BLENDED LEARNING MODELS IN LANGUAGE EDUCATION: EXPLORING THE COMBINATION OF TRADITIONAL AND ONLINE TEACHING METHODS IN HIGH SCHOOLS

Z.Abdullayeva
Teacher of Linguistics and English Teaching
Methodology Department
Chirchik State Pedagogical University

Annotatsiya: *Maqolada texnologiyaning an'anaviy o'qitish usullariga qo'shilishi ta'kidlanib, ilovalar faollikni, shaxsiylashtirishni va raqamli savodxonlikni qanday oshirishini namoyish etadi. Unda interfaol ta'lim tajribalarining afzalliklari, shu jumladan gamifikatsiya va o'z-o'zini boshqarish, tanqidiy fikrlash texnologiyasiga tayanish kabi potentsial muammolarni hal qilishda. Topilmalar keng qamrovli til ko'nikmalarini rivojlantirish uchun raqamli vositalar va an'anaviy metodologiyalar o'rtasidagi muvozanatni qo'llab-quvvatlab, ta'limga aralash yondashuvni qo'llab-quvvatlaydi. Maqola o'qituvchilar uchun raqamli vositalarni o'quv maqsadlariga moslashtirish zarurligini ta'kidlab, kelajakdagi o'qitish amaliyotining oqibatlari bilan yakunlanadi.*

Kalit so'zlar: *Aralashtirilgan ta'lim, ingliz tilini o'qitish (ELT), mobil ilovalar, Interaktiv ta'lim, raqamli savodxonlik, Gamifikatsiya, talabalarga yo'naltirilgan ta'lim, tanqidiy fikrlash, ta'lim texnologiyalari, tillarni o'rganish*

Annotation: The article emphasizes the integration of technology into traditional teaching methods, showcasing how apps enhance engagement, personalization, and digital literacy. It outlines the benefits of interactive learning experiences, including gamification and self-directed study, while addressing potential challenges, such as reliance on technology for critical thinking. The findings support a blended approach to education, advocating for a balance between digital tools and conventional methodologies to foster comprehensive language skills. The article concludes with implications for future teaching practices, highlighting the necessity for educators to tailor digital tools to curricular goals.

Keywords: Blended Learning, English Language Teaching (ELT), Mobile Applications, Interactive Learning, Digital Literacy, Gamification, Student-Centered Learning, Critical Thinking, Educational Technology, Language Acquisition

Аннотация: В статье делается акцент на интеграции технологий в традиционные методы обучения, демонстрируется, как приложения повышают вовлеченность, персонализацию и цифровую грамотность. В нем описываются преимущества интерактивного обучения, включая геймификацию и самостоятельное изучение, при одновременном решении потенциальных проблем, таких как использование технологий для развития критического мышления. Результаты исследования подтверждают смешанный подход к образованию, в котором поддерживается баланс между цифровыми инструментами и традиционными методологиями для развития всесторонних языковых навыков. В заключение статьи рассматриваются последствия для

будущей практики преподавания, подчеркивается необходимость для преподавателей адаптировать цифровые инструменты к учебным целям.

Ключевые слова: Смешанное обучение, Преподавание английского языка (ELT), Мобильные приложения, Интерактивное обучение, Цифровая грамотность, Геймификация, Обучение, ориентированное на учащихся, Критическое мышление, Образовательные технологии, Овладение языком

INTRODUCTION

In an increasingly digital world, educational methodologies are evolving to integrate technology into the classroom. The advent of mobile applications presents a unique opportunity to enhance English language instruction among high school students, fostering engagement and personalization. These tools offer a diverse array of resources – ranging from vocabulary building to grammar exercises – which can be tailored to meet individual learning needs. By employing apps, educators can create dynamic environments that encourage collaboration, critical thinking, and active participation. As students navigate these interactive platforms, they not only improve their language skills but also develop essential digital literacy. This shift towards app-assisted learning aligns with contemporary pedagogical theories that advocate for student-centered approaches, enabling learners to take ownership of their education. Evidence suggests that incorporating technology into English instruction not only increases motivation but also enhances retention of language concepts. Consequently, understanding the multifaceted benefits and challenges of using applications in teaching is paramount for educators. As this essay will explore, the integration of gaming elements, feedback mechanisms, and user-friendly interfaces can significantly impact students learning experiences. A thorough examination of these aspects reveals that the successful incorporation of apps not only revitalizes the teaching of English but also prepares students for a future where digital competence is integral to their academic and professional lives. The following sections will delve deeper into specific types of applications and their efficacy within high school English curricula. Overview of the integration of technology in education and its relevance to English language teaching.

The integration of technology in education has fundamentally transformed English language teaching, fostering enhanced engagement and accessibility for high school students. As classrooms evolve, interactive applications now supplement traditional pedagogical approaches, allowing learners to practice language skills in immersive environments. The internet serves as a vast repository of resources that encourages learners to explore literature and grammar at their own pace, promoting autonomy and confidence (cite2). However, the reliance on technology raises concerns about students critical thinking and language acquisition, as excessive dependence could hinder their ability to perform basic cognitive tasks without digital assistance (cite1). Consequently, while apps facilitate innovative learning experiences, educators must strike a balance, combining technology with conventional methods to nurture comprehensive language skills. This dual approach

ensures that students not only benefit from technological advances but also develop the critical thinking and interpersonal skills essential for effective communication.

