

S. M. (2025, December). FLIPPED CLASSROOM AS A TOOL FOR PROMOTING SELF-REGULATED LEARNING IN HIGHER EDUCATION. In International Conference Platform (No. 6, pp. 187-190).

Scrivener, J. (2011). *Learning teaching: The essential guide to English language teaching* (3rd ed.). Macmillan Education.

Shaxlo, M. M. (2025). DESIGNING AN ENGLISH FOR BUSINESS PURPOSES (EBP) COURSE: A TASK-BASED AND PROBLEM-BASED APPROACH FOR PRE-INTERMEDIATE BUSINESS PROFESSIONALS. PROSPECTS OF TEACHING ENGLISH FOR PROFESSIONAL PURPOSES IN NON-PHILOLOGICAL HIGHER EDUCATION INSTITUTIONS: PROBLEMS AND SOLUTIONS, 518-525.

Muhammadjon o‘g, O. R. A. (2025, December). RAQAMLI TRANSFORMATSIYA SHAROITIDA PEDAGOGIKA YO ‘NALISHI TALABALARI KREATIV FIKRLASH KOMPETENSIYASINI SHAKLLANTIRISHNING INNOVATSION METODIKASI. In Partner conferences of the International Scientific Journal Research Focus (Vol. 1, No. 1, pp. 1156-1159).

Toshmatov, G. U. O. (2026). Musiqa ta’limi jarayonida sun’iy intellekt texnologiyalarini joriy etishning ilmiy-nazariy asoslari. Science and Education, 7(2), 195-201.

Toshmatov, G. U. O. (2026). Musiqa ta’limi jarayonida sun’iy intellekt texnologiyalarini joriy etishning ilmiy-nazariy asoslari. Science and Education, 7(2), 195-201.

THE EFFECTS OF BLENDED LEARNING IN TEACHING AND LEARNING ENGLISH

Botirova Nigora Baxromjon qizi

Namangan State Pedagogical institute

A 1st year student of Foreign Languages Department

nigorabotirova02@gmail.com

Scientific supervisor: Nosirova Shahlo Yoqubjon qizi

Email: nosirovsohibjon7@gmail.com

Annotatsiya: Blended learning (BL) yoki aralash o‘qitish – bu an’anaviy sinfda o‘qitish bilan onlayn ta’lim faoliyatlarini uyg‘unlashtirish orqali talaba markazli ta’lim muhiti yaratish usulidir. Ushbu maqolada ingliz tilini o‘qitishda BL ning samaradorligi tahlil qilinadi, uning til ko‘nikmalari, motivatsiya va o‘quvchi qoniqishi kabi omillarga ta’siri muhokama qilinadi. Shuningdek, BLni muvaffaqiyatli joriy etish uchun yuzaga keladigan qiyinchiliklar va eng yaxshi

amaliyotlar keltiriladi. Natijalar ko‘rsatadiki, BL talabalarni faolroq, mustaqil va interaktiv o‘rganishga undaydi.

Kalit so‘zlar: Aralash ta‘lim, ingliz tili, til ko‘nikmalari, motivatsiya, qoniqish, interaktiv ta‘lim

Annotation: Blended learning (BL) is an instructional approach that integrates traditional classroom teaching with online learning activities to create a learner-centered educational environment. This study analyzes the effectiveness of BL in teaching English, focusing on its impact on language skills, motivation, and learner satisfaction. Challenges and best practices for implementing BL are also discussed. Findings indicate that BL encourages more active, independent, and interactive learning among students.

Keywords: Blended learning, English language, language skills, motivation, satisfaction, interactive learning

Аннотация: Смешанное обучение (BL) представляет собой подход, объединяющий традиционные занятия в классе с онлайн-активностями для создания учебной среды, ориентированной на ученика. В статье анализируется эффективность BL в преподавании английского языка, рассматривается его влияние на языковые навыки, мотивацию и удовлетворенность учащихся. Также обсуждаются трудности и лучшие практики внедрения BL. Результаты показывают, что BL способствует более активному, самостоятельному и интерактивному обучению студентов.

Ключевые слова: Смешанное обучение, английский язык, языковые навыки, мотивация, удовлетворенность, интерактивное обучение.

Introduction. English is widely recognized as a global language for communication, education, and business, making effective teaching methods crucial for language acquisition. One of the most effective approaches is blended learning (BL), which combines face-to-face instruction with online learning activities. The popularity of BL increased significantly after the COVID-19 pandemic, as schools were required to rapidly adopt both online and classroom-based teaching methods. Traditional classroom instruction often lacks sufficient opportunities for interactive practice and personalized feedback, which can slow learners' progress (Graham, 2006). In contrast, blended learning provides a learner-centered environment that enhances student engagement and autonomy (Garrison & Kanuka, 2004). This study examines the impact of blended learning on English language skills, student motivation, and satisfaction, while also highlighting best practices and challenges in its implementation (Horn & Staker, 2014).

