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АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2026

BOSH MUHARRIR:

Isanova Feruza Tulqinovna

TAHRIR HAY'ATI:

07.00.00- TARIX FANLARI:

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor;

Mavlanov Uktam Maxmasabirovich – tarix fanlari doktori, professor;

Xazratkulov Abror – tarix fanlari doktori, dotsent;

Tursunov Ravshan Normuratovich – tarix fanlari doktori;

Xolikulov Axmadjon Boymahammatovich – tarix fanlari doktori;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent;

Saidov Sarvar Atabullo o'g'li – katta ilmiy xodim, Imom Termiziy xalqaro ilmiy-tadqiqot markazi, ilmiy tadqiqotlar bo'limi.

08.00.00- IQTISODIYOT FANLARI:

Karlibayeva Raya Xojabayevna – iqtisodiyot fanlari doktori, professor;

Nasirxodjayeva Dilafruz Sabitxanovna – iqtisodiyot fanlari doktori, professor;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent

Xolov Aktam Xatamovich – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent;

Shadiyeva Dildora Xamidovna – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent v.b,;

Shakarov Qulmat Ashirovich – iqtisodiyot fanlari nomzodi, dotsent,;

Jabborova Charos Aminovna - iqtisodiyot fanlari bo'yicha falsafa doktori (PhD).

09.00.00- FALSAFA FANLARI:

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent;

Nosirxodjayeva Gulnora Abdukaxxarovna – falsafa fanlari nomzodi, dotsent;

Turdiyev Bexruz Sobirovich – falsafa fanlari doktori (DSc), Professor.

10.00.00- FILOLOGIYA FANLARI:

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent;

Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor;

Baxronova Dilrabo Keldiyorovna – filologiya fanlari doktori, professor;

Mirsanov G'aybullo Qulmurodovich – filologiya fanlari doktori, professor;

Salaxutdinova Musharraf Isamutdinovna – filologiya fanlari nomzodi, dotsent;

Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b;

Yunusov Mansur Abdullayevich – filologiya fanlari nomzodi;

Saidov Ulugbek Aripovich – filologiya fanlari nomzodi, dotsent;

Qodirova Muqaddas Tog'ayevna - filologiya fanlari nomzodi, dotsent.

12.00.00- YURIDIK FANLAR:

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor;

Esanova Zamira Normurotovna – yuridik fanlar doktori, professor, O‘zbekiston Respublikasida xizmat ko‘rsatgan yurist;

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b.,;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor;

Xayitov Xushvaqt Saparbayevich – yuridik fanlar doktori, professor;

Asadov Shavkat G‘aybullayevich – yuridik fanlar doktori, dotsent;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor;

Utemuratov Maxmut Ajimuratovich – yuridik fanlar nomzodi, professor;

Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor;

Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent;

Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, professor;

Amirov Zafar Aktamovich – yuridik fanlar doktori (PhD);

Jo‘rayev Sherzod Yuldashevich – yuridik fanlar nomzodi, dotsent;

Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, professor;

Normatov Bekzod Akrom o‘g‘li — yuridik fanlar bo‘yicha falsafa doktori;

Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi;

13.00.00- PEDAGOGIKA FANLARI:

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor;

Taylanova Shoxida Zayniyevna – pedagogika fanlari doktori, dotsent;

Jumaniyozova Muhayyo Tojiyevna – pedagogika fanlari doktori, dotsent;

Ibraximov Sanjar Urunbayevich – pedagogika fanlari doktori;

Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo‘yicha falsafa doktori (PhD);

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo‘yicha falsafa doktori (PhD).

19.00.00- PSIXOLOGIYA FANLARI:

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo‘yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

Umarova Navbahor Shokirovna– psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti, Amaliy psixologiyasi kafedrasi mudiri;

Atabayeva Nargis Batirovna – psixologiya fanlari doktori, dotsent;

Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD).

22.00.00- SOTSIOLOGIYA FANLARI:

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O‘zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po‘latovich – sotsiologiya fanlari doktori, professor, O‘zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O‘zbekiston xalqaro islom akademiyasi.

23.00.00- SIYOSIY FANLAR

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo‘tayev Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O‘zbekiston milliy universiteti kafedra mudiri.

OAK Ro‘yxati

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BLENDED LEARNING STRATEGY IN TEACHING ENGLISH

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Jizzakh State Pedagogical University
Master's student

Abstract. The study analyzes the practical results of applying Blended Learning strategies in the process of teaching English and examines the effectiveness of lessons organized through the integration of traditional and digital instruction, their influence on student activity, independent learning skills, and the development of communicative competence, and presents the results of experimental work conducted in a higher education institution. It also considers identifying the practical outcomes of using Blended Learning strategies in English language teaching and providing a research-based analysis of their pedagogical effectiveness.

