

**ADVANTAGES OF USING THE BLENDED LEARNING
MODEL IN ORGANIZING CLASSROOM LESSONS****Nasulloeva Shakhnoza Nematulloevna**Shaxnozanasulloyeva01@gmail.com**Alimova Umida Davronovna**Navoi City Polytechnic Lecturer of the Department of
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Abstract: *This article presents the methodology, advantages, and organizational methods of using blended learning technology models in structuring classroom lessons.*

Key work: *blended learning, education, adaptive learning, online learning, online, blended-learn, face-to-face, collaboration, online, login, password, e-mail.*

Introduction: In our country, a new personnel training system has been created, and the training of highly qualified, competitive specialists who meet modern requirements for the quality of specialists, capable of independently working in their chosen field of study, capable of making a worthy contribution to the scientific, technical, socio-economic, and cultural development of the country, capable of adapting to the conditions of accelerated socio-economic development, possessing high cultural and spiritual-moral qualities, is being consistently carried out. [1-2].

The education system of our country is undergoing reforms to train competitive teaching staff who meet competency requirements, think independently and freely, and have thoroughly mastered advanced technical and technological experiences. The ongoing reforms in the education system necessitate adapting the teaching methods to world standards and basing them on the most effective approaches. Organizing e-learning processes is a requirement of our time. Therefore, implementing an educational system based on blended learning will help increase the effectiveness of education.

The development of blended learning increases students' ability to behave freely in the digital world, that is, to download, analyze necessary information, and freely use online content.

The advantages of blended learning (adaptive learning, the use of online learning modules) can be seen in the joint use of traditional educational social technologies and media resources.

Various pedagogical methods are used in the organization of lessons, and blended learning technology is widely used in the organization of mathematics and computer science lessons. Developing individual and group assignments for lectures, practical and laboratory work, and independent study topics is a convenient pedagogical method for assessing knowledge.

Analysis of literature and methodology: Historically, the concept of blended learning can be traced back to the 1840s when Sir Isaac Pitman gave instructions in a correspondence course on his system of transcripts, thus promoting the idea of distance learning. By the 1960s and 1970s, computer-based learning was launched with programmed logic for Automated Learning Operations as the first computer-assisted learning system. Modern technology didn't take much time to start supporting live training, similar to the webinars and video conferences of the era. By 1980, an education management system was introduced, followed by the first generation of web-based education, which ultimately led to the integration of blended learning at the beginning of the 21st century. [3-4]

Blended Learning (mixed learning). Information technologies offer various new forms of education, in particular, recently the principle of an integrated approach in the modular education system has been strengthening. The adapted placement of various forms and methods in it led to the introduction of blended learning as an innovation.

Declan Byrne says the following about "blended learning" - "this education is aimed at the effective use of rich pedagogical experience." Such an approach can be

based on the use of various methodologies in the presentation of information, information technologies in the organization of education and the educational process, the organization of traditional activities individually and in groups. Such a diverse approach does not tire the student and strengthens their motivation to study. The main task is to ensure the proportionality of the chosen methodologies and achieve high efficiency based on low costs [5-6].

According to Driscoll, blended learning means different things for different people. The meaning of this term is constantly evolving, as it encompasses new concepts with each new technology, thereby demonstrating the growth potential of blended learning. Driscoll further explains that blended learning can incorporate web technologies, pedagogical approaches, teaching technologies, and methods for integrating real-world work tasks [7-9].

For Elsenheimer, blended learning is "an approach to educational design that seeks to maximize learning potential by applying the most effective form of learning for a specific program element." This general description of blended learning is narrowed in Oxford students' dictionaries, describing blended learning as "a way of studying a subject in which classroom instruction combines learning through various technologies, including the Internet." In addition, Graham (2013) provides a more precise definition of blended learning, which is a combination of "online and face-to-face learning." [10-11]

The purpose of introducing blended learning into the pedagogical approach is not to use traditional practices, but to provide teachers and students with specific advantages of face-to-face communication and online learning methods. According to Osgutorp and Graham, blended learning consists of "finding a balance between online access to knowledge and face-to-face communication between people."

DISCUSSION: Mixed education is aimed at applying a cumulative approach based on maximizing the use of both direct and distance learning to provide maximum effective support to students. The idea that if a student is young, then they

should be taught in a simple way is, of course, incorrect. Australian employers apparently hire more students who have studied online and blended learning methods. Because they not only know computer technologies well, but they also have strongly developed skills of independent study and collaborative work. Therefore, in some countries of the USA and Europe, interest in the transition of schools and colleges to the blended learning system is growing.

Lecture sessions. Materials for classes will be complete, there will also be slides, as they need to be sufficiently provided for the student's independent study.

Seminar sessions (face-to-face sessions). They can be included in lectures. Seminar sessions are used in mastering the most interesting, controversial topics and forming practical skills.

Educational materials of the discipline (textbooks and teaching aids). They are available in both paper and electronic form. The electronic form is much richer in content, more interesting, and easier to learn than the paper one.

Online communication is a new type of interaction. It typically takes the form of chat, forums, and email. Through these platforms, students communicate with each other and collaborate. Students have the opportunity to ask the teacher questions at any time and receive prompt responses. Working in consultation with other students leads to significant achievements in learning.

Individual and group online projects. Such projects develop skills in working on the Internet, analyzing information from various sources, working in a group, sharing responsibilities and tasks (collaboration) - the process of joint work of two or more people, organizations, or organizations to complete a task or achieve a goal. Cooperation is like cooperation. Many collaborations require leadership, although the form of leadership can be decentralized and social within an equal group. Teams working together often receive more resources, recognition, and rewards when faced with competition for limited resources. Currently, many European companies widely use the collaboration method in their daily activities.

Virtual classroom. In this case, with the help of various Internet means of communication, students can meet and communicate directly with the teacher or with each other physically. This gives students a certain freedom. Audio and video lectures, animations and simulations. This makes blended learning simpler, richer, and more engaging. The above data indicate that blended learning is a highly adaptable system.

Thus, the student comes to the lesson, meets with the teacher, and receives information in electronic form during the introductory lesson. Instead of a bibliography, it takes the website address and logins and passwords. In the lecture lesson, information is given briefly, and the referenced sources contain a lot of interesting materials, tests, and assignments necessary for passing exams. Lectures will mainly be in the form of presentations, and classes will be held online. Online lessons, questions and answers, thematic practical assignments are given for a certain period of time. The processed data is sent to the teacher as a file and is evaluated and returned by the teacher. The teacher has the right not to accept work overdue. Control works are taken under the supervision of the teacher according to the specified requirements for the specialty. In blended learning, students are taught how to organize their activities.

One of the important features of blended learning technology is the concept of an active student (Active Student), which is the most necessary element of the blended learning structure. Currently, this term refers to students studying in the blended learning system in Europe. The activity of a student studying in such models consists of approximately 50% of independent work (mastering the material, working in forums and chats, communication via e-mail, etc).

CONCLUSION: Due to the use of "blended learning" in blended learning technologies, each student masters communication skills, demonstrates positive changes occurring in them in the assimilation of educational materials, repeats the covered material, and prepares for the study of a new topic. In many cases, blended

learning relies on assignments and is organized on the basis of basic, important information, and additional materials are transmitted to the student through an online platform. While studying independently, the student collaborates with other group members by participating in an online discussion. The correspondence of classroom and online classes in terms of time can vary.

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