

**FARG‘ONA DAVLAT UNIVERSITETI
HUZURIDAGI ILMIY DARAJALAR BERUVCHI
PhD.03/27.09.2024.Fil/Ped.05.09 RAQAMLI ILMIY KENGASH**

FARG‘ONA DAVLAT UNIVERSITETI

PAKIRDINOVA SHAROFAT ABDUMUTALJONOVNA

**BO‘LAJAK O‘QITUVCHILARNING BLENDED LEARNING
TEXNOLOGIYASI ASOSIDA KASBIY KOMPETENSIYASINI
METODIK TAKOMILLASHTIRISH
(ingliz tilini o‘qitish misolida)**

13.00.02 – Ta’lim va tarbiya nazariyasi va metodikasi (ingliz tili)

**PEDAGOGIKA fanlari bo‘yicha falsafa doktori (PhD) dissertatsiyasi
AVTOREFERATI**

Farg‘ona – 2025

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KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zaruriyati. Jahon ta'lim va ilmiy tadqiqot muassasalarida bo'lajak o'qituvchilarning kasbiy malakalarini shakllantirish, blended learning texnologiyalariga asoslangan integratsiyalashgan ta'limni rivojlantirish va ingliz tilini o'qitishda an'anaviy hamda raqamli metodlarni uyg'unlashtirish orqali pedagogik samaradorlikni oshirishga oid ilmiy tadqiqotlar olib borilmoqda. Ingliz tili o'qituvchilarini blended learning asosida tayyorlash tizimi bugungi kunda butun dunyo miqyosida jadal rivojlanayotgan va zamonaviy ta'limda strategik ahamiyat kasb etadigan yo'nalishlardan biridir. Shunday bo'lishiga qaramay, nafaqat respublikamizda, balki butun dunyo bo'ylab ingliz tili o'qituvchilarining kasbiy kompetensiyasini blended learning texnologiyasi asosida rivojlantirish, mavjud an'anaviy va raqamli ta'lim imkoniyatlaridan xabardor bo'lib o'quv jarayonini yanada samarali gibridd texnologiyalar bilan tashkil etish muhim vazifa sifatida qolmoqda. Blended learning texnologiyasi bu jarayonda ana'anaviy ta'lim (face to face) va onlayn o'qitishning o'ziga xos ustunliklarini birlashtirish hamda ulardan optimal foydalanishga imkon beradi. Blended learning texnologiyasi xalqaro miqyosda ta'limni *shaxsga yo'naltirilgan, moslashuvchan, interfaol va natijador shaklda* tashkil etish vositasi sifatida keng qo'llanilayotgali bilan asoslanadi.

Dunyoning yetakchi oliy ta'lim muassasalarida ingliz tili o'qituvchilarini tayyorlash sohasida blended learning texnologiyalarini tatbiq etish bo'yicha keng qamrovli tajribalar to'plangan. Ingliz tili o'qituvchilarining blended learning texnologiyasi asosida kasbiy kompetensiyasini rivojlantirish sohasida AQShning Arizona, Pensilvaniya, Oregun universitetlarida; Kanadaning Toronto, British Kolumbiya universitetlarida; Buyuk Britaniyaning Oksford, London, Votervikk universitetlarida; Avstraliya va Yangi Zelandiyaning nufuzli ta'lim markazlarida ta'lim boshqaruv tizimi (LMS), virtual sinf muhitlari, interaktiv multimedia platformalar, mobil ta'lim ilovalari va sun'iy intellekt bilan boyitilgan moslashuvchan ta'lim tizimlari, shuningdek, o'qituvchilarning kasbiy kompetensiyasini takomillashtirishga qaratilgan ko'plab ilmiy-amaliy dasturlarni yaratish va joriy etish bo'yicha keng ko'lamlı tadqiqot loyihalari muvaffaqiyatli amalga oshirilmoqda.

Respublikamizda ham xorijiy tillar o'qituvchilarini tayyorlash metodologiyasida talabalarning an'anaviy va raqamli ta'lim usullarini qo'shib qo'llash malakalarini rivojlantirishga asoslangan holda blended learning kontentlarini ishlab chiqish, o'qituvchi tayyorlash jarayonida zamonaviy pedagogik texnologiyalarni uyg'unlashtirish va samarali amalga oshirish, innovatsion va mantiqiy fikrlashni rag'batlantirishga yo'naltirilgan bir qator ilmiy tadqiqotlar olib borilmoqda. Ushbu ilmiy tadqiqot natijalari blended learning texnologiyasi vositasida moslashuvchan ta'lim tizimlarining ishlab chiqilishi va bu tizimlar orqali bo'lajak o'qituvchilar ingliz tili metodikasi, zamonaviy pedagogika, ta'lim psixologiyasi va raqamli texnologiyalar integratsiyasini chuqur o'rganishlarini hisobga olgan holda blended learning metodologiyalarini yaratish o'qituvchilar tayyorlash tizimining sifat ko'rsatkichlarining sezilarli

yaxshilanishiga, jarayonning moslashuvchanligi va samaradorligining oshishiga, talaba va o'qituvchilarda o'quv motivatsiyasi, kasbiy kompetensiya hamda texnologik savodxonlikning barqaror rivojlanishiga xizmat qiladi. Shuningdek ta'lim tizimining barqaror rivojlanishi, pedagogik kadrlar tayyorlashning zamonaviy talablariga moslashtirilishi, o'qituvchilarning kasbiy salohiyatini oshirish borasida qator islohotlar amalga oshirilmoqda. Xususan, davlat rahbari tomonidan chet tillarni o'qitish sifatini oshirish, innovatsion metodikalarni joriy etish, raqobatbardosh kadrlar tayyorlash bo'yicha belgilangan vazifalar oliy ta'lim tizimining barcha bosqichlariga yangicha yondashuvni talab qilmoqda. Jumladan, O'zbekiston Respublikasi Prezidentining 2019-yil 29-apreldagi PF-5712-sonli O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi Farmonlari, O'zbekiston Respublikasi Prezidentining 2019-yil 3-maydagi "Iqtidorli yoshlarni aniqlash va yuqori malakali kadrlarni tayyorlashning uzluksiz tizimini tashkil etish chora-tadbirlari to'g'risida"gi PQ-4306-sonli qarori, O'zbekiston Respublikasi Prezidentining 2020-yil 6-noyabrdagi "O'zbekiston Respublikasining rivojlanish davrida ta'lim va fanni rivojlantirish chora-tadbirlari to'g'risida"gi 6108-sonli Farmoni, O'zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi "Respublikada chet tillarni o'rganishni ommalashtirish faoliyatini sifat jihatdan yangi bosqichga ko'tarish chora-tadbirlari to'g'risida"gi PQ-5117-sonli Qarori, O'zbekiston Respublikasi Vazirlar Mahkamasining 2022-yil 19-yanvardagi "Xorijiy tillarni o'rganishni takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi 34-sonli Qarori, shuningdek, mazkur sohaga tegishli boshqa me'yoriy-huquqiy hujjatlarda ta'lim sifatini ta'minlashga doir belgilangan vazifalarni amalga oshirishda ushbu tadqiqot ishi muayyan darajada xizmat qiladi¹.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo'nalishlariga mosligi. Mazkur tadqiqot respublika fan va texnologiyalar rivojlanishining "Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma'naviy-ma'rifiy rivojlantirishda, innovatsion g'oyalar tizimini shakllantirish va ularni amalga oshirish yo'llari" ustuvor yo'nalishiga muvofiq bajarilgan.

Muammoning o'rganilganlik darajasi. Mamlakatimizda oliy ta'lim muassasalarida bo'lajak chet til o'qituvchilarining kasbiy kompetensiyasini rivojlantirishga doir vositalar, konsepsiyalar, tamoyillar hamda metodikalarni takomillashtirishga oid masalalar J.Jalolov, S.Nishonova, A.Raxmonov, N.Xodjayeva, N.Obidova, T.Sattorov, G.Mahkamova, Sh.Alimov, A.Ziyayev L.Axmedova, B.Qulmatov, M.Gulyamova, G.Obidova, N.Abbasova, I.Iminahunovalar tadqiqotlarida o'rganilgan, bo'lajak o'qituvchilarning kasbiy kompetensiyasini blended learning (aralash ta'lim) texnologiyasi asosida takomillashtirishning nazariy va amaliy jihatlari Z.Abdullayeva, L.Babaxodjaeva,

¹ O'zbekiston Respublikasi Prezidentining 2019-yil 29-apreldagi PF-5712-sonli Farmoni.

O'zbekiston Respublikasi Prezidentining 2019-yil 3-maydagi PQ-4306-sonli Qarori.

O'zbekiston Respublikasi Prezidentining 2020-yil 6-noyabrdagi 6108-sonli Farmoni.

O'zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi PQ-5117-sonli Qarori.

O'zbekiston Respublikasi Vazirlar Mahkamasining 2022-yil 19-yanvardagi 34-sonli Qarori.

X.Mannanova, A.Pardayev, A.Asqarov, N.Muslimov hamda M.Xolmuxamedovlar tomonidan tadqiq etilgan.

Mustaqil davlatlar hamdo'stligi (MDH) mamlakatlari olimlaridan N.Andreyeva, A.Vorobeva, O.Kryukova, V.Tonkonog, P.Ananchenkovalar an'anaviy va onlayn ta'limning o'xshash hamda farqli jihatlarini taqqoslab o'rgangan bo'lsa, S.Titova, Y.Zadarojnaya, N.Kameneva chet tillarni onlayn o'qitishning didaktik va metodik asoslarini ilmiy tadqiq etgan. OTM xorijiy til va adabiyoti yo'nalishlarda chet tillarini an'anaviy va onlayn o'qitishning o'ziga xos xususiyatlari, ijobiy va salbiy jihatlarini esa N.Samarina, A.Gazizova, I.Rasxodova, I.Karimullin, Y.Vinogradova, L.Klobukovalarning ilmiy izlanishlarida muhokama qilingan.

Xorijiy davlatlarda blended learning ta'limini tashkil etishning nazariy asoslari hamda umumiy xususiyatlari D.Garrison, J.Bonk, N.Vaughan, C.Procter, A.Piersy, A.Miller A.Deyv, J.Xeppen, A.AIXasanlar tomonidan taqqoslangan holda tadqiq etilgan bo'lsa, bo'lajak ingliz tili o'qituvchilarining blended learning texnologiyasi asosida kasbiy kompetensiyani oshirishning o'ziga xos xususiyatlari, afzallik va kamchiliklari, o'qitish jarayonida yuzaga keladigan qiyinchiklar va ularni bartaraf etish masalalari S.Edvard, K.Vintr, K.Nelsn, A.Joyke, M.Broun, M.Sayzmor, M.Kamorro, A.Bayrel, M.Alhamamilar tomonidan yoritib berilgan.

Olib borilgan ilmiy adabiyotlar tahlili shuni ko'rsatdiki, O'zbekiston ta'lim tizimida bo'lajak o'qituvchilarni kasbiy tayyorlash masalasi bo'yicha qator ilmiy-pedagogik yo'nalishlarda muayyan tadqiqotlar amalga oshirilgan. Jumladan, ta'lim jarayonini to'g'ri tashkil etish, kasbiy kompetensiyani rivojlantirish, innovatsion metodlardan foydalanish masalalari mahalliy olimlar tomonidan turlicha yondashuvlarda o'rganilgan. Biroq, zamonaviy globallashuv sharoitida ta'lim sifatiga qo'yilayotgan xalqaro talablar asosida blended learning texnologiyasi doirasida bo'lajak o'qituvchilarning kasbiy kompetensiyasini takomillashtirish, an'anaviy va onlayn ta'lim shakllarining integratsiyalashgan holda o'rgatilishi, ularning samaradorligini baholash hamda bu jarayonga mos metodik ta'limiy tizimni ishlab chiqish masalasi hali yetarli darajada ilmiy tadqiq etilmagan. Xususan, ingliz tilini an'anaviy va onlayn shaklda o'qitishda metodologik yondashuvlar turlicha bo'lsa-da, ularni aralash formatda uyg'unlashtirib, talabalarning kasbiy, reflektiv va texnologik kompetensiyalarini shakllantirish imkoniyatlarini chuqur ilmiy asoslash dolzarb muammoligicha qolmoqda. Bu esa mavjud pedagogik tajribalarni zamonaviy texnologiyalar bilan uyg'unlashtirish, samarali ta'limiy modellarni ishlab chiqish va amaliyotga tatbiq etishga ehtiyoj ortib borayotganligini ko'rsatadi. Shu bois ushbu tadqiqot ishlari blended learning texnologiyasi asosida bo'lajak o'qituvchilarning kasbiy kompetensiyalarini rivojlantirishga qaratilgan bo'lib, ilgari yetarli darajada yoritilmagan metodologik muammolarning ilmiy tahlilini berishga va ularning yechimlarini ishlab chiqishga qaratilgan.