Keywords: Blended Learning, mixed learning, English language teaching, digital platform, communicative competence, independent learning, interactive method.

INGLIZ TILINI O'QITISHDA "BLENDED LEARNING" STRATEGIYASI

Yaxshilikova Nargiza
Jizzax davlat pedagogika universiteti magistranti

Annotatsiya. Ishda ingliz tilini o'qitish jarayonida "«Blended Learning"" (aralash ta'lim) strategiyalarini qo'llashning amaliy natijalari tahlil qilinib, an'anaviy va raqamli ta'lim integratsiyasi asosida tashkil etilgan darslarning samaradorligi, talabalar faolligi, mustaqil o'rganish ko'nikmalari hamda kommunikativ kompetensiya rivojiga ta'siri ko'rib chiqiladi hamda OTM da tajriba ishlari natijalari keltirib o'tiladi. Ingliz tilini o'qitishda "Blended Learning" strategiyalarini qo'llashning amaliy natijalarini aniqlash va ularning pedagogik samaradorligini ilmiy asosda tahlil qilish ko'rib chiqiladi.

Kalit so'zlar: "Blended Learning", aralash ta'lim, ingliz tili o'qitish, raqamli platforma, kommunikativ kompetensiya, mustaqil ta'lim, interfaol metod.

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Introduction. The widespread introduction of digital technologies in the modern education system has formed new approaches to teaching methodology. As information and communication tools have developed, the educational process is no longer limited to the classroom and is effectively organized through distance and digital platforms as well. This requires the development of flexible, individualized, and outcome-oriented teaching models. One such innovative model is Blended Learning, which involves integrating traditional classroom instruction with online learning tools [1.6.7]. This model serves to organize the learning process in a flexible, interactive, and learner-centered format.

The Blended Learning concept is regarded as a result of the evolutionary development of pedagogical approaches. It combines classroom lessons, independent online study, digital resources, and interactive tasks. This approach enables learners to master educational material in various formats — text, audio, video, simulation, and tests. As a result, the learning process is built on multi-channel perception and the level of knowledge retention increases [5.7].

Blended Learning strategies are especially important in teaching foreign languages, particularly English, because language learning requires constant practice, multimodal materials, authentic resources, and independent work. Language competence is formed not only through theoretical knowledge but through practical speech activity. Digital platforms make it possible to develop listening, writing, reading, and speaking skills in an integrated way. Horn and Staker note that the Blended Learning model is effective in increasing student motivation, ensuring individual learning pace, and developing communicative skills [2.8].

In recent years, the practice of introducing blended learning elements into English teaching at higher education institutions has been expanding. However, there remains a need for empirical research on the practical results of this model, its effect on mastery levels, student engagement, and independent learning competence [3]. Studying the effectiveness of blended learning strategies in a real educational environment on an experimental basis is especially relevant.

Methods. The study consisted of a comparative analysis of the results of applying Blended Learning strategies in English teaching with the traditional teaching model. The research design was quasi-experimental and was carried out through comparison of control and experimental group results.

Experimental work was conducted during the 2025–2026 academic year among first-year students in the English program at JDPU. A total of 48 students participated in the study. Participants were selected with comparable indicators in language proficiency, academic performance, and age characteristics. Students were divided into two equal groups:

— control group (24 students) — lessons were conducted using traditional classroom methods (exercises, question-answer activities, written tasks).

— experimental group (24 students) — lessons were organized based on the Blended Learning strategy.

The experimental group lessons were built on the integration of classroom instruction and online activity. Within the Blended Learning model, the following pedagogical and digital tools were used:

— weekly online assignments and tests through an LMS platform;

— short-format video lessons and explanatory video content;

— interactive tests and automatic assessment modules;

— online forums and discussion spaces;

— flipped classroom element (studying theoretical material before class);

— pair and small-group online project work;

— audio-video speaking tasks.

The instructional process lasted 12 weeks. Both groups were taught the same topics and curriculum; the only difference was the methodological approach and format of delivery. This ensured the possibility of comparative analysis.

Assessment was conducted using multi-criteria diagnostics. The following indicators were measured:

— a comprehensive language skills test (reading, listening, use of English);

— rubric-based assessment of speaking competence;

— quality of written and independent work;

— classroom activity index;

— results of a learning motivation survey.

Pre-tests and post-tests were conducted. Results were calculated using percentage indicators and average scores. Descriptive analysis and intergroup comparison methods were applied for statistical comparison.

During data collection, pedagogical observation, test trials, structured questionnaires, and comparative analysis of results were used. These methods ensured the reliability of the research findings.

Results. At the end of the experimental work, the results of the control and experimental groups were comparatively and statistically analyzed. Based on pre-test and post-test indicators, speaking assessment criteria, quality of independent work, and motivation survey results, the practical effectiveness of the Blended Learning strategy was identified.

