ЛИНГВОДИДАКТИКА ВА МЕТОДИКА

ТИЛНИНГ ТАЪЛИМ МАҚСАДИДАГИ НАЗАРИЙ ТАВСИФИ

BLENDED LEARNING: SUPPORTING STUDENTS' LEARNING AND ENHANCING THEIR EXPERIENCE — A LITERATURE REVIEW

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Abstract

This review article provides an analysis of the researches conducted during the last two decades on the topic of blended learning in teaching and learning process. Some studies which highlighted the benefits of blended learning had been analyzed in order to develop new features of effectiveness and efficiency of this innovative concept. As a result, 15 journal articles, 6 published books and several commentaries were identified, read, evaluated, and synthesized. Some general principles regarding best practices in online education and blended learning will be shared with cautions against broad generalization.

Keywords: blended learning; literature review; e-learning; ICT; language learning; individualisation; motivation.

АРАЛАШ ТАЪЛИМ ТИЗИМИДА ТАЛАБАЛАР БИЛИМИНИ МУСТАҲКАМЛАШ ВА УЛАРНИНГ ТАЖРИБАСИНИ КЕНГАЙТИРИШ

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Аннотация

Маколада сўнгги йигирма йилда таълим ва ўкув жараёнида аралашган таълим мавзуси бўйича ўтказилган тадқиқотлар таҳлили тақдим этилган. Ушбу инновацион концепциянинг самарадорлиги ва самарадорликнинг янги хусусиятларини ишлаб чикиш мақсадида аралаш таълим тадқиқ этилган бир қанча илмий ишлар ўрганилган. Ўн бешта илмий мақола, олтита китоб ва кўплаб тақризлар ўрганилди, баҳоланди ва умумий хулосалар чиқарилди. Онлайн таълим ва аралаш таълимнинг шу пайтгача маълум бўлган энг яхши амалиётларига оид айрим умумий принциплар кенг умумлаштиришдан ҳоли тарзда изоҳланди.

Калит сўзлар: аралаш таълим; адабиётлар тадқиқи; электрон таълим; АКТ; тил ўрганиш; индивидуализация; мотивация.

СМЕШАННОЕ ОБУЧЕНИЕ: ПОДДЕРЖКА ОБУЧЕНИЯ СТУДЕНТОВ И РАСШИРЕНИЕ ИХ ОПЫТА

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Аннотация

В данной обзорной статье приводится анализ исследований, проведенных в течение последних двух десятилетий по теме смешанного обучения в процессе преподавания. Некоторые исследования, в которых подчеркивалось преимущество смешанного обучения, были проанализированы с целью разработки новых характеристик эффективности и действенности этой инновационной концепции. В результате было проанализировано 15 журнальных статей, 6 опубликованных книг и несколько комментариев. Некоторые общие принципы, касающиеся практики в области онлайн-образования и смешанного обучения, будут изложены с предостережением от широкого обобщения.

Ключевые слова: смешанное обучение; обзор литературы; электронное обучение; ИКТ; изучение языка; индивидуализация; мотивация.

Introduction

The educational system in this high-paced world is in a transitional stage (6, 22). To overcome the challenges of expansion and for satisfying individuals' needs it is trying to establish new technologies to achieve the goal of educational opportunities for all, at the same time due to varied factors like financial problems, lack of facilities, advantages of face -to -face interaction, it is not completely ready to leave the traditional modes of knowledge transfer. The most suitable approach to the teaching of foreign languages with the help of ICT nowadays seems to be the so-called blended learning (1, 10).

For the last two decades, rapid technological advances have been accompanied by changes in language teaching, as well as learning by bringing an innovative idea of blended learning. Blended learning is commonly known as an active process using multiple teaching and guiding methods in the classroom.

Laura Kassner (2013) defines blended learning as "a wide spectrum of delivery options, tools, and pedagogies, but conceptually refers to instruction which is a mix or blending of traditional and up-to-date components of teaching and learning process." Blended learning accepts the advantages of both traditional way of teaching in the classroom and ICT integrated learning, both offline and online. It offers range of opportunities for various types of learning: constructive, collaborative and computer assisted. Blended learning requires right approach, stable budget and highly inspiring teachers and motivated students for its successful implementation (4, 18). This atmosphere has been identified as the best solution that enables effective and efficient learning (2, 33). To make students' knowledge catch up with the present technological advancement and globalization, to reduce the educational errors, to improve the productivity of education, to increase students' best use of ICT integrated teaching process is a good option. ICT supported teaching provides new scope for both teaching and learning process, introduces students to the wide range of knowledge and creates endless opportunities to learn and evaluate themselves (4, 24). This enables the teachers to make use of online activities where students can chat, share knowledge, ask questions, use learning resources and complete work online without any hesitation of random internet users stumbling across the information.

ICT creates the modern measures of learning and language acquisition. Individual approach, interaction and student motivation, all of which are often

considered profound in modern educational theories, are necessary parts of the process in ICT (3, 53).

