that merges traditional face-to-face classroom instruction with online and digital learning activities. Also referred to as hybrid learning, this approach provides a flexible environment where students can learn at their own pace through online components while maintaining structured, in-person interaction. The goal is to effectively integrate technology into the learning process to enhance teaching quality, promote student engagement, and create a more interactive and adaptive educational experience.

ANALYSIS AND RESULTS

Key Features of Blended Learning

- **Combines online and in-person learning:** Blended learning strategically integrates online materials, activities, and digital tools with scheduled face-to-face classroom sessions. This combination allows for an effective balance between technology-enhanced instruction and traditional pedagogy.
- **Increases flexibility:** Students gain greater control over their learning process by accessing online resources at their own pace and according to their individual schedules. This flexibility is especially beneficial for revisiting complex or challenging concepts.
- **Enhances student engagement:** Through the use of diverse digital tools and innovative pedagogical strategies, blended learning fosters a more dynamic, interactive, and personalized educational experience.
- **Frees up teacher time:** Online platforms can be utilized for direct instruction or content delivery, enabling teachers to dedicate in-person class time to interactive discussions, collaborative tasks, and individualized support for students who require additional guidance.
- **Develops digital skills:** This approach contributes to the formation of essential 21st-century competencies by engaging students in the regular use of various digital tools, learning platforms, and communication technologies.

Common Models of Blended Learning

- **Station Rotation Model:** Students rotate through different learning stations, one of which involves online learning. This model combines independent study, group work, and teacher-led instruction in a structured cycle.
- **Flipped Classroom Model:** Learners are introduced to new material outside of class through online videos or readings. Classroom time is then devoted to practical exercises, discussions, and problem-solving activities that reinforce the acquired knowledge.



- **Flex Model:** In this model, most coursework is delivered online, while students attend in-person sessions as needed. This flexible arrangement allows learners to progress at their own pace while still having access to face-to-face support when necessary.
- **A La Carte Model:** Students take one or more courses entirely online in addition to their traditional, in-person coursework. This model provides expanded academic opportunities while maintaining the benefits of physical classroom learning.

CONCLUSION AND RECOMMENDATIONS

Blended learning effectively integrates traditional classroom instruction with online learning, offering a flexible, personalized, and engaging educational experience that contributes to improved student outcomes. The success of this approach depends on addressing key challenges such as ensuring equitable access to technology and providing comprehensive instructor training. Nevertheless, its potential to enhance learning through interactive, multimedia-rich content is evident. Thus, blending the strengths of both traditional and digital learning environments represents the future of education, fostering more effective, inclusive, and innovative learning experiences.

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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 bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha 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



AKTABGACHA VA AKTAB TA'LIMI

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