Tatqiqotning dissertatsiya bajarilayotgan oliy ta'lim muassasasining ilmiy-tatqiqot ishlari rejalari bilan bog'liqligi. Dissertatsiya tatqiqoti Farg'ona davlat universiteti ilmiy tatqiqot ishlari rejasining "Xorijiy tillarni o'qitishning zamonaviy yondashuvlari va tendensiyalari" yo'nalishi doirasida bajarilgan.

Tadqiqotning maqsadi oliy ta'lim muassasalarida bo'lajak ingliz tili o'qituvchilarining kasbiy kompetensiyasini blended learning texnologiyasi asosida rivojlantirish va metodik jihatdan takomillashtirishga oid nazariy va amaliy asoslarni ishlab chiqish, ularni pedagogik jarayonga samarali joriy etish yo'llarini aniqlashdan iborat.

Tadqiqotning vazifalari quyidagilardan iborat:

blended learning texnologiyasi hamda kasbiy kompetensiya tushunchalarni ilmiy-metodik jihatdan o'rganish;

ingliz tilini o'qitish misolida bo'lajak o'qituvchilar uchun blended learning texnologiyasi asosida kasbiy kompetensiyani takomillashtirishga doir mavjud tajriba va metodikalarni tahlil qilish;

blended learning texnologiyasi asosida kasbiy kompetensiyani rivojlantirishga xizmat qiluvchi metodik texnologiyani ishlab chiqish va amaliyotga joriy qilish;

ishlab chiqilgan metodik texnologiyaning samaradorligini eksperimental tarzda tekshirish asosida ilmiy xulosa va tavsiyalar berish.

Tadqiqot obyekti sifatida bo'lajak ingliz tili o'qituvchilarining kasbiy kompetensiyasini oshirishda blended learning texnologiyasi samaradorligini oshirish metodikasini takomillashtirish jarayoni belgilanib, pedagogik tajriba-sinov ishlariga Samarqand davlat chet tillari institutui, Namangan davlat universiteti hamda Farg'ona davlat universitetlari 3-4-bosqich talabalari jami 586nafar respondentlar jalb etilgan.

Tadqiqotning predmetini oliy ta'lim muassasalarida xorijiy til va adabiyoti (ingliz tili) yo'nalishi talabalarining blended learning texnologiyasi asosida kasbiy kompetensiyasini takomillashtirishning shakl, metod va vositalari tashkil qiladi.

Tadqiqotning usullari. Tadqiqot jarayonida pedagogik kuzatish, anketa so'rovlari, test, suhbat, nazariy tahlil, matematik-statistik, diagnostik testlar, pedagogik tajriba sinov ishlari kabi usullaridan foydalanilgan.

Tadqiqotning ilmiy yangiligi:

xorijiy til va adabiyoti (ingliz tili) yo'nalishi talabalarining o'quv bilish faoliyati blended learning texnologiyasi asosida modifikatsiya qilinib o'quv modullarining malaka talablariga asoslangan kompetensiyaviy yondoshuvlarning transformatsiyasi asosida takomillashtirilgan;

blended learning texnologiyasi asosida bo'lajak o'qituvchilarning kommunikativ, texnologik, reflektiv va innovatsion kompetensiyalari o'quv modullarini interfaol ta'lim metodlari bilan kardinatsiyalash asosida takomillashtirilgan;

blended learning texnologiyasi asosida xorijiy til va adabiyoti (ingliz tili) yo'nalishi talabalarining til bilish ko'nikmalari CEFR talablari darajasiga muvofiqligi faktorli tahlil qilinib, kasbiy layoqatlari, amaliy kasbiy bilimlarini aniqlashtirishda zamonaviy bilimlar intensivligi hisobga olish, kombinatsiyalash hamda interfaol metodlarni mutaxassilik fanlari bilan integratsiyalash asosida takomillashtirilgan;

xorijiy til va adabiyoti (ingliz tili) yo'nalishi talabalarida blended learning texnologiyasi asosida o'qitishning faktorli tahlili, ingliz tilini o'qitishning integratsion jarayonlarini rivojlantirishning metodik ta'minotini takomillashtirishga

doir belgilangan ko'rsatkichlaridan foydalanish konsepsiyasiga asoslangan takliflari ishlab chiqilgan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

blended learning texnologiyasi haqidagi tushunchalarining mazmun-mohiyati hamda o'ziga xos xususiyatlari ilmiy-pedagogik jihatdan tahlil qilindi;

bo'lajak ingliz tili o'qituvchilarini kasbiy mahoratlarini oshirishda blended learning yondashuvlar, metodlar va texnologiyalarni qo'llashda mavjud imkoniyatlari o'rganildi;

oliy ta'lim muassasalarida ingliz tilini blended learning asosida o'qitishdagi samarali texnologiyalar tatbiq etildi;

xorijiy til va adabiyoti (ingliz tili) yo'nalishi talabalarining blended learning texnologiyasi asosida kasbiy kompetensiyalarini takomillashtirishga qaratilgan "Methodology of teaching English to adult learners" nomli o'quv qo'llanma ishlab chiqilgan.

Tadqiqot natijalarining ishonchliligi:

Tadqiqotda qo'llanilgan yondashuvlar, nazariy ma'lumotlarning olingan natijalari bilan muvofiqligi, ilg'or xorijiy tajribalar tahlili, metodik ta'minotning amaliyotga joriy etilganligi, dasturiy vositalar orqali innovatsion texnologiyalarni takomillashtirish mexanizmi yaratilganligi, tajriba-sinov ishlarining samaradorlik ko'rsatkichlari matematik-statistik usullar asosida aniqlanganligi, xulosa, taklif va tavsiyalarining amaliyotga tatbiq etilganligi vakolatli tashkilotlar tomonidan tasdiqlanganligi bilan izohlanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Tadqiqot natijalarining ilmiy ahamiyati dissertatsiyada ingliz tilini o'qitishda blended learning texnologiyasi asosida kasbiy kompetensiyani rivojlantirishga qaratilgan metodik yondashuvlar asoslab berilgan. Jumladan, tadqiqotda ilgari surilgan konseptual yondashuvlar, innovatsion metodlar va interfaol ta'lim texnologiyalari orqali talabalar nutq ko'nikmalarini rivojlantirish, kasbiy bilim va kompetensiyalarni integratsiyalashga qaratilgan metodik tizim ishlab chiqilgan. Dissertatsiyada dars mashg'ulotlarida muammoli vaziyatlar yaratish orqali talabalarining ijodiy va mantiqiy fikrlash faoliyatini rivojlantirish, shuningdek, raqamli pedagogik dasturiy vositalardan samarali foydalanish orqali o'quv jarayonining sifatini oshirish bilan izohlanadi.

Tadqiqotning amaliy ahamiyati taklif etilgan samarali metodlar va texnologiyalar asosida blended learning texnologiyasiga mos muammoli mashqlar, interfaol topshiriqlar tizimi, dars ishlanmalari va mashqlar to'plamlari ishlab chiqilib, amaliyotga joriy etilgan. Ushbu metodik vositalar bo'lajak ingliz tili o'qituvchilarini kasbiy faoliyatga tayyorlashda, ularning mustaqil fikrlashini, ijodiy yondashuvini va lingvometodik salohiyatini oshirishda muhim ahamiyat kasb etadi. Tadqiqotda ilgari surilgan ilmiy-metodik tavsiyalardan oliy ta'lim muassasalarida chet tili o'qituvchilarining malakasini oshirish kurslarida, shuningdek, yangi avlod o'quv adabiyotlarini yaratishda nazariy va amaliy manba sifatida foydalanish mumkin.

Tadqiqot natijalarining joriy qilinishi. Bo‘lajak o‘qituvchilarni blended learning texnologiyasi asosida kasbiy kompetensiyasini takomillashtirish metodikasiga doir tahliliy natijalari asosida:

xorijiy til va adabiyoti (ingliz tili) yo‘nalishi talabalarining o‘quv bilish faoliyati blended learning texnologiyasi asosida modifikatsiya qilinib o‘quv modullarining malaka talablariga asoslangan kompetensiyaviy yondoshuvlarning transformatsiyasini takomillashtirishga doir takliflari “Methodology of teaching English to adult learners” nomli o‘quv qo‘llanmasi mazmuniga singdirilgan (O‘zbekiston Respublikasi Oliy ta‘lim, fan va innovatsiyalar vazirligining 2023-yil 22-dekabrda 537-son nashr ruxsatnomasi). Natijada bo‘lajak o‘qituvchilar ingliz tilini o‘rganish jarayonida o‘z kasbiy ko‘nikmalarini rivojlantirib, kommunikativ kompetensiya, metodik yondashuvni qo‘llash, raqamli vositalardan foydalanish va mustaqil ta‘limni tashkil etish kabi amaliy malakalarini shakllantirish jarayoni osonlashgan;

blended learning texnologiyasi asosida bo‘lajak o‘qituvchilarning kommunikativ, texnologik, reflektiv va innovatsion kompetensiyalari o‘quv modullarini interfaol ta‘lim metodlari bilan kardinatsiyalashga doir takliflari “Methodology of teaching English to adult learners” o‘quv qo‘llanmasi mazmuniga singdirilgan (O‘zbekiston Respublikasi Oliy ta‘lim, fan va innovatsiyalar vazirligining 2023-yil 22-dekabrda 537-son nashr ruxsatnomasi) Natijada talabalarining metodik bilimlari, reflektiv fikrlash qobiliyatlari va mustaqil ishlash ko‘nikmalari samarali takomillashtirildi;

blended learning texnologiyasi asosida xorijiy til va adabiyoti (ingliz tili) yo‘nalishi talabalarining til bilish ko‘nikmalari CEFR talablari darajasiga muvofiqligi faktorli tahlil qilinib, kasbiy layoqatlari, amaliy kasbiy bilimlarini aniqlashtirishda zamonaviy bilimlar intensivligi hisobga olish, kombinatsiyalash hamda interfaol metodlarni mutaxassilik fanlari bilan integratsiyalashga doir takliflari “Methodology of teaching English to adult learners” o‘quv qo‘llanmasi mazmuniga singdirilgan (O‘zbekiston Respublikasi Oliy ta‘lim, fan va innovatsiyalar vazirligining 2023-yil 22-dekabrda 537-son nashr ruxsatnomasi) Natijada talabalarining til bilish ko‘nikmalari faktorli tahlil qilinib, kasbiy bilimlarini aniqlashtirish ko‘nikmalari asoslandi;

zamonaviy ta‘limda yuzaga kelayotgan dolzarb muammolar, xususan, aniq metodik yondashuv, kommunikativ, raqamli va reflektiv kompetensiyalarni rivojlantirish bilan bog‘liq masalalar tahlili, ularga ilmiy jihatdan asoslangan yechim va takliflar, ta‘lim sifatini oshirish hamda o‘qitishning individuallashtirilgan, faol va samarali modelini yaratish imkoniyatlarini asoslab berishga qaratilgan, O‘zbekiston Milliy teleradiokompaniyasi “O‘zbekiston-24” ijodiy birlashmasi “O‘zbekiston” teleradiokanali tomonidan tayyorlangan “Ta‘lim va taraqqiyot”, “Bolalar va biz” radioeshittirishining ssenariysini tayyorlashda foydalanilgan. (O‘zbekiston teleradiyokompaniyasining, 2025-yil, 25-iyundagi, 05-09-1235-son dalolatnomasi). Natijada chet tili o‘qituvchilarning blended learning texnologiyasi asosida kasbiy kompetensiyasini takomillashtirish jarayonining samarali taraflarini bilish imkoniyatlari kengaygan.