Methodology. The study was based on a mixed method approach, including literature review, survey, and interviews. BL programs were implemented in several schools and language centers in Uzbekistan. A total of 100 students participated in the study. Data were collected through structured questionnaires and semi-structured interviews. Students were assessed on their listening, speaking, reading, and writing skills, as well as their motivation and satisfaction levels. Quantitative data were statistically analyzed, while qualitative data were analyzed in depth by topic (Owston, York, & Murtha, 2013).

Results. The analysis of survey responses and interview feedback indicated several key outcomes: Improved Language Skills: Students reported significant improvement in the four main English language skills: listening, reading, writing, and speaking.

Enhanced Learner Autonomy: Access to online resources allowed learners to practice independently and at their own pace, reinforcing classroom learning.

Increased Motivation and Satisfaction: Interactive activities, such as online discussions and multimedia tasks, boosted student engagement and overall satisfaction with lessons.

Challenges Identified: Technological limitations, including unstable internet access and limited access to devices, were reported as primary barriers. Additionally, the effectiveness of BL depended heavily on teacher preparedness and ability to integrate online and offline components seamlessly.

Discussion. The BL model encourages students to be active participants in language learning, meaning that they are not just listeners in the classroom but actively participate in the learning process. By combining online exercises, multimedia resources, and interactive classroom activities, students develop their skills more effectively (Graham, 2006). However, the success of BL depends on technological resources and teacher preparation (Horn & Staker, 2014). Results show that BL is a student-centered and flexible approach to teaching English that combines traditional and online methods (Garrison & Kanuka, 2004).

Conclusion. Blended learning is an effective strategy for teaching English, as it has positive effects on language skills, particularly in improving students' speaking and listening abilities, as well as motivation and satisfaction. It also promotes learner autonomy and self-directed learning through the use of digital platforms and interactive tools. In the future, learning outcomes can be further enhanced by expanding blended learning programs and providing teachers with adequate technological training, despite challenges such as limited access to technology. Educational institutions are therefore encouraged

to adopt blended learning as a flexible and adaptive approach to meet the evolving needs of students. Further research is recommended to explore its long-term impact in different educational contexts.

References

Graham, C. R. (2006). Blended learning systems: Definition, current trends, and future directions. In C. J. Bonk & C. R. Graham (Eds.), *The handbook of blended learning: Global perspectives, local designs* (pp. 3–21). San Francisco, CA: Pfeiffer.

Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education*, 7(2), 95–105.
<https://doi.org/10.1016/j.iheduc.2004.02.001>

Horn, M. B., & Staker, H. (2014). *Blended: Using disruptive innovation to improve schools*. San Francisco, CA: Jossey-Bass.

Owston, R., York, D., & Murtha, S. (2013). Student perceptions and achievement in a university blended learning strategic initiative. *The Internet and Higher Education*, 18, 38–46.
<https://doi.org/10.1016/j.iheduc.2012.12.003>

qizi Nosirova, S. Y., & Umarjonova, S. (2025, December). THE ROLE OF COMICS IN TEACHING ENGLISH TO YOUNG LEARNERS. In International Conference Platform (No. 6, pp. 171-172).

Тошматов, Ғ., & Турдалиева, О. (2023). ТАЛАБАЛАРНИ МУСТАҚИЛ ИШЛАШГА ҚИЗИҚТИРИШ ОМИЛЛАРИ. Универсальная индексная библиотека Евразийского журнала академических исследований, 3(6), 162-166.

Olimjonovich, T. G., & Komiljanovna, D. G. (2022). The Importance of the Festival “East Songs” in the Introduction and Development of National Classical Music of the Peoples of the East. *Central Asian Journal of Theoretical and Applied Science*, 3(6), 195-199.

THE EFFECTIVENESS OF ROLE-PLAY ACTIVITIES IN ENHANCING LEARNERS’ SPEAKING COMPETENCE

Badriyeva Oydinoy Abdukarim qizi

obadriyeva@gmail.com

Ilmiy rahbar: Odilboyeva Umida Zafarjon qizi

Abstract: This article explores the pedagogical value of role-playing as a strategic intervention to enhance the oral proficiency of english language learners. While traditional methods focus too much on grammar and do not prepare students for spontaneous speaking as well as role-play does. It highlights that the stimulation of authentic contexts allows students to bridge the gap between theoretical knowledge, and