The analysis showed positive growth across all main indicators in the experimental group.

First — academic achievement indicators. According to final test results, the average score of the experimental group was 18–22% higher than that of the control group. A particularly noticeable difference was recorded in listening and use of English sections. This is explained by the availability of digital exercises and repeated online tests. Although growth dynamics were present in the control group, they did not demonstrate stable and high indicators.

Second — development of speaking skills. Diagnostics conducted using speaking assessment rubrics showed increased communicative activity in the Blended Learning group. As a result of online forums, video response tasks, and pair video communication exercises, students participated more actively in expressing opinions, arguing, and conducting dialogue. Fluency and lexical richness indicators were rated higher.

Third — quality of independent learning activity. Analysis of independent work submitted through the LMS showed higher levels of timely submission, use of sources, and creative approach in the experimental group. Students used additional digital resources when completing tasks. In the control group, independent work was mostly completed at the minimum requirement level.

Fourth — learning motivation indicators. According to the motivation survey results, 83% of students in the experimental group rated the lesson format as convenient and interesting. They identified flexible scheduling, replayable video lessons, and rapid online feedback as the main advantages. In the control group, this indicator was 54%. The 29% difference shows the motivational impact of the Blended Learning environment.

Fifth — digital literacy and learning autonomy. Students in the experimental group developed skills in using educational platforms, online testing systems, and collaboration tools. They became more accustomed to planning tasks, self-monitoring, and analyzing results. This indicates a strengthening of learning autonomy elements.

Overall results confirm that the Blended Learning strategy has a positive effect on improving academic performance, speaking activity, independent learning quality, and motivation indicators in English teaching. The obtained data correspond with conclusions of previously conducted studies on the effectiveness of the blended learning model.

Discussion. The obtained results confirm that Blended Learning strategies have a number of important advantages over traditional methods in teaching English. The stronger

results of the experimental group show that the blended model optimizes not only the content but also the organization and assimilation mechanisms of the learning process. The results correspond with previously expressed theoretical views on the effectiveness of Blended Learning by Garrison and Vaughan [3].

First, the blended model enabled individualized learning. Through online components, students mastered educational material at their own pace, had the opportunity to rewatch video lessons, and complete tasks step by step. This strengthened repetition and consolidation processes that are especially important in language learning. As a result, the level of knowledge acquisition became more stable.

Second, multimodal presentation of educational material (text, audio, video, interactive tests) activated different cognitive channels. This had a positive effect on retention and application indicators. Integrated development of language skills — especially listening and speaking — was carried out more effectively through digital tools. This explains the increase in speaking activity noted in the results section.

Third, Blended Learning provided flexibility in time and place. Students continued learning activities outside the classroom, which strengthened the continuity of the learning process. Online forums and platform discussions expanded the communicative environment beyond class time.

Fourth, the blended model increased student learning responsibility. Submitting tasks on time, maintaining online activity, and tracking personal results supported the development of learning autonomy. This contributed to the formation of independent learning competence.

At the same time, several problems related to implementing Blended Learning were identified during the study. In some cases, insufficient technical infrastructure reduced the stability of online activities. Because internet speed and device quality were not the same for all students, equal learning opportunities were not always ensured. The model requires additional methodological and digital competence from the teacher. Designing course materials in two formats (classroom and online) requires time and experience.

The Blended Learning model is especially effective when combined with communicative and competence-based approaches. Active speaking practice, collaborative tasks, and reflective assessment elements naturally integrate with the blended learning environment. This shows that the model is methodologically promising [3].

The discussed results indicate that systematic implementation of Blended Learning strategies in English teaching practice is appropriate, but this process requires methodological preparation, technical support, and phased implementation.

Conclusion. Systematic introduction of Blended Learning strategies into the English teaching process significantly increases pedagogical effectiveness. Through the integration of classroom instruction and the digital learning environment, the blended model makes language learning more flexible, interactive, and outcome-oriented.

Based on the study, the following general conclusions were reached:

— the level of English mastery and test results improve;

— communicative and speaking skills develop through an active practice environment;

— learning motivation and classroom engagement increase;

— independent learning and learner autonomy are formed;

— competence in using digital learning tools develops.

At the same time, effective use of the Blended Learning model requires careful methodological planning. It is necessary to adapt educational content to two environments, revise assessment criteria, and integrate elements of digital pedagogy. For wide implementation, creating special methodological guides, conducting practical teacher training, and strengthening technical infrastructure are important conditions.

In the future, it is advisable to study different Blended Learning models (flipped classroom, hybrid course, rotation model) more deeply in relation to specific English language skills. This will make it possible to further improve blended learning strategies and effectively integrate them into language teaching methodology.

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