Tadqiqot natijalarining aprobatsiyasi. Mazkur tadqiqot natijalari 2 ta xalqaro va 3 ta respublika miqyosidagi ilmiy-amaliy konferensiyalarda muhokamadan o'tkazilgan.

Tadqiqot natijalarining e'lon qilinganligi. Dissertatsiya mavzusi bo'yicha 13 ta ilmiy ish, shulardan, 1ta qo'llanma, O'zbekiston Respublikasi Oliy attestatsiya komissiyasi tomonidan doktorlik dissertatsiyalarining asosiy natijalarini chop etish tavsiya etilgan ilmiy nashrlarda 7 ta maqola, jumladan, 4 tasi respublika hamda 3 tasi xorijiy jurnallarda nashr etilgan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, uch bob, xulosa, foydalanilgan adabiyotlar ro'yxati hamda ilovalardan iborat. Ishning umumiy hajmi 127 sahifadan iborat.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida tadqiqot mavzusining dolzarbligi va zarurati asoslangan, muammoning o'rganilganlik darajasi yoritilgan, ishning maqsad va vazifalari, tadqiqot obyekti va predmeti aniqlangan, tadqiqot usullari, dissertatsiyaning ilmiy yangiligi va amaliy natijalari bayon qilingan, olingan natijalarning ishonchliligi, ilmiy va amaliy ahamiyati asoslangan, tadqiqot natijalarining amaliyotga joriy etilganligi, e'lon qilinganligi, dissertatsiyaning tuzilishi va hajmi bo'yicha ma'lumotlar berilgan.

Dissertatsiyaning "**Blended learning texnologiyasi asosida bo'lajak ingliz tili o'qituvchilarining kasbiy kompetensiyasini metodik takomillashtirishning nazariy asoslari**" nomli birinchi bobida, zamonaviy ta'lim jarayonida onlayn va an'anaviy o'qitish metodlarining integratsiyasi bo'lgan blended learning texnologiyasining nazariy-psixologik asoslari yoritiladi.

Bobda, avvalo, bo'lajak ingliz tili o'qituvchilarining kasbiy kompetensiyasi tushunchasining mohiyati, tarkibiy komponentlari, rivojlanish mexanizmlari va unga ta'sir qiluvchi omillar tahlil qilinadi. Shu bilan birga, blended learning texnologiyasi asosida ushbu kompetensiyani rivojlantirishning pedagogik shart-sharoitlari, metodik yondashuvlari va samarali amaliyotlari asoslab beriladi. Shuningdek, chet tilini o'qitishda qo'llanilayotgan yondashuvlarning nazariy rivojlanish bosqichlari ilmiy-nazariy jihatdan tahlil etiladi.

Bo'lajak chet til o'qituvchilarining kasbiy kompetensiyasini rivojlantirishga doir vositalar, konsepsiyalar, tamoyillar hamda metodikalarni takomillashtirish oid masalalar jahon miqyosida ko'plab yetuk olimlar o'z hissasini qo'shgan. Xususan, ingliz olimlari S.Krashen, D.Nunan, J.Harmer va H.Palmer, rus olimlari B.Gershunskiy, L.Vygotskiy I.Raxmanov, V.Setlin, S.Folomkina chet tilini bosqichma-bosqich va tizimli asosda o'qitish, metodik vositalarni takomillashtirish borasida muhim ishlar qilganlar. O'zbekistonda esa professorlar J.Jalolov, G.Maxkamova va T.Sattarov zamonaviy metodik tamoyillarni ishlab chiqib, til o'rgatishning ilmiy-nazariy asoslarini yaratganlar.

"*Kasbiy kompetensiya*", va "*kasbiy faoliyat*" kabi tushunchalarni tahlil qilar ekanmiz, avvalo, "kompetensiya" va "kompetentlik" terminlarining mazmunini aniqlab olish zarurdir. Kompetensiya termini lotin tilidan olingan bo'lib, o'zbek

tilida “mos kelish”, “to‘g‘ri kelish” yoki “munosib bo‘lish” kabi ma‘nolarni anglatadi. Kompetensiya faqat nazariy bilimlarni egallash bilan cheklanmay, balki olingan bilim, ko‘nikma va malakalarni kundalik va kasbiy faoliyatda samarali qo‘llay olish qobiliyatini ham o‘z ichiga oladi. Bu, o‘z faoliyatini muvaffaqiyatli amalga oshirish uchun zarur bo‘lgan bilim va ko‘nikmalarni amaliyotda qo‘llay olish darajasini anglatadi. Kompetensiya, shuningdek, o‘qituvchining amaliy malakalari va ko‘nikmalarini doimiy ravishda yangilab, o‘quv jarayonini doimiy ravishda takomillashtirishni taqozo etadi. Bu o‘z navbatida, o‘qituvchining kasbiy samaradorligini oshirishga yordam beradi. Masalan, G. Garfinkel kompetentlikni shaxsning bilim, ko‘nikma va tajribalari, shuningdek, jamiyatda egallagan kasbiy mavqeiiga mos ravishda o‘z vazifalarini bajarishga va ularni hal qilishda samarali bo‘lishiga qodirlik deb ta‘riflaydi. B.Gershunskiy kompetentlikni “savodlilik”, “ta‘lim olganlik”, “madaniyat”, “mentalitet” kabi tushunchalar bilan o‘zaro aloqadorlikda olib qaraydi. Yuqoridagi tushunchalarni o‘zaro aloqadorligini tahlil qilgan holda kasbiy kompetensiyaga quyidagicha ta‘rif berdik.

Kasbiy kompetensiya – bo‘lajak ingliz tili o‘qituvchisining bilim, ko‘nikma va shaxsiy sifatlarining integratsiyasi bo‘lib, o‘qitish jarayonini mustaqil tashkil etish, pedagogik muammolarni tahlil qilish hamda o‘quv faoliyatini samarali boshqarish qobiliyatini belgilovchi asosiy mezon deb bildik.

Bo‘lajak o‘qituvchilarning blended learning (aralash ta‘lim) texnologiyasi asosida kasbiy kompetensiyasini takomillashtirishning nazariy va amaliy jihatlari Z.Abdullayeva, L.Babaxodjaeva, X.Mannanova, A.Pardayev, A.Asqarov, N.Muslimov, M.Xolmuxamedovlar tomonidan tadqiq etilgan. Bir qator Yevropa olimlari D.Garrison, J.Bonk, N.Vaughan, C.Procter, A.Piersy, A.Miller A.Deyv, J.Xeppen tomonidan keng o‘rganilgan.

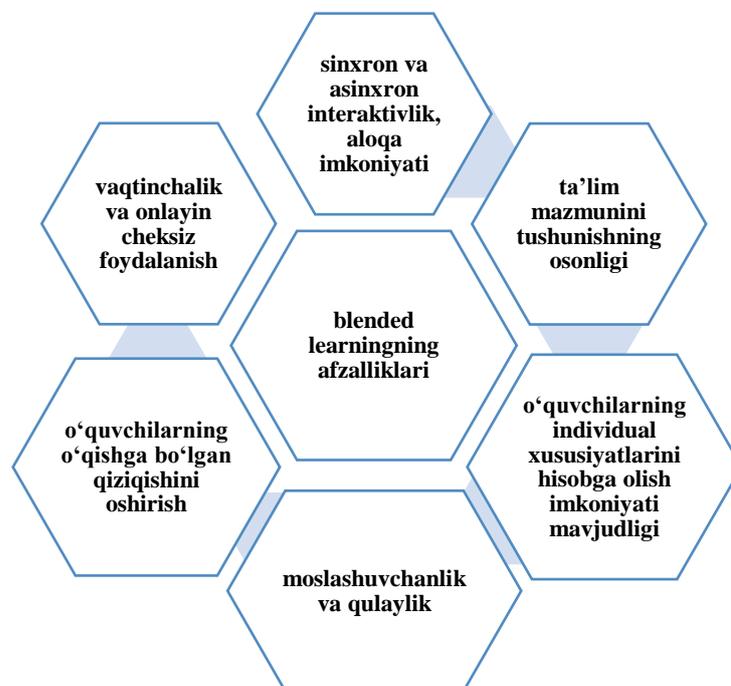
Ular asosan ushbu yondashuv va uning metodlari, nazariyasi bo‘yicha ilmiy ishlar olib borgan bo‘lib, bu yondashuvning asosiy prinsiplarini ishlab chiqib, uni ta‘lim jarayoniga tatbiq qilish bo‘yicha yo‘l-yo‘riqlar berishgan. Ular Blended learning texnologiyasini bo‘lajak ingliz tili o‘qituvchilarining kasbiy kompetentligini rivojlantirishdagi o‘ziga xos xususiyatlarini ko‘rib chiqishgan. Ularning tadqiqotlariga ko‘ra blended learning texnologiyasi an‘anaviy va raqamli ta‘lim usullarini uyg‘unlashtirgan holda, talabalarni zamonaviy ta‘lim muhitiga moslashtirishga xizmat qiladi. U orqali tashkil etilgan mashg‘ulotlar talabalarda mustaqil fikrlash, axborot texnologiyalaridan samarali foydalanish, interaktiv muloqotga kirishish kabi kompetensiyalarni shakllantiradi. Ayniqsa, topshiriqlarning onlayn va an‘anaviy muhitda almashinib borishi o‘quv jarayonining sifatini oshiradi va o‘qituvchilik faoliyatiga tayyorgarlikni yanada kuchaytiradi.

Shuningdek, ushbu texnologiya asosida yaratilgan o‘quv muhitida talaba o‘z o‘rganish jarayonini boshqarishga o‘rganadi, o‘z bilimini baholaydi va refleksiya qilish ko‘nikmasini rivojlantiradi. Blended learning metodi natijasida bo‘lajak ingliz tili o‘qituvchilari nafaqat til o‘rgatish metodikasi, balki ta‘limda raqamli vositalardan foydalanish malakasiga ham ega bo‘ladilar.

Axborot vositalari yordamida darslarni rejalashtirish va o‘tkazish jarayoni o‘qituvchining nazariy bilimlari va amaliy ko‘nikmalarini sintezlashga,

shuningdek, o'quvchilarning interaktiv faoliyatini rag'batlantirishga imkon yaratadi. Ushbu yondashuvlar o'zaro hamkorlik, muloqot va ijodiy fikrlashni rivojlantirish orqali professional malakani oshirishning muhim omili hisoblanadi. Jumladan, M.Karimova va D.Soyipova, blended learning (aralash ta'lim) texnologiyasining ingliz tili o'qituvchisining kasbiy-gnostik va lingvistik kompetensiyalarini shakllantirishdagi o'rni ustida chuqur tadqiqot olib borgan. *Kasbiy-gnostik kompetensiya* - tadqiqotchilarning ta'kidlashicha, ingliz tili o'qituvchisining o'z faniga oid nazariy bilimlarni chuqur tushunishi, o'qitish jarayonida bu bilimlarni amaliyotga tatbiq etish qobiliyatini anglatadi. Blended learning modeli orqali o'qituvchilar o'z-o'zini baholash, izlanish olib borish va o'zining pedagogik yondashuvini takomillashtirish imkoniyatiga ega bo'lishadi. S.Siddiqova tadqiqotlarida dual ta'lim tizimi doirasida blended learning modelidan foydalanish orqali o'qituvchilarning kasbiy kompetensiyalarini rivojlantirishga katta e'tibor qaratiladi. Uning ilmiy ishlarida blended learning modeli o'qituvchilarga o'zini-o'zi baholash, feedback mexanizmlarini joriy etish va interaktiv metodlar orqali nazariy bilimlarini amaliyotga tatbiq etish imkoniyatlarini keng qamrovda ochib beradi.