Benefits of Blended Learning

As Lalima &Kiran Lata Dangwal (2017) highlight, blended learning provides wider dimension for traditional classroom teaching, so students can interact with their teachers. Face-to-face interaction is highly pushing method for both the teachers and students and it helps to develop social and communicative skills. Traditional classroom teaching along with online courses provides students interaction with teachers and well-designed methods give students to experience discussions with their classmates on different aspects of the course and share ideas. This helps to develop self-esteem in students, remove their hesitation, develop the skill of communicating effectively, and develop good listening skill. Moreover, virtual classroom is a part of ICT supported teaching which provides students with an option to learn anywhere, anytime and from anyone. Students can be a part of a virtual classroom meeting with their co-students and teachers in cyber space. You do not have to be physically present in the classroom. You can 'raise your hand' by clicking a button. A list of other students in the class is visible, and you can hear the instructor's speech. Additionally, the instructor can pass a virtual microphone to you so that the whole group can hear you. Huge amount of Information can be presented and computer applications can be shared across the Internet (6, 48). Webinar is such an essential feature of blended learning that students can participate in seminars in different topics relevant to them via internet connection. All the participants are connected through different softwares like Skype, Google talk, etc., present their paper, and take part in discussions through video conferencing. Online assessment is one of the advantages of blended learning as an immediate feedback. Online assessment helps to make evaluation system more formative, convenient and faster. It is a more reliable and objective way.

Some students do not find classroom teaching beneficial, as they continuously require personal guidance and complete attention. Such students may choose the option of e-tuition, which is provided in ICT supported teaching, getting personal guidance in cyber space via video conferencing.

Besides, educational blogs provide students a platform to show their creativity. Moreover, educational blogs are a good platform to discuss paramount topics that are not the part of syllabus like those related to social issues , political

problems, and other issues relevant to youth like drug addiction, population education etc.

According to the research of Blanka Frydrychova Klimova and Ilona Semradova:

— E-learning can give access to the target language culture through the use of video conferencing, You Tube videos, meaningful topic-related videos or chat rooms. These tools not only give EFL students greater access to native speakers, but also enable learners to interact and collaborate with their foreign peers.

— Language is itself communication and through exploiting mentioned tools students gain more exposure to the target language than in traditional language classes. In addition, if learners are properly motivated, they might become even more encouraged to practice the language frequently without formal instruction settings.

— Using websites can help students to improve their academic skills, such as reading and writing.

— They can also learn how to conduct basic research and cooperate with fellow students.

— The blended course gives students an opportunity to revisit lectures or seminars.

— The more frequent tutor feedback means that students manage to practice the language more often and are able to avoid repeating previous errors.

Blended Learning: Impact on students

In determining the main features of successful online students, researchers describe them as self-directed, self-disciplined, self-controlled, and motivated for learning, possessing awareness of a topic, and having self-efficacy related to thetechnology, the internet, and online communication (5, 121).

Students have more strengthened professionalism as they develop qualities like self-motivation, self-responsibility, and discipline due to blended learning establishment according to the research of Lalima &Kiran Lata Dangwal (2017).

Student growth occurs through an invariant sequence of stages or levels in which progress from stage to stage implies reorganisation of what went before. Higher stages qualitatively differ from lower stages in terms of the way the individual thinks, feels or acts. Another influential view is that student development can be seen in mastery of a series of developmental tasks, which involve the individual´s maturation in the different aspects of intellect, emotions

and social relationships. Blended learning creates a feeling of belonging, which enables students to open up, to share more information about themselves to group-mates. The experience in real life encourages students to share more information digitally. The data presented in the virtual world makes a good foundation for developing good relations in the classroom. Such processes of integrating the virtual with real life, relying on technologies to find a feeling of belonging, and rejoicing over the friends' real life presence happens all the time in many modern lives today. Allowing students to pursue this way we allow them to communicate and develop in modes and context familiar to and inspiring them. It is important to remember that ICT also helps to create special bridge between the study periods, different study-years and student groups, helping to shape the feeling of us (3, 42).

According to the research of Lalima &Kiran Lata Dangwal (2017), it can be said that blended learning is the solution to problems prevailing in educational systems. If implemented in a well planned, with right type of attitudes it can become the future of our educational system. It is only for our own benefit that steps for establishing blended learning are soon initiated.

Conclusion

This review offers only a few results for blended learning. The field of blended learning is wide open and ripe for further investigation. With the advancement of Web 2.0 and 3.0 there are still huge amount of opportunities for novelties, development and change. Students are becoming more engaged, learning is less and less teacher-centred. In these developments the role of teachers, students, and learning itself are continuously changing to offer existing possibilities for further development (3, 56).

In searching answers for questions related to blended learning, its characteristics, professional development, tools and the impact on students it seems blended learning requires more than just new technology, but also new attitudes and skillsets. Moreover, most of the knowledge and ideas in the modern world belong to the learners who have the information and who have it first; who should be taught to learn to use it to the best of their capacity who, in many ways, grow the window to the world of their own society and culture.

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