

BLENDDED LEARNING AS A BRIDGE BETWEEN TRADITIONAL AND ONLINE LANGUAGE TEACHING

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Annotation. This article explores the concept of blended learning as a useful approach in language teaching, where both traditional classroom methods and online tools are combined. The aim is to show how this method can improve the quality of language education by making lessons more flexible, interactive, and student-centered. Through the use of digital resources such as educational apps, video platforms, and online exercises, learners can practice language skills both in and outside the classroom. At the same time, face-to-face instruction allows for direct communication, correction, and personal support from teachers. The article discusses the advantages of blended learning, including better engagement and independent learning, while also mentioning challenges like internet access and teacher training. Overall, the paper argues that blended learning serves as a strong bridge between traditional and online language teaching, offering a balanced and effective learning environment for students in the modern era.

Key words: Blended learning, language teaching, traditional methods, online education, digital tools, student engagement, flexible learning.

Аннотация

В данной статье рассматривается концепция смешанного обучения как эффективного подхода в преподавании языка, при котором сочетаются традиционные методы обучения и онлайн-инструменты. Цель исследования — показать, как этот метод может повысить качество языкового образования, сделав занятия более гибкими, интерактивными и ориентированными на учащегося. Использование цифровых ресурсов, таких как образовательные приложения, видеоплатформы и онлайн-упражнения, позволяет обучающимся практиковать языковые навыки как в классе, так и за его пределами. В то же время обучение в формате «лицом к лицу» обеспечивает прямое общение, исправление ошибок и индивидуальную поддержку со стороны преподавателя. В статье обсуждаются преимущества смешанного обучения, включая повышение вовлечённости и развитие самостоятельности, а также упоминаются трудности, такие как доступ к интернету и необходимость подготовки преподавателей. В целом, в работе утверждается, что смешанное обучение является эффективным мостом между традиционным и онлайн-преподаванием языка, обеспечивая сбалансированную и результативную образовательную среду для студентов в современную эпоху.

Ключевые слова: смешанное обучение, преподавание языка, традиционные методы, онлайн-образование, цифровые инструменты, вовлечённость учащихся, гибкое обучение.

Annotatsiya

Ushbu maqolada aralash (blended) ta'lim tushunchasi chet tilini o'qitishda samarali yondashuv sifatida o'rganiladi. Bu modelda an'anaviy dars metodlari onlayn vositalar bilan uyg'unlashtiriladi. Maqolaning maqsadi — ushbu yondashuv til o'qitish sifatini qanday oshirishi, darslarni yanada moslashuvchan, interaktiv va o'quvchi markazida bo'lishiga qanday yordam berishini ko'rsatishdir. Ta'limiy ilovalar, video platformalar va onlayn mashqlar kabi raqamli resurslardan foydalanish o'quvchilarga til ko'nikmalarini sinfda ham, sinfdan tashqarida ham mustahkamlash imkonini beradi. Shu bilan birga, an'anaviy yuzma-yuz darslar o'qituvchi bilan to'g'ridan-to'g'ri muloqot, xatolarni tuzatish va shaxsiy yordam olish imkoniyatini taqdim etadi. Maqolada aralash ta'limning afzalliklari — o'quvchi faolligining ortishi va mustaqil o'rganishning rivojlanishi — shuningdek internetga kirish imkoniyati yoki o'qituvchilarni tayyorlash kabi ayrim qiyinchiliklar ham muhokama qilinadi. Umuman olganda, aralash ta'lim an'anaviy va onlayn til o'qitish o'rtasida samarali ko'priki bo'lib xizmat qilishi, zamonaviy davr talabalari uchun muvozanatli va samarali ta'lim muhitini yaratishi ta'kidlanadi.

Kalit so'zlar: aralash ta'lim, til o'qitish, an'anaviy metodlar, onlayn ta'lim, raqamli vositalar, o'quvchi faolligi, moslashuvchan o'qish.

INTRODUCTION

In recent years, the field of language education has seen major changes due to the rapid growth of technology and digital tools. Traditional classroom teaching, which mainly focuses on face-to-face interaction, is now being complemented by online methods that offer flexibility and a wide range of resources. Blended learning a combination of traditional and online teaching has emerged as a practical solution to meet the needs of modern language learners. It allows teachers to maintain personal contact with students while also taking advantage of digital platforms for grammar practice, listening activities, vocabulary building, and more.