Olim K.Kunning fikriga ko'ra, ta'limni professional formatda bo'lishi yuzmayuz va elektron ta'lim kamchiliklarini kamaytirish uchun mo'ljallangan ta'lim shakllarini o'ziga jamlaydi. Shu munosabat bilan, bilimlarni o'zlashtirishning ushbu turi ta'limning diversifikatsiyasi va AKTning tobora murakkablashishi sharoitida o'ziga xos ta'lim va ijtimoiy-madaniy murosadir, deb taxmin qilish mumkin. Mutaxassislar blended learningning afzalliklarini quyidagicha izohlaydilar:



1-rasm Blended learningning texnologiyasining afzalliklari

Shunday qilib, blended learning kontseptsiyasining mohiyati an'anaviy va elektron tarzda ta'lim olish formatlarini muvofiqlashtirish, qo'llab-quvvatlash,

integratsiya va kombinatsiyalash mexanizmlarini yangilashdan iborat. Tadqiqotimiz davomida bir qancha olimlarning blended learning texnologiyasiga bergan ta'riflarini tahlil qilib Blended learning texnologiyasiga quyidagicha ta'rif berdik:

Blended learning - pedagogik maqsadlarga erishish uchun an'anaviy va raqamli ta'lim texnologiyalarini, sinxron va asinxron o'qitish usullarini, individual va kollektiv ta'lim shakllarini maqsadli ravishda integratsiyalash va optimal nisbatda uyg'unlashtirishga asoslangan innovatsion ta'lim tizimi bo'lib, unda o'quvchining shaxsiy ehtiyojlari va o'rganish uslubi hisobga olingan holda ta'lim jarayonining moslashuvchanligi, ochiqligi va samaradorligini ta'minlanishdan iborat.

Tadqiqotimiz davomida bir qancha xorijiy ilmiy manbalarga ham murojaat qilib, ular orasida Gonkong, Janubiy Koreya, Malayziya, Avstraliya va Xitoy universitetlarining tajribalari alohida o'rganildi. Jumladan, Gonkong universitetida o'tkazilgan chuqur tadqiqotlarda blended learning metodi bo'lajak ingliz tili o'qituvchilarining kasbiy tayyorgarligini takomillashtirishda muhim vosita sifatida e'tirof etiladi. Janubiy Koreyada amalga oshirilgan ilg'or ta'lim tadqiqotlari blended learning metodining raqamli texnologiyalar bilan uyg'unlashuvi orqali ingliz tili o'qituvchilarining raqamli pedagogik kompetensiyasi va reflektiv fikrlash ko'nikmalari sezilarli darajada rivojlanishini namoyon etadi. Tadqiqotlar asosan mobil ilovalar, Learning Management Systems (LMS), masalan Moodle, Edmodo, Blackboard kabi platformalarning ta'lim jarayonida faol qo'llanilishi asosida olib borilgan. Malayziya oliy ta'lim muassasalari, xususan Malayziya texnologiya universiteti, Universiti Sains Malaysia va University of Malaya singari nufuzli universitetlar, ingliz tili o'qituvchilarini tayyorlashda blended learning modelini chuqur integratsiyalash orqali sezilarli natijalarga erishganlar. Ularning tajribasi ta'lim jarayonini interaktiv, kommunikativ va madaniyatlararo kompetensiyani rivojlantiruvchi muhitga aylantirish bilan ajralib turadi. Avstraliyada olib borilgan tadqiqotlar blended learning modeli asosida tashkil etilgan "Teacher Readiness" dasturlarining ingliz tili o'qituvchilarini tayyorlashdagi ijobiy ta'sirini tasdiqlaydi. Bu dasturlar asosan pre-service EFL o'qituvchilarining o'z-o'zini baholash, refleksiya yuritish va real muammolarni hal qilish salohiyatini rivojlantirishga qaratilgan.

Bob yakunida esa, blended learning texnologiyasi orqali kasbiy kompetensiyani rivojlantirishga oid ilg'or xorijiy va milliy tajribalar umumlashtiriladi, hamda bu asosda taklif etilayotgan texnologiyaning nazariy zaminlari asoslanadi.

Xulosa qilib aytganda, 1-bobda ko'rib chiqilgan nazariy asoslar va xorijiy mamlakatlar tajribasi tahlili bo'lajak ingliz tili o'qituvchilarining kasbiy kompetensiyasini rivojlantirishda integrativ, reflektiv va innovatsion texnologik yondashuvlarni uyg'unlashtirish zarurligini ko'rsatdi. Mahalliy ta'lim tizimida xorijiy ilg'or amaliyotlarni kontekstual moslashtirish orqali o'qituvchi shaxsining kasbiy va shaxsiy rivojlanishini ta'minlash, umuman, ta'lim sifatini oshirishga erishish mumkin.

Dissertatsiyaning ikkinchi bobi **“Blended learning texnologiyasi asosida bo‘lajak ingliz tili o‘qituvchilarining kasbiy kompetensiyasini rivojlantirish texnologiyasi”** deb nomlangan. Ushbu bob ilmiy ishning asosiy natijalari, ya’ni bo‘lajak o‘qituvchilarning blended learning texnologiyasi asosida kasbiy kompetensiyasini rivojlantirishda samarali usullar va metodlarni qo‘llash, ushbu jarayonning o‘ziga xos jihatlari, talaba va ingliz til o‘qituvchisining vazifalari bayon etib berilgan.

Ushbu bobda dastlab, bo‘lajak ingliz tili o‘qituvchilarining kasbiy kompetensiyasini rivojlantirishda blended learning texnologiyasidan samarali foydalanish yo‘llari, metodik yondashuvlar hamda ta’lim jarayonining ishtirokchilari talabaning yangi funksiyalari tahlil qilindi.

Blended learning texnologiyasi an’anaviy ta’lim bilan raqamli ta’lim elementlarining integratsiyasiga asoslangan bo‘lib, u o‘quv jarayonining moslashuvchanligi, shaxsga yo‘naltirilganligi va interaktivligini ta’minlaydi. Ushbu bobda mazkur yondashuvning an’anaviy metodlardan asosiy farqlari jadval shaklida taqqoslab berilgan.

Kasbiy kompetensiyani rivojlantirishda flipped classroom, onlayn platformalar, interaktiv testlar, video darslar, gamifikatsiya elementlari (Quizlet, Kahoot, Baamboozle) kabi vositalarning integratsiyalashuvi muhim o‘rin tutishi asoslab berildi. Shuningdek, tadqiqotimizda turli onlayn ta’lim vositalarning qiyosiy tahlilini qildik.

Ingliz tili o‘qitishda qo‘llaniladigan asosiy raqamli vositalar orasida hamkorlik platformalari, video muhokama tizimlari, raqamli doskalar, interaktiv video vositalari, baholash tizimlari va kontent yaratish dasturlari alohida o‘rin tutadi. Ushbu platformalar til ko‘nikmalarining to‘rt asosiy komponenti - *tinglash, gapirish, o‘qish va yozish* - ni kompleks rivojlantirishga imkon beradi. Video asosidagi muhokama platformalari bo‘yicha olib borilgan tadqiqotlar shuni ko‘rsatadiki, bunday formatlar talabalarning gapirish, gapirishda o‘zlariga ishonchini oshiradi.

Ushbu ilmiy ishda aynan yuqoridagi kompetensiyalarni rivojlantirishga qaratilgan kompleks modul dizayniga asoslangan texnologiya ishlab chiqildi (2-rasm). Mazkur metodik texnologiya bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini mustahkamlash, ularni yangi davr ta’lim muhitiga moslashtirish, zamonaviy o‘quv texnologiyalaridan to‘g‘ri foydalanishni o‘rgatishga qaratilgan. Har bir bosqich aniq maqsadlarga ega bo‘lib, u o‘zida nazariy asos, amaliy mashg‘ulot, reflektiv faoliyat va raqamli yondashuvlarni mujassamlashtiradi.

Natijada, bo‘lajak o‘qituvchilar darsni nafaqat an’anaviy, balki zamonaviy vositalar bilan uyg‘unlashtirgan holda rejalashtirilgan, o‘quvchilarni faollashtiruvchi topshiriqlar asosida olib borilgan mashg‘ulotlar orqali kasbiy kompetensiyalarini takomillashtirishadi. Bundan tashqari, o‘z pedagogik faoliyatini baholash, faoliyatidagi kuchli va zaif tomonlarini tahlil qilish, shuningdek, o‘quvchilarning ehtiyojlariga mos pedagogik strategiyalar ishlab chiqish ko‘nikmasini rivojlantiradi. Tadqiqotimiz blended learning texnologiyasining nazariy-metodik asoslarini ishlab chiqish, ularni amaliyotga

Boshlang'ich bosqich

Kasbiy kompetensiyalar tarkibini aniqlash (davlat standartlari asosida), talabalar ehtiyojlarini o'rganish (sorov, test), mavjud resurslarni tahlil qilish (texnik), talabalarga Blended learning texnologiyasi haqida ma'lumot berish, uning afzallik taraflarini tushuntirish, va ushbu texnologiyani samarali tatbiq qilishda qiziqishlarini uyg'otish.



Maqsad va vazifalarni belgilash, onlayn kurs materiallarini tayyorlash (videolar, prezentatsiyalar, testlar), offlayn mashg'ulotlar rejalarini ishlab chiqish, baholash vositalari va mezonlarini yaratish, metodik ko'rsatmalar va qo'llanmalar tayyorlash



Ana'naviy ta'lim bosqichi

Texnologik kompetensiya: Bo'lajak o'qituvchilar online ta'lim platformalari va mobil texnologiyalarning imkoniyatlari, nazariy asoslari va har bir vositaning pedagogik maqsadini o'rganishi

Kommunikativ kompetensiya: Juft va guruhda ishlash (yuzma yuz muloqo), og'zaki taqdimot, rol o'ynash (role playing), keyslar bilan ishlash va munozara qilish ko'nikmalarini takomillashtirish.

Pedagogik kompetensiya: mikro-o'qitish (10-15 daq), bir-birining darsini kuzatish, amaliy mashg'ulotlar,

Metodik kompetensiya: dars ishlanma tuzish, metodlarni amalda ko'rsatish, o'quv materiallari bilan ishlash, dars tahlili (metodik nuqtayi nazardan baholash), didaktik materiallar tayyorlash (kartochkalar, plakatlar) orqali takomillashtirish.

Refleksiv kompetensiya: refleksiya (reflective writing) yozuvi tayyorlash, bir birini baholash (peer-feedback), "Nima yaxshi? Nima yaxshilash kerak?" savollariga javoblar berish, metakognitiv savollar



Onlayn ta'lim bosqichi

Texnologik kompetensiya: Bo'lajak ingliz tili o'qituvchilarining til o'rganish tajribasini oshirish, online platformalar orqali mashqlar ishlash, vazifalar bajarish va microteaching videolarni joylash orqali raqamli muhitda samarali o'qiy olish ko'nikmalarini rivojlantirish.

Kommunikativ kompetensiya: onlayn platformada yozma muloqot, munozaralar, videolar joylashtirish, jonli suhbat, hamkorlikda ishlash va interaktiv mashqlar bajarish orqali takomillashtirish.

Pedagogik kompetensiya: Video-darslar (pedagogik nazariyalar, metodlar), vebinarlar, e-kutubxona (pedagogik adabiyotlar, maqolalar), boshqa o'qituvchilarning darslarini tahlil qilish orqali takomillashtirish,

Metodik kompetensiya: Video-darslar (o'qitish metodlari, texnikalari), elektron darsliklar (metodik qo'llanmalar, standartlar), yangi metodlar bilan tanishish, metodik muammolarni muhokama qilish, onlayn test va viktorinalar (metodik bilimni tekshirish)

Refleksiv kompetensiya: kundalik yozish (fikrlar, tajribalar), refleksiv so'rovnomalar, bir-birini baholash,



Loyiha ishining tuzilishi.