II. Benefits of Using Apps in English Language Learning

The integration of mobile applications in English language learning offers students unparalleled access to diverse resources and interactive activities that enhance their educational experience. By utilizing apps, students gain the ability to engage in self-directed learning, which fosters independence and boosts their self-esteem as learners. This is particularly beneficial in a digital age where vast amounts of information are readily accessible online; as noted, "the internet has become into an essential informational resource," allowing learners to explore a plethora of material that can spark their interest and creativity (K Hossain). Furthermore, apps frequently provide opportunities for gamification, making the learning process more engaging and motivational. As high school students navigate a technology-driven landscape, leveraging these tools not only aligns with their everyday experiences but also enhances their problem-solving and critical thinking skills, preparing them for advanced academic and professional challenges that lie ahead (Hossain K). Ultimately, the effective use of language learning apps can transform the traditional classroom into a dynamic environment conducive to a deeper understanding and appreciation of the English language.

A. Enhanced engagement and motivation among high school students through interactive learning experiences.

Interactive learning experiences have emerged as pivotal tools in enhancing both engagement and motivation among high school students, particularly in English language classrooms where traditional methods often fall short. By leveraging apps and digital platforms, educators facilitate environments that foster active participation, allowing students to explore language concepts through gamified activities and collaborative projects. This shift towards a more immersive learning experience aligns with findings that underscore the significance of personalized and adaptive learning environments (Mr.Ashok kumar Baldev bhai Prajapati). For instance, students who engage with interactive tools demonstrate improved retention and comprehension, as these technologies cater to diverse learning styles and preferences. Furthermore, the integration of augmented and virtual reality within English instruction has shown to cultivate deeper emotional connections to the subject matter, thereby sustaining motivation and encouraging independent exploration (Dr A. Vrioni et al.). As such, the transition to interactive methodologies not only revitalizes the learning landscape but also equips students with essential 21st-century skills for their future endeavors.

CONCLUSION

The integration of mobile applications into English language instruction for high school students presents a profound opportunity to enhance learning outcomes. Research has demonstrated that students perceive significant benefits from utilizing English learning apps, highlighting both positive experiences and certain limitations they encounter in the learning process (Th Wái Như Phương, p. 340-343).

Furthermore, the exploration of motivation through the lens of Self-Determination Theory (SDT) reveals that students often exhibit autonomy, competence, and relatedness when engaging with language apps (Annamalai N et al., p. 201-211). These motivational aspects are crucial as they foster an environment conducive to self-directed learning, enabling students to take ownership of their educational journeys. In conclusion, the effective deployment of mobile apps in teaching English not only makes language acquisition more engaging but also supports pedagogical strategies that prioritize student-centered learning. Thus, educators should embrace these technological tools to create a dynamic and interactive educational experience. Summary of key findings and implications for future teaching practices in English language education.

References:
1. Hossain K. "TECHNOLOGY IS TRANSFORMING THE EDUCATION SYETEM IN MODERN ERA". Norwegian Journal of development of the International Science, 2023, https://zenodo.org/doi/10.5281/zenodo.10055074

2. K. Hossain. "EVALUATION OF BENEFITS AND CHALLENGES OF TECHNOLOGY ON EDUCATION IN 21ST CENTURY AND WAY FORWARD". Zenodo, 2023, https://zenodo.org/record/8385868

3. Mr.Ashok kumar Baldev bhai Prajapati. "Artificially Intelligent in Education: "Redefining Learning in the 21st Century"". Zenodo, 2024, https://zenodo.org/doi/10.5281/zenodo.12818287

4. Andri Dr. Vrioni, Kleanthis Dr. Neocleous. "Learning Outcomes of an "Astronomy/STEAM" Blended Learning Program with VR/AR experience". Zenodo, 2024, https://zenodo.org/doi/10.5281/zenodo.10837349

5. Wa Thái Như Phương. "Students' Perceptions towards English Learning Applications". International Journal of Social Science and Education Research Studies, 2022, https://doi.org/10.55677/ijssers/V02I08Y2022-03

6. Nagaletchimee Annamalai, Muhammad Kamarul Kabilan, Deepa Soundrarajan. "Smartphone apps as a motivating tool in English language learning". Indonesian Journal of Applied Linguistics, 2022, https://doi.org/10.17509/ijal.v12i1.46544

7. Йожеф Голожаі. "Аспекти цифрового навчання серед тих, хто вивчає іноземну мову в середній освіті". Закарпатський угорський інститут ім. Ференца Ракоці 2024, https://dspace.kmf.uz.ua/jspui/bitstream/123456789/4108/1/Holozsai_Jozsef_Aspects_of_digital_learning_among_foreign_language_learners.pdf

8. Abdullayeva, Z. D. (2024). PERIPHRASE THE NAMES OF PERSONS IN THE UZBEK LANGUAGE EXPRESSION IN A STYLISTIC MEANS. Western European Journal of Linguistics and Education, 2(9), 55-59.

9. Christine McCall, Ph.D.; Robert Duncan, Ph.D.; Shelley MacDermid Wadsworth, Ph.D.; Roberto Gallardo, Ph.D."Reducing the Digital Divide for Families: State and Local Policy Opportunities". Policy Brief, 2024, https://www.ncfr.org/system/files/2024-

07/Reducing%20the%20Digital%20Divide%20for%20Families%20Brief%20July%202 02024.pdf

10. Hazar Lina BOUABDALLAH. "Unpacking the influence of gamified teaching Applications on speaking proficiency on EFL students". Mohamed Kheider University of Biskra, 2024, http://archives.univ-biskra.dz/bitstream/123456789/29111/1/Hazar_Lina_BOUABDALLAH.pdf