

BLENDLED LEARNING AS A TOOL FOR IMPROVING THE QUALITY OF ENGLISH LANGUAGE TEACHING IN TECHNICAL SCHOOLS

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Abstract. This article analyzes the pedagogical significance, advantages and practical possibilities of using the Blended Learning model in the process of teaching English in technical schools. The rapid development of modern information and communication technologies requires the use of new approaches in the education system. In this regard, the blended learning model, which combines traditional classroom training with elements of distance and digital learning, is recognized as an effective means of teaching English. The article highlights the role of this model in increasing motivation, developing independent learning skills, forming communicative competencies and improving learning outcomes for technical school students. The practical aspects of using Moodle, Google Classroom, Quizizz, Kahoot and other digital platforms are also considered. The research results show that the blended learning model is an effective pedagogical tool for improving the quality of English teaching.

Keywords: blended learning, English language, technical school, digital technologies, distance learning, communicative competence, independent learning, innovative pedagogy, quality of education.

Today, the widespread introduction of digital technologies in the education system is creating new forms of organizing the educational process. In particular, the use of innovative pedagogical approaches in teaching English in vocational educational institutions, including technical schools, is of great importance. Globalization processes, international cooperation and increasing demands on the labor market make thorough

study of English a necessity. Therefore, a blended learning model that combines traditional teaching methods with modern technologies is widely used.

The Blended Learning or blended learning model is based on the mutual integration of traditional classroom training and electronic learning elements. This model allows you to take into account the individual needs of students, flexibly organize the educational process and increase learning efficiency.

Blended learning is a pedagogically sound combination of face-to-face learning and online learning. In this model, educational materials are provided through electronic platforms, and practical exercises are held in the classroom. Students have the opportunity to consolidate their knowledge using educational resources even outside of class.

The main goal of blended learning is to increase the efficiency of the educational process, increase student activity in educational activities, and develop independent learning skills. This model takes the cooperation between the teacher and the student to a new level.

There are a number of problems in teaching English in technical schools. In particular:

Low motivation of students to learn the language;

Limited lecture hours;

Insufficient individual approach;

Low language practice;

Low level of use of modern educational resources.

The blended learning model serves as an effective solution to overcome these problems. Because it makes students active participants in the learning process and gives them the opportunity to learn anytime, anywhere.

The blended learning model in teaching English in technical schools has the following advantages:

Increases motivation

Digital platforms, interactive tasks and gamification elements increase student interest. Tools such as Quizizz, Kahoot, Wordwall help to organize lessons in an interesting way.

Develops independent learning

Students have the opportunity to independently enrich their knowledge through video lessons, electronic manuals and online tests. This strengthens their sense of self-control and responsibility.

Provides an individual approach

Each student masters the material based on their own abilities. Strong students can complete complex tasks, while students who are experiencing difficulties can use additional materials.

Develops communicative competence

Online forums, video conferences and virtual communication tools develop students' communication skills in English.

Improves learning outcomes

Through the blended learning model, the level of mastery increases as a result of repeated review of educational materials, additional exercises, and quick feedback.

Digital platforms used in English lessons

Various digital platforms play an important role in implementing the blended learning model.

Google Classroom - allows you to post assignments, evaluate, and communicate with students.

Moodle - is a convenient educational platform for creating and managing e-courses.

Quizizz and Kahoot - are used as interactive tests and knowledge assessment tools.

YouTube - serves to develop listening comprehension skills through authentic video materials.

Zoom and Google Meet - allow you to organize remote training.

Effective use of these platforms increases student engagement in the lesson and improves the quality of the learning process.

To successfully implement the blended learning model in technical schools, it is advisable to implement the following recommendations:

Development of digital competencies of teachers.

Creation of a database of electronic educational resources.

Provision of the Internet and technical means.

Formation of students' independent work skills.

Establishment of regular use of educational platforms.

Integration of curricula with modern technologies.

These measures will further increase the effectiveness of the blended learning model.

The blended learning model is one of the effective tools for improving the quality of English language teaching in technical schools. This model, combining traditional and digital learning opportunities, creates a comfortable, flexible and effective learning environment for students. As a result, students' motivation, independent learning skills, communicative competence and overall learning outcomes improve. Blended learning, organized on the basis of modern technologies, serves to raise English language teaching to a qualitatively new level. Therefore, the widespread introduction and improvement of this model in technical schools is one of the urgent pedagogical tasks.

References

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