1. Loyiha mavzusini, loyiha turini, ishtirokchilar sonini tasdiqlash.
2. Blended learning texnologiyalarini tanishtirish.
3. Darslar davomida guruhlardan olingan ma'lumotlarning oraliq muhokamalarini o'tkazish.
4. Loyihalarni taqdim etish va himoya qilish.
5. Loyiha natijalarini jamoaviy muhokama qilish, eksper baholash (kafedra professor-mutaxassislarini jalb qilgan holda ekspertizadan o'tkazish).
6. Olingan natijalarni amaliyotga tatbiq etish.

Blended learning texnologiyadan kutilayotgan natijalar:

1. Bo'lajak ingliz tili o'qituvchilari kasbiy kompetensiyalarini metodik takomillashtirishda online texnologiyalardan mustaqil foydalanishni o'rganadi.
2. Kasbiy kompetensiyalar tuzilmasi takomillashtirildi (texnologik, kommunikativ, pedagogik, metodik va refleksiv).
3. Kasbiy kompetensiyalarni rivojlantirishda onlayn ana'naviy ta'limni integratsiya qilishdagi bilimlari takomilashadi.
4. O'z o'zini baholash, o'zaro hamkorlikda ishlash, vaqtni to'g'ri taqsimlash, mustaqil ta'lim ko'nikmalari

2-rasm. Blended learning asosida kasbiy kompetensiyalarni rivojlantirishning metodik texnologiyasi

Blended learning asosida kasbiy kompetensiyalarni rivojlantirishning metodik texnologiyasini samarali joriy etishda aniq tizimlashtirilgan va kasbiy kompetensiyani takomillashtirishga asoslangan yondashuv muhim ro‘l o‘ynaydi. Ta’lim jarayonining modullashtirilgan shakli, ayniqsa oliy ta’lim kontekstida, nafaqat dars jarayonni soddalashtiradi, balki kasbiy kompetensiyalarni tizimli rivojlantirish imkonini ham yaratadi. Bunday yondashuv o‘zining tizimlili, bosqichma-bosqich rivojlanishi, izchilligi va amaliyotga yo‘naltirilganligi bilan ajralib turadi. Bosqichlarga asoslangan yondashuvda har bir bosqich aniq didaktik maqsadga ega bo‘ladi va ma’lum bir kasbiy kompetensiyani rivojlantirishga xizmat qiladi. Bu bosqichlar o‘zaro uzviy bog‘liq bo‘lib, ular ketma-ketlikda ta’lim oluvchining bilim darajasi, faoliyatga tayyorlik holati va kognitiv salohiyatiga mos ravishda quriladi. Metodik texnologiya strukturasi ketma-ketlik va bosqichlilik tamoyili asosiy o‘rin egallaydi. Shuningdek, texnologiya yondashuvi faqatgina dars jarayonini rejalashtirish emas, balki o‘qituvchi va talabalar o‘rtasidagi o‘zaro aloqani mustahkamlovchi, zamonaviy pedagogik texnologiyalar va raqamli vositalarni integratsiyalovchi tizimli ta’lim texnologiyasini anglatadi. Unda nazariy bilimlar, amaliy mashg‘ulotlar, reflektiv tahlil, raqamli platformalar bilan ishlash, baholash va fikr almashuv kabi elementlar uzviy bog‘langan holda mavjud bo‘ladi.

Shuningdek, texnologiya yondashuvi zamonaviy ta’lim paradigmalari konstruktivistik, kompetensiyaviy va faoliyatga yo‘naltirilgan yondashuvlar bilan uyg‘unlashgan holda talaba faoliyatining markazda bo‘lishini ta’minlaydi. Bu yondashuv asosida o‘qituvchi ham talaba ham faol ishtirokchi bo‘lgan ko‘p tomonlama interaktiv muhitni rivojlantiradi.

Har bir bosqichda nazariy asoslar bilan bir qatorda amaliy topshiriqlar va interaktiv faoliyatlar mavjud bo‘lib, ular raqamli platformalarda tashkil etiladi. Bu, bir tomondan, talabaning mustaqil fikrlashi, muammoni hal qilish, axborotni izlash va tahlil qilish, ijodiy yondashuv, raqamli muhitda ishlash kabi zamonaviy kompetensiyalarini shakllantirsa, boshqa tomondan, o‘qituvchining monitoring, baholash va qayta aloqa ta’minlash ko‘nikmalarini kuchaytiradi. Metodik texnologiya dizayni shuningdek, ta’lim sifati va samaradorligini oshirish bilan birga, individual yondashuvni ta’minlaydi. Texnologiya tuzilmasi orqali har bir talaba o‘zining bilim va ko‘nikmalarini individual tarzda rivojlantirish, faoliyatni refleksiya qilish, tengdoshlar bilan muloqotga kirishish, interaktiv mashg‘ulotlar orqali o‘z nuqtayi nazarini ifodalash imkoniyatiga ega bo‘ladi. Bunday yondashuv, ayniqsa, ingliz tilini o‘qitishda muhim ahamiyatga ega, chunki til o‘rganish faqat bilim olish emas, balki uni kommunikativ vazifalarda faol ishlata olishni ham talab etadi. Shu boisdan ham metodik texnologiya doirasida har bir kompetensiya: **pedagogik, metodik, kommunikativ, texnologik va reflektiv** kompetensiyalar uzviy bog‘lanishda rivojlantiriladi.

J.Jalolov mashqlarni o‘quv jarayonining turli bosqichlariga mos ravishda *shakllantiruvchi, rivojlantiruvchi va takomillashtiruvchi* turlarga ajratadi. O‘qitishga yo‘naltirilgan topshiriqlar esa til o‘rganish jarayonining o‘ziga xos jihatlarini mustahkamlashga qaratilgan bo‘lib, ular orqali o‘quvchilar grammatik strukturani mashq qilish, lug‘at boyligini kengaytirish yoki muayyan til ko‘nikmasini rivojlantirishga erishadilar. Ushbu topshiriqlar ko‘proq didaktik

maqsadga xizmat qiladi va real vaziyatga tayyorlovchi vosita sifatida qaraladi. X.Muhitdinova mashqlarni ikki hil usulda tasniflaydi: o'quvchilarni *haqiqiy kommunikativ* mashqlar darsdan tashqari xorijiy tilda tashkillashtirilgan turli ko'ngil ochar dasturlar, kino, teatr, muzeylarga tashrif hamda *shartli kommunikativ mashqlar* -darsda video, audio lavhalar, rasmlar va taqdimotlardan foydalanish orqali amalga oshiriladi. Demak har ikkisinin ham maqsadi muloqotni rivojlantiruvchi bo'lib, birinchisi ko'proq erkin va rejalashtirilmagan muvot jarayoningi ko'rsatib bersa ikkinchisi esa oldinda taxmin qilingan , rejalashtirilgan muloqot hisoblanadi. Xorijiy tilni samarador o'qitishning asosi turli mashqlarni dars jarayoniga tadbiq qilishdan iborat ekanligi uchun tadqiqotimizda zamonaviy texnologiyalarga asoslangan mashqlarni bo'lajak ingliz tili o'qituvchilariga yanada kengroq yoritib beishga xarakat qildik. Jumladan, *Jigsaw tasks – puzzle* topshiriqlari - talabalar turli ma'lumot qismlariga ega bo'lib, o'zaro hamkorlikda ulardan yaxlit ma'lumot yaratishlari kerak. Bu turdagi topshiriqlarda har bir ishtirokchi o'ziga birlashtirilgan ma'lumotni tushunib, uni guruh a'zolariga tushuntiradi. Bunda o'quvchilar o'zaro bog'liq bo'lgan qismlarni birlashtirib, umumiy yechimga kelishlari kerak bo'ladi. O'quvchilarda hamkorlik, tinglash, tushuntirish va muloqot ko'nikmalarini rivojlantirishi metodik afzallilarini ko'rsatib beradi. Bu orqali *ma'lumot almashinuvi, hamkorlikda ish olib borish, fikrlar izchilligini saqlab gapirish* kompetensiyalarini rivojlantiriladi. Har bir talabaning ishtiroki muhim bo'lgani uchun ixtiyoriylik emas, majburiy kommunikatsiya yuzaga keladi.

Axborot bo'shlig'i topshiriqlari (Information gap) - Talabalar yoki guruhlar bir-birlarida yo'q bo'lgan ma'lumotga ega bo'lishadi va bu ma'lumotni to'ldirish uchun so'rash, tinglash va izoh berish orqali muloqot qilishlari lozim bo'ladi. Bu topshiriqning asosiy maqsadi birgalikda ma'lumotni to'liq shakllantirish. Afzalliklari real hayotdagi muloqot modeliga yaqin hisoblanib odamlar ko'pincha o'zlari bilmaydigan axborotni boshqalardan so'rashga majbur bo'ladi. Interaktiv savol-javob orqali grammatik shakllar (savol tuzilmalari)ni mashq qilishga yordam beradi.

Muammoni hal qilish topshiriqlari (problem-solving) talabalarga ma'lum bir muammo yoki vaziyatni taqdim etib guruh a'zolari mavjud axborotni o'rganib, muammoni hal qilish yo'llarini izlaydilar. Topshiriq natijasida to'g'ri yoki eng maqbul yechimga erishishi, tanqidiy fikrlash, analitik yondashuv, sabab-oqibat tahlilini til orqali ifodalash imkonini berish afzalliklariga ega.

Qaror qabul qilish topshiriqlari (decision-making) da bir nechta variantlar (masalan, 3ta nomzod, 4ta marshrut) taklif etiladi va talabalar ular ularning orasidan eng maqbulini tanlash uchun muhokama yuritishlari lozim. Afzalliklari talabalar bu topshiriqda qaror qabul qilish orqali yakuniy natijaga kelishladi, talabalar fikr bildiradi, uni asoslaydi, bahslashadi, murosaga keladi, ya'ni real hayotdagi guruh muhokamasiga o'xshash holat yuzaga keladi.

Fikr almashish topshiriqlari (opinion exchange) talabalar ma'lum bir mavzuda o'z shaxsiy fikr va qarashlarini erkin tarzda ifodalaydilar, boshqalarning fikrini tinglaydilar va kerak bo'lsa, o'z qarashlarini himoya qiladilar. Bu topshiriqlarda yechimga erishish majburiy emas, balki fikrlar xilma-xilligi asosiy maqsad hisoblanadi. Bunda talabalar erkin va ishonchli gapirish, nutqini izchil

ifodalash, reaksiya bildirish, qo‘shimcha savol berish kabi ko‘nikmalarni rivojlantiradi. Tadqiqotimizda ingliz tilini o‘qitishda bo‘lajak ingliz tili o‘qituvchilarini kasbiy kompetensiyasini oshirishda asosan ularga darslarida unumli foydalanishlari uchun turli topshiriqlarni nazariy jixatdan taxlil qilishlari, tushunishlri uchun online texnologiyalardan foydalanilib nazariy bilimlari mustaxkamlanishi ko‘zda tutildi. Ana’naviy darslar orqali talabalar microteaching ko‘rsatib berishadi.

Bob yakunida blended learning texnologiyasi asosida ishlab chiqilgan metodik tavsiyalar va o‘quv jarayoniga integratsiyalashgan modullar bo‘lajak o‘qituvchilarning kasbiy tayyorgarligini oshirishda samarador vosita ekanligi aniqlangan. Blended learning asosidagi ta’lim jarayonida: o‘qituvchi – yo‘naltiruvchi va fasilitator sifatida, talaba – faol, mas’uliyatli ishtirokchi sifatida namoyon bo‘ladi

Uchinchi bob **“Blended learning texnologiyasi asosida bo‘lajak o‘qituvchilarning kasbiy kompetentligini rivojlantirish diagnostikasi”** deb nomlangan bo‘lib, unda tajriba-sinov ishlari mazmuni va natijalari yoritilgan.

Oliy o‘quv yurti talabalarining kasbiy kompetensiyasini oshirishda Blended learning texnologiyasidan foydalanishning samaradorligini tekshirish maqsadida olib borilgan tajriba-sinov ishlari, uni tashkil etish hamda samaradorligini aniqlash maxsus dastur asosida olib borildi. Dastur o‘z ichiga tajriba-sinov ishlarining maqsad va vazifalari, amalga oshirish bosqichlari, hamda uning natijadorligini aniqlash kabi masalalarni qamrab oldi.