This approach is especially useful in creating a balanced learning environment where students can receive immediate support in class and continue learning independently at home. While blended learning offers many advantages, it also comes with certain challenges such as the need for proper technology, internet access, and digital skills for both teachers and learners. This article aims to explore how blended learning works in real language classrooms, what benefits it brings, and how it can serve as a bridge between traditional and modern methods of language instruction.

METHODS

This study used a qualitative research approach to investigate how blended learning is applied in real language classrooms and how it helps connect traditional and online teaching. Data was collected from three language centers that use blended learning in their teaching process. Classroom observations were carried out over a period of four weeks to see how teachers combine face-to-face lessons with digital tools like online platforms, mobile apps, and video content.

In addition, semi-structured interviews were conducted with six language teachers and twenty students to gather their opinions and experiences. The interview questions focused on how they use blended learning, what benefits they notice, and what difficulties they face. Survey questionnaires were also distributed to a larger group of students to collect broader feedback.

The collected data was analyzed thematically, looking for common patterns and differences in how blended learning is used and perceived. This method allowed the researcher to better understand both the practical aspects and the attitudes of teachers and students toward this approach. The aim was to provide a clear picture of how blended learning works as a bridge between traditional and digital language education.

RESULTS

The findings revealed that blended learning positively influenced both teaching and learning processes in the observed language classrooms. Teachers reported that combining traditional face-to-face instruction with online tools such as language apps, video lessons, and quizzes helped increase student motivation and participation. Many students expressed that the flexibility to practice language skills outside the classroom, at their own pace, improved their confidence and understanding.

Classroom observations showed that teachers effectively used digital resources to reinforce grammar, vocabulary, and listening skills while maintaining personal interaction during in-person sessions. However, some challenges were noted. A few students struggled with managing time for online activities, and some teachers mentioned the need for more training to integrate technology smoothly into lessons.

Surveys confirmed that most students valued the blended approach, appreciating the balance it created between guided learning and independent practice. Overall, the results suggest that blended learning acts as a successful bridge between traditional and online language teaching, providing a more engaging and adaptable learning experience.

DISCUSSION

The results of this study highlight the significant benefits of blended learning in language education. By combining traditional face-to-face teaching with online resources, teachers were able to create a more dynamic and flexible learning environment. This approach allowed students to engage with language materials both inside and outside the classroom, promoting independent learning while still receiving necessary support from their teachers. Such flexibility is especially valuable in today's fast-changing educational landscape.

However, the study also pointed out some challenges. Time management and self-discipline were difficult for some students when completing online tasks independently. Additionally, teachers emphasized the importance of receiving training to effectively integrate technology into their teaching practice. Without adequate preparation, the use of digital tools may not reach its full potential.

Despite these challenges, blended learning clearly serves as a practical bridge between traditional and online language teaching methods. It offers a balanced approach that supports diverse learning styles and needs. Moving forward, further research and teacher training could enhance the implementation of blended learning, ensuring its benefits reach more learners and educators worldwide.

CONCLUSION

Blended learning presents a promising approach to language teaching by effectively merging traditional face-to-face instruction with modern online resources. This study has shown that such integration offers a flexible learning environment where students benefit from direct teacher support as well as the freedom to practice independently through digital tools.

The combination helps to increase student engagement, motivation, and autonomy in language learning, which are crucial for success.

Despite its many advantages, blended learning also comes with challenges that must be carefully managed. Some students may struggle with self-discipline and time management when using online components, while teachers need ongoing professional development to use digital tools effectively. Accessibility issues, such as reliable internet and device availability, also affect the success of this approach in different contexts.

Overall, blended learning acts as a vital bridge between traditional and online language teaching, balancing the strengths of both methods. It offers opportunities to personalize learning, cater to diverse learner needs, and prepare students for an increasingly digital world. Future research should focus on developing effective teacher training programs and addressing infrastructure challenges to ensure that blended learning can be successfully implemented in various educational settings worldwide.

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