Ushbu dissertatsiyaning amaliy ahamiyatini o‘lchash hamda unda keltirilgan metodlarning amalda qo‘llash imkoniyatlarini ko‘rsatib berish maqsadida bir nechta tajriba sinov ishlari, jumladan anketa, suhbat, kuzatish hamda taklif etilayotgan metod asosida yaratilgan dars reja va ishlanmalari Farg‘ona davlat universiteti, Namangan davlat universiteti, Samarqand chet tillari instituti xorijiy til va adabiyoti (ingliz tili) yo‘nalish talabalarida amalga oshirildi. Eksperimental ta’lim ishlari oliy o‘quv yurtlarining xorijiy til va adabiyoti (ingliz tili) ta’lim yo‘nalishida tahsil olayotgan talabalarga Blended learning texnologiyasi asosida kasbiy kompetensiyasini rivojlantirishga yo‘naltirilgan mashq va topshiriqlarni sinovdan o‘tkazishga qaratildi.

Tajriba - sinov ishlari bo‘lajak o‘qituvchilarning Blended learning texnologiyasi asosida kasbiy kompetensiyasini metodik takomillashtirish samarasini aniqlash maqsadida o‘tkazildi. Bo‘lajak o‘qituvchilarning blended learning texnologiyasi asosida kasbiy kompetensiyasini metodik takomillashtirishga yo‘naltirilgan tajriba-sinov ishlarini tajriba va nazorat guruhlari bo‘yicha baholash darajalarini aniqlashda esa 2 bosqichda (avvalgi va so‘ngidagi) natijalar olindi.

O‘tkazilgan tajriba-sinov ishlari blended learning texnologiyasining talabalarining kasbiy kompetensiyalarini shakllantirish jarayonida yuqori samaradorligini tasdiqladi. Mustaqil fikrlash, ijodiy yondashuv, jamoaviy ish ko‘nikmalari, raqamli savodxonlik, til darajasi va kasbiy motivatsiya darajalari sezilarli darajada oshdi. Innovatsion metod va platformalarning uyg‘un tatbiqi o‘qitish-o‘rganish jarayonini individual va kollektiv istiqbolga moslashtirdi.

Kelgusida blended learning modelini keng qamrovli joriy etish, texnologiyalarga moslashishni qo'llab-quvvatlash va eksperimental tadqiqotlarni davom ettirish tavsiya etiladi.

1-jadval

Tajriba-sinov ishlari olib borilgan OTM va ularda tajriba sinov ishlarida ishtirk etgan talabalar

№	OTM	Jami talabalar soni	Tajriba guruhi	Nazorat guruhi
			Blended learning texnologiyasi asosida	Ana'naviy usulda
1	SamDChTI	170	85	85
2	NamDU	190	95	95
3	FarDu	226	113	113
	Jami	586	293	293

2-jadval

Bo'lajak o'qituvchilarning blended learning texnologiyasi asosida kasbiy kompetensiyasini metodik takomillashtirish bo'yicha o'tkazilgan tajriba-sinov ishlarining umumlashgan tajriba avvalidagi (TA) va tajriba so'ngidagi (TS) natijalari

	Kompetensiyalar	Tajriba guruhi (Respondentlar soni-293)						Nazorat guruhi (Respondentlar soni- 293)					
		yuqori		o'rta		past		yuqori		o'rta		past	
		TA	TS	TA	TS	TA	TS	TA	TS	TA	TS	TA	TS
1	Pedagogik, kompetensiyalar	49	84	110	108	134	101	45	49	113	112	135	132
2	Metodik kompetensiyalar	48	81	112	106	133	106	44	47	115	109	134	137
3	Kommunikativ kompetensiyalar	51	80	111	110	131	103	46	45	114	112	133	136
4	Texnologik kompetensiyalar	50	82	113	109	130	102	43	46	116	113	134	134
5	Refleksiv kompetensiyalar	52	83	109	107	132	103	42	48	112	109	139	136
	Umumiy o'rtacha	50	82	111	108	132	103	44	47	114	111	135	135

Bo'lajak o'qituvchilarning blended learning texnologiyasi asosida kasbiy kompetensiyasini metodik takomillashtirish bo'yicha so'rovnomalar yuzasidan shu bobda berilgan statistik ma'lumotlarni matematik statistik tahlil qilish uchun umumlashgan tajriba avvalida (TA) va tajriba so'ngida (TS) javoblari tajriba maydonlari kesimida keltirilgan (3.2.2-jadval).

3-jadval

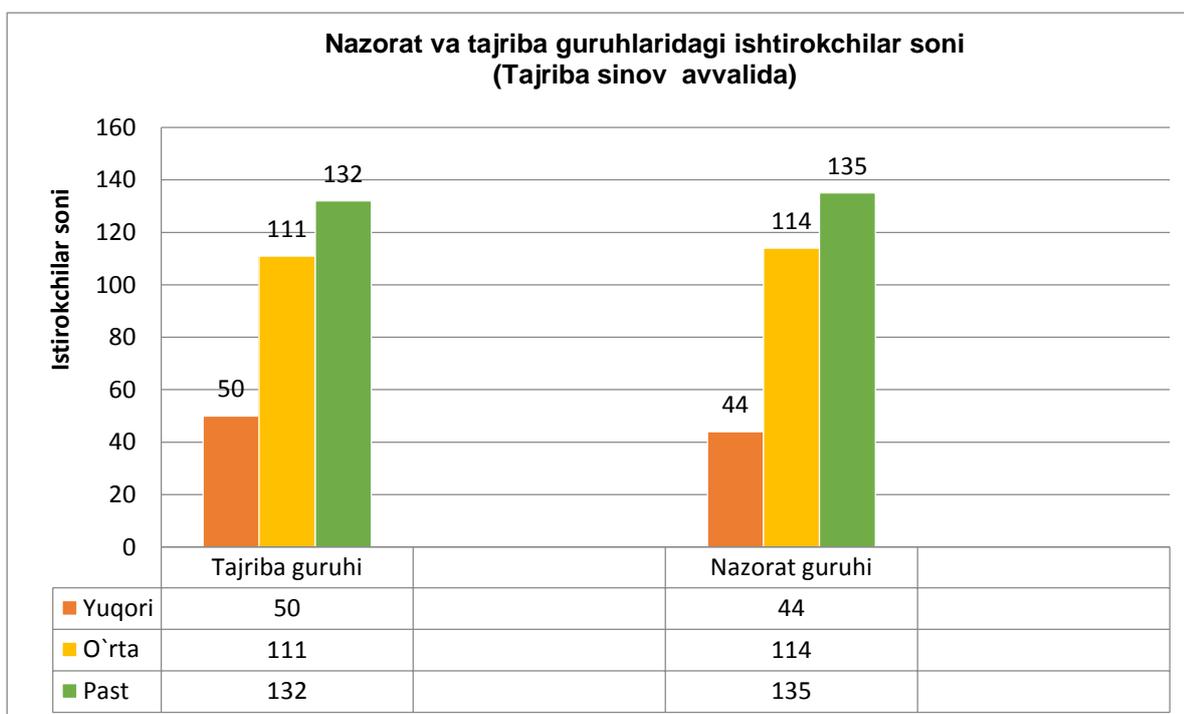
Bo‘lajak o‘qituvchilarning blended learning texnologiyasi asosida kasbiy kompetensiyasini metodik takomillashtirish bo‘yicha o‘tkazilgan tajriba-sinov ishlarining umumlashgan tajriba avvalidagi(TA) va tajriba so‘ngidagi (TS) natijalari(OTMLar kesimida)

Tajriba - sinov obyektlari	Respondent lar soni	Tajriba guruhlari						Respondent lar soni	Nazorat guruhlari					
		yuqori		o‘rta		past			yuqori		o‘rta		past	
		TA	TS	TA	TS	TA	TS		TA	TS	TA	TS	TA	TS
SamChTI	85	15	23	33	33	37	29	85	13	14	32	33	40	38
NamDU	95	16	27	36	35	43	33	95	14	15	38	36	43	44
FarDU	113	19	32	42	40	52	41	113	17	18	44	42	52	53
Umumiy	293	50	82	111	108	132	103	293	44	47	114	111	135	135

4-jadval

Bo‘lajak o‘qituvchilarning blended learning texnologiyasi asosida kasbiy kompetensiyasini metodik takomillashtirish bo‘yicha o‘tkazilgan tajriba-sinov ishlarining avvalidagi ma‘lumotlarning solishtirma tahlili (son va foizlarda)

Guruhlar	Talabalar soni	O‘zlashtirish natijalari (% da)		
		yuqori	o‘rta	past
Tajriba guruhi	186	50	111	132
Nazorat guruhi	178	44	114	135

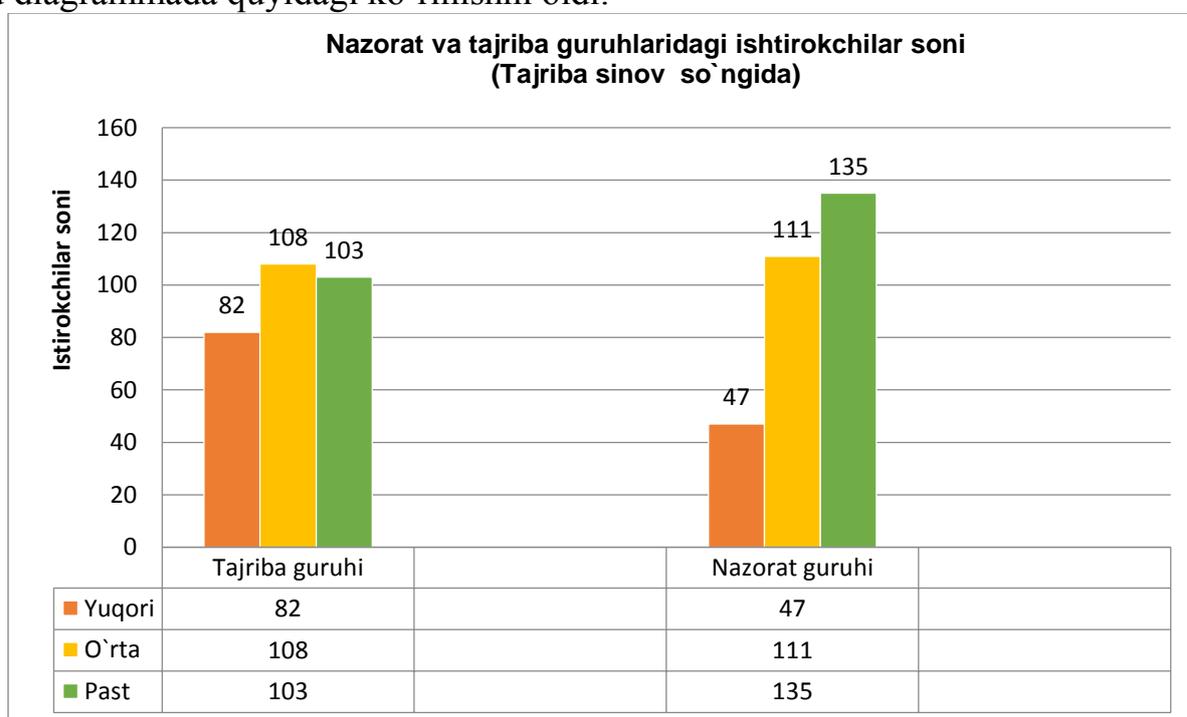


1-rasm. Bo‘lajak o‘qituvchilarning blended learning texnologiyasi asosida kasbiy kompetensiyasini metodik takomillashtirish bo‘yicha tajriba-sinov avvalidagi natijalar diagrammasi

Bo'lajak o'qituvchilarning blended learning texnologiyasi asosida kasbiy kompetensiyasini metodik takomillashtirish bo'yicha tajriba-sinov so'ngidagi natijalarining yakuniy tahlili (son va foizlarda)

Guruhlar	Respondentlar soni	O'zlashtirish natijalari (son va % da)		
		yuqori	o'rta	past
Tajriba guruhi	293	82	108	103
		28	37	35
Nazorat guruhi	293	47	111	135
		16	38	46

Bu diagrammada quyidagi ko'rinishni oldi.



2-rasm. Bo'lajak o'qituvchilarning blended learning texnologiyasi asosida kasbiy kompetensiyasini metodik takomillashtirish bo'yicha tajriba-sinov so'ngidagi natijalar diagrammasi

XULOSA

1. Bo'lajak ingliz tili o'qituvchilarining kasbiy kompetensiyasini blended learning texnologiyasi asosida takomillashtirishning ilmiTI-nazariy asoslari atroflicha tahlil qilindi. Jahon lingvodidaktikasidagi asosiy metod va yondashuvlar retrospektiv va qiyosiy jihatdan o'rganilib, blended learning texnologiyasi asosida kasbiy kompetensiyani rivojlantirishga asoslangan metodikaning nazariy va amaliy imkoniyatlari ilmiy jihatdan asoslandi.

2. Talabalarining kasbiy kompetensiyasini oshirishda blended learning texnologiyasining psixolingvistik prinsiplarini takomillashtirish va uni O'zbekiston ta'lim tizimi sharoitiga moslashtirish zarurligi asoslandi. Ushbu

yondashuvning kommunikativ, texnologik va kasbiy kompetensiyalarni shakllantirishdagi samaradorligi nazariy jihatdan asoslab berildi.

3. Tadqiqot davomida blended learning texnologiyasini tatbiq qilishga asoslangan metodik texnologiyalar ishlab chiqilib, ularning talabalarning ogʻzaki muloqot kompetensiyasi va ingliz tilida muloqot qilish motivatsiyasini oshirishdagi samaradorligi tajriba-sinov natijalari orqali isbotlandi.

4. Boʻlajak ingliz tili oʻqituvchilarini kasbiy kompetensiyani blended learning texnologiyasi asosida rivojlantirish uchun maxsus texnologiya ishlab chiqilib, uning amaliy ahamiyati oliy taʼlim muassasalarida oʻtkazilgan eksperimental mashgʻulotlar orqali tasdiqlandi. Ushbu mashqlar majmui pedagogik amaliyotga tatbiq etildi.

5. Boʻlajak ingliz tili oʻqituvchilarining kasbiy kompetensiyasini takomillashtirishga asoslangan oʻquv qoʻllanma ishlab chiqildi va oliy taʼlim muassasalari taʼlim jarayoniga joriy qilindi. Natijada talabalar tomonidan kasbiy kompetensiyasini oshirishdagi imkoniyati kengaydi.

6. Olingan natijalar statistik va matematik tahlil asosida ishonchli ekanligi isbotlanib, mazkur metodik texnologiya talabalarning kasbiy kompetensiyasini rivojlantirishda amaliy ahamiyatga ega ekanligi aniqlandi.

Ushbu dissertatsiyada taqdim etilgan ilmiy-nazariy va amaliy natijalar Oʻzbekiston Respublikasining xorijiy tillarni oʻqitish taʼlimi tizimini sifat jihatidan takomillashtirish va xalqaro standartlarga mos ravishda rivojlantirishga munosib hissa qoʻshadi.

TAVSIYALAR

1. Oliy taʼlim muassasalarida chet tilini oʻqitish metodikasi fan dasturlarini takomillashtirishda blended learning texnologiyasini keng joriy etish zarur. Bunday yondashuv boʻlajak ingliz tili oʻqituvchilarini hayotiy va amaliy muloqotga tayyorlashga xizmat qilib, ularning kasbiy kompetensiyasini rivojlantirishda muhim vosita boʻlib xizmat qiladi.

2. Blended learning texnologiyasini tatbiq qilish faqat xorijiy tillar yoʻnalishigagina emas, balki boshqa yoʻnalishlar – masalan, iqtisod, tibbiyot, muhandislik, texnik taʼlim va shu kabi boshqa sohalarda ham tatbiq etish maqsadga muvofiqdir. Chunki mazkur metodik texnologiya nafaqat kasbiy kompetensiyani oshirishda samarali, balki talabalarni til koʻnikmalarini, texnologik kompetensiyasini va mustaqil taʼlim olish koʻnikmalarini ham rivojlantiradi.

3. Boʻlajak ingliz tili oʻqituvchilari blended learning muhitida samarali faoliyat yuritish uchun birinchi navbatda texnologik va metodikaviy kompetensiyalarni bir-biriga uzviy bogʻlab rivojlantirishi zarur. Ular zamonaviy onlayn platformalari, video konferensiya tizimlari, interaktiv platformalar va mobil ilovalar bilan professional darajada ishlay olishlari muhim hisoblanadi.

4. Blended learning texnologiyasi doirasida boʻlajak oʻquvchilarning til koʻnikmalarini virtual va haqiqiy muhit uygʻunligida rivojlantirish, hamda har bir oʻquvchiga individual yondashuv asosida taʼlim berish metodikasini puxta oʻzlashtirishlari lozim. Shu bilan birga, moslashuvchan taʼlim platformalari

yordamida har bir talabanning extiyojiga mos vazifalar berish, o'quvchilarning o'rganish uslublariga mos materiallar tayyorlash, ma'lum bir aniq vaqtda emas balki talabanning o'rganish qobiliyatini hisobga olish, mustaqil ta'lim tizimlarini takomillashtirish orqali har bir talabanning individual rivojlanish yo'lini ta'minlash kerak. Shu ta'kidlash joizki, Bo'lajak ingliz tili o'qituvchilarini kasbiy kompetensiyasini oshirishda onlayn va ana'naviy ta'limni uyg'unlashtirish uchun oliy ta'lim muassasalarida zaruriy shart-sharoitlarni yaratish tavsiya etiladi.

**SCIENTIFIC COUNCIL FOR AWARDING SCIENTIFIC
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FERGANA STATE UNIVERSITY**

FERGANA STATE UNIVERSITY

PAKIRDINOVA SHAROFAT ABDUMUTALJONOVNA

**METHODOLOGICAL IMPROVEMENT OF PRE-SERVICE TEACHERS'
PROFESSIONAL COMPETENCE THROUGH THE IMPLEMENTATION
OF BLENDED LEARNING TECHNOLOGIES
(in the example of English language teaching)**

13.00.02 – Theory and methodology of education and training (English language)

ABSTRACT

of the dissertation of doctor of philosophy degree (PhD) on PEDAGOGICAL sciences

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INTRODUCTION

(Abstract of the dissertation of the doctor of philosophy(PhD))

The actuality and necessity of the topic. In global educational and research institutions, scientific research is being conducted on forming the professional competencies of future teachers, developing integrated education based on blended learning technologies, and enhancing pedagogical effectiveness through the harmonization of traditional and digital methods in English language teaching. The system of training English language teachers based on blended learning is currently one of the rapidly developing directions worldwide and holds strategic importance in contemporary education. Nevertheless, developing English language teachers' blended learning competencies and organizing the educational process more effectively with hybrid technologies while being aware of existing traditional and digital educational opportunities remains an important task not only in our republic but throughout the world. Blended learning technology in this process enables the integration of the distinctive advantages of traditional education (face-to-face) and online teaching and their optimal utilization. The widespread application of blended learning technology at the international level is based on its function as a means of organizing education in a *learner-centered, flexible, interactive, and results-oriented* manner.

Leading higher education institutions worldwide have accumulated extensive experience in implementing blended learning technologies in English language teacher training. In the field of developing English language teachers' blended learning competence, large-scale research projects are being successfully implemented at the Universities of Arizona, Pennsylvania, and Oregon in the USA; the Universities of Toronto and British Columbia in Canada; Oxford, London, and Warwick Universities in Great Britain; universities in Hong Kong, South Korea, Malaysia, Australia, and China; and prestigious educational centers in Australia and New Zealand, focusing on creating and implementing Learning Management Systems (LMS), virtual classroom environments, interactive multimedia platforms, mobile learning applications, artificial intelligence-enhanced adaptive learning systems, as well as numerous scientific-practical programs aimed at teachers' mastery of blended learning methodologies.

In our republic as well, a number of scientific studies are being conducted in the methodology of foreign language teacher training, directed toward developing blended learning content based on enhancing students' competencies in combining traditional and digital teaching methods, harmonizing and effectively implementing modern pedagogical technologies in the teacher training process, and encouraging innovative and critical thinking. The results of this scientific research serve to significantly improve quality indicators of the teacher training system, increase process flexibility and effectiveness, and contribute to the sustainable development of learning motivation, professional competence, and technological literacy among students and teachers, taking into account the development of adaptive educational systems through blended learning technology and the creation of blended learning methodologies that consider future teachers'

in-depth study of the integration of English language methodology, contemporary pedagogy, educational psychology, and digital technologies through these systems.

Furthermore, a series of reforms are being implemented regarding the sustainable development of the education system, adaptation of pedagogical personnel training to modern requirements, and enhancement of teachers' professional capacity. In particular, the tasks set by the head of state on improving the quality of foreign language teaching, implementing innovative methodologies, and training competitive personnel require a new approach to all levels of the higher education system. Specifically, the Decree of the President of the Republic of Uzbekistan No. PF-5712 dated April 29, 2019 "On approval of the Concept for the development of the higher education system of the Republic of Uzbekistan until 2030"; Resolution of the President of the Republic of Uzbekistan No. PQ-4306 dated May 3, 2019 "On measures to identify talented youth and establish a continuous system of training highly qualified personnel"; Decree of the President of the Republic of Uzbekistan No. 6108 dated November 6, 2020 "On measures for the development of education and science during the Development Period of the Republic of Uzbekistan"; Resolution of the President of the Republic of Uzbekistan No. PQ-5117 dated May 19, 2021 "On measures to bring activities for popularizing the study of foreign languages in the Republic to a qualitatively new level"; Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 34 dated January 19, 2022 "On additional measures to improve the study of foreign languages"; as well as other relevant regulatory-legal documents establish tasks for ensuring the quality of education, and this research work serves to a certain extent in accomplishing these objectives.

Compliance of the research with the priority of development of science and technology of the Republic. This research was conducted in accordance with the priority direction of the Republic of science and technology development: Formation of a system of innovative ideas and ways of their implementation in the social, legal, economic, cultural, spiritual-educational development of an informatized society and democratic state.

The level of study of the topic. In our country, issues related to improving tools, concepts, principles, and methodologies for developing professional competencies of future foreign language teachers in higher education institutions have been studied in the research works of J.Jalolov, S.Nishonova, A.Rakhmonov, N.Khodjayeva, N.Obidova, T.Sattorov, G.Makhkamova, Sh.Alimov, A.Ziyayev, L.Akhmedova, B.Qulmatov, and M.Gulyamova. Theoretical and practical aspects of improving future teachers' professional competencies based on blended learning technology in our republic have been investigated by Z.Abdullayeva, L.Babakhojayeva, Kh.Mannanova, A.Pardayev, A.Asqarov, N.Muslimov, and M.Kholmukhamedev. Among the scholars from the Commonwealth of Independent States (CIS), A.Vorobyova, O.Kryukova, V.Tonkonog, and P.Ananchenkov have compared and studied the similarities and differences between traditional and online education, while S.Titova, Ye.Zadarozhnaya, and N.Kameneva have conducted scientific research on the didactic and methodological foundations of online foreign language teaching. The specific

characteristics, positive and negative aspects of traditional and online foreign language teaching in philological directions at higher education institutions have been discussed in the scientific investigations of N.Samarina, A.Gazizova, I.Raskhodova, I.Karimullin, Ye.Vinogradova, and L.Klobukov. In foreign countries, the theoretical foundations and general characteristics of organizing blended learning education have been studied comparatively by D.R.Garrison, J.Bonk, N.Vaughan, C.Procter, A.Piersy, A.Miller, A.Dave, J.Heppen, and A.AlHasan, while the specific characteristics, advantages and disadvantages of enhancing professional competency based on blended learning technology for future English teachers, difficulties arising in the teaching process, and ways to overcome them have been highlighted by C.Edward, K.Winter, K.Nelson, A.Joyce, M.Brown, M.Sizemore, M.Camorro, A.Baurel, and M.Alhamami. The analysis of conducted scientific literature shows that research has been carried out in various scientific-pedagogical directions regarding the professional preparation of future teachers in education system of Uzbekistan. Specifically, issues of proper organization of the educational process, formation of professional competencies, and use of innovative methods have been studied by local scholars through different approaches. However, the formation of professional competencies of future teachers within the framework of blended learning technology based on international requirements for education quality in the context of modern globalization, integrated teaching of traditional and online educational forms, assessment of their effectiveness, and development of appropriate methodological educational systems have not yet been sufficiently researched scientifically. Particularly, although methodological approaches to teaching English in traditional and online formats vary, the deep scientific substantiation of possibilities for harmoniously combining them in a blended format to form students' professional, reflective, and technological competencies remains a pressing problem. This indicates the growing need to harmonize existing pedagogical experiences with modern technologies, develop effective educational models, and implement them in practice. Therefore, this research work is aimed at developing professional competencies of future teachers based on blended learning technology and is directed toward providing scientific analysis of methodological problems that have not been adequately covered previously and developing their solutions.

The connection of the study with the research work of the higher educational institution where the dissertation was completed. The study was conducted within the framework of scientific research Fergana state university project “Modern approaches and trends in foreign language teaching”. The study contributes to the creation of new methodological approaches in the educational process.

The purpose of the research.: to develop theoretical and practical foundations for forming and methodologically improving the professional competencies of future English teachers in higher education institutions based on blended learning technology, and to identify ways for their effective implementation in the pedagogical process.

Tasks of the research:

scientific-methodological study of the theoretical foundations of blended learning technology and the concept of professional competency;

analysis of existing experience and methodologies for forming professional competency based on blended learning technology for future teachers using English language teaching as an example;

development and implementation of methodological technology that serves to develop professional competency based on blended learning technology;

experimental verification of the effectiveness of the developed methodological technology and development of scientific conclusions and recommendations.

The object of the research is the process of improving the methodology for enhancing the effectiveness of blended learning technology in increasing the professional competencies of future English teachers has been designated as the research object, and 586 third and fourth-year students from Samarkand state Institute of foreign languages Namangan state university, and Fergana state university were involved in the pedagogical experimental work.

The subject of the research The forms, methods, and tools for improving the professional competencies of students in foreign language and literature (English language) programs at higher education institutions.

Research methods During the research process, comparative-critical study and analysis of scientific-methodological literature on English language teaching, pedagogical observation, sociometric methods (questionnaires, tests, interviews), experimental testing, and mathematical statistical analysis methods were employed.

The scientific novelty of the research is as follows:

the learning-cognitive activities of students majoring in foreign language and literature (English) were modified on the basis of blended-learning technology and improved through the transformation of competency-based approaches grounded in the qualification requirements of the instructional modules;

within the framework of blended learning, pre-service teachers' communicative, technological, reflective, and innovative competences were enhanced by coordinating instructional modules with interactive teaching methods;

on the basis of blended-learning technology, the conformity of English-major students' language skills to CEFR requirements was examined through factor analysis; accordingly, their professional aptitude and applied professional knowledge were refined by considering and combining the intensity of modern knowledge and by integrating interactive methods with specialized disciplines;

proposals were developed for students of foreign language and literature (English) grounded in the concept of employing established indicators: factor analysis of instruction implemented through blended learning and the improvement of methodological support for advancing integrative processes in English language teaching.

The practical results of the research are the following:

the content, essence, and distinctive characteristics of concepts about blended learning technology were analyzed from a scientific-pedagogical perspective;

existing opportunities for applying blended learning approaches, methods, and technologies in enhancing the professional skills of future English teachers were studied;

effective technologies for teaching English based on blended learning in higher education institutions were implemented;

a didactic model for effectively enhancing future teachers' professional competencies based on blended learning technology was developed;

a textbook titled "Methodology of teaching English to adult learners" aimed at improving the professional competencies of foreign language and literature students based on blended learning technology was created and implemented in practice.

The reliability of the research results is explained by the consistency of applied approaches with theoretical data and obtained results, analysis of advanced foreign experiences, implementation of methodological support in practice, creation of mechanisms for improving innovative technologies through software tools, determination of experimental work effectiveness indicators based on mathematical-statistical methods, and confirmation by authorized organizations of the practical application of conclusions, suggestions, and recommendations.

Scientific and practical significance of research results lies in the methodological approaches developed in the dissertation for forming professional competency based on blended learning technology in the field of English language teaching. The research developed a methodological system aimed at developing students' speech skills and integrating professional knowledge and competencies through conceptual approaches, innovative methods, and interactive educational technologies. The dissertation is explained by forming students' creative and critical thinking activities through creating problematic situations in lessons, as well as improving the quality of the educational process through effective use of digital pedagogical software tools.

Scientific and practical significance of the study on the proposed effective methods and technologies, problematic exercises, interactive task systems, lesson plans, and exercise collections suitable for blended learning technology were developed and implemented in practice. These methodological tools are of great importance in preparing future English teachers for professional activities and enhancing their independent thinking, creative approach, and linguo methodological potential. The scientific-methodological recommendations proposed in the research can be used as theoretical and practical sources in teacher professional development courses at higher education institutions and in creating new generation educational literature.

Implementation of research results. Based on analytical results regarding the methodology for improving future teachers' professional competencies through blended learning technology:

- the constituent components of linguodidactic and psycholinguistic opportunities aimed at developing future English teachers' professional

competencies were identified. Methodological approaches and proposals developed for teaching professional communication content in English adapted to the needs of foreign language and literature students were incorporated into the content of the textbook “Methodology of teaching English to adult learners” (Publishing permit No. 537 dated December 22, 2023, from the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan). As a result, future teachers developed practical skills such as developing their professional skills in the English learning process, communicative competency, applying methodological approaches, using digital tools, and independently organizing the educational process.

- tasks, interactive sessions, and reflective assessment methods developed based on blended learning technology were applied in foreign language and literature classes, and students’ learning motivation and readiness for professional activity were incorporated into the content of the textbook “Methodology of teaching English to adult learners” (Publishing permit No. 537 dated December 22, 2023, from the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan). As a result, students’ methodological knowledge, reflective thinking abilities, and independent working skills were effectively formed;

-the analysis of pressing challenges emerging in contemporary education—particularly issues related to clearly defined methodological approaches and the development of communicative, digital, and reflective competences—together with scientifically grounded solutions and recommendations, was used in preparing the scripts for the radio programmes “Ta’lim va taraqqiyot” and “Bolalar va biz,” produced by the “O‘zbekiston” TV channel of the “O‘zbekiston-24” creative association under the National Television and Radio Company of Uzbekistan (Official record of the National Television and Radio Company of Uzbekistan, No. 05-09-1235, dated June 25, 2025). As a result, opportunities to understand the effective aspects of the process of improving foreign language teachers’ professional competence on the basis of blended-learning technology were expanded.

Approval of research results: The results of this research were discussed at 2 international and 3 national scientific-practical conferences.

Publication of research findings: 13 scientific works were published on the dissertation topic, including one teaching manual. Among them in 7 articles in scientific publications recommended by the Higher Attestation Commission of the Republic of Uzbekistan for publishing main results of doctoral dissertations, of which 4 were published in national and 3 in foreign journals.

The structure and scope of the dissertation: consists of an introduction, three chapters, a conclusion with recommendations, a list of references, and appendices, totaling 127 pages.

MAIN CONTENT OF THE DISSERTATION

In the introduction, the relevance and necessity of the research topic are justified, the degree to which the issue has been studied is described, and the goals

and objectives of the work, as well as the object and subject of the research, are identified. The research methods, scientific novelty, and practical results of the dissertation are presented. The reliability of the obtained results, their scientific and practical significance are substantiated. Information is provided about the implementation of the research results in practice, their publication, and the structure and volume of the dissertation.

In the first chapter of the dissertation, titled **“Theoretical Foundations for the Methodological enhancement of pre-service English teachers’ professional competence through Blended learning technology”** illuminates the theoretical-psychological foundations of blended learning technology, which represents the integration of online and traditional teaching methods in modern educational processes.

The chapter first analyzes the essence of the concept of future English teachers’ professional competency, its constituent components, formation mechanisms, and influencing factors. Simultaneously, it substantiates the pedagogical conditions, methodological approaches, and effective practices for developing this competency based on blended learning technology.

Furthermore, the theoretical development stages of approaches applied in foreign language teaching are analyzed from a scientific-theoretical perspective.

At the chapter’s conclusion, advanced foreign and national experiences regarding professional competency formation through blended learning technology are generalized, and on this basis, the theoretical foundations of the proposed technology are substantiated.

Numerous distinguished scholars worldwide have contributed to issues related to improving tools, concepts, principles, and methodologies for developing future foreign language teachers’ professional competencies. Specifically, English scholars Stephen Krashen, David Nunan, Jeremy Harmer, and Harold Eduard Palmer, and Russian scholars Lev Vygotsky, Igor Vladimirovich Rakhmanov, Valentina Samuelovna Setlin, and Sofya Kirillovna Folomkina conducted important work in systematic and gradual foreign language teaching and methodological tool improvement. In Uzbekistan, professors Jamol Jalolovich Jalolov, Gulnora Turdioxunovna Makhkamova, and Tojimat Qodirovich Sattorov developed modern methodological principles and created scientific-theoretical foundations for language teaching.

Theoretical and practical aspects of improving future teachers’ professional competencies based on blended learning technology have been investigated by Z.Abdullayeva, L.Babakhojayeva, Kh.Mannanova, A.Pardayev, A.Asqarov, N.Muslimov, and M.Kholmukhamedev. A number of European scholars D.Garrison, J.Bonk, N.Vaughan, C.T.Procter, A.Piersy, A.Miller, A.Dave, J.Heppen have extensively studied this approach.

They primarily conducted scientific work on this approach and its methods and theory, developing basic principles of this approach and providing guidelines for its application in educational processes. They examined the specific characteristics of blended learning technology in developing future English teachers’ professional competency. According to their research, blended learning

technology serves to adapt students to modern educational environments by harmonizing traditional and digital educational methods. Classes organized through this technology form competencies such as independent thinking, effective use of information technologies, and engaging in interactive communication. Particularly, the alternation of tasks between online and traditional environments improves educational process quality and strengthens preparation for teaching activities.

Furthermore, in the educational environment created based on this technology, students learn to manage their learning process, evaluate their knowledge, and develop reflection skills. As a result of the blended learning approach, future English teachers acquire not only language teaching methodology but also skills in using digital tools in education.

The process of planning and conducting lessons with the help of information tools enables the synthesis of teachers' theoretical knowledge and practical skills, as well as encouraging students' interactive activities. These approaches are considered important factors in professional skill enhancement through developing cooperation, communication, and creative thinking. Specifically, M.Karimova and D.Soyipova conducted in-depth research on the role of blended learning technology in forming English teachers' professional-gnostic and linguistic competencies. Professional-Gnostic Competency: According to researchers, professional-gnostic competency refers to English teachers' deep understanding of theoretical knowledge related to their subject and the ability to apply this knowledge in practice during the teaching process. Through the blended learning model, teachers gain opportunities for self-assessment, conducting research, and improving their pedagogical approaches. S.G.Siddiqova's research pays great attention to developing teachers' professional competencies through using blended learning models within the dual education system. Her scientific works comprehensively reveal opportunities for teachers to implement self-assessment, feedback mechanisms, and apply theoretical knowledge to practice through interactive methods via the blended learning model.

According to K.Kun, professional format education encompasses educational forms designed to reduce face-to-face and electronic education deficiencies. In this regard, this type of knowledge acquisition can be assumed to be a specific educational and socio-cultural accommodation under conditions of educational diversification and increasing ICT complexity. Experts explain the advantages of blended learning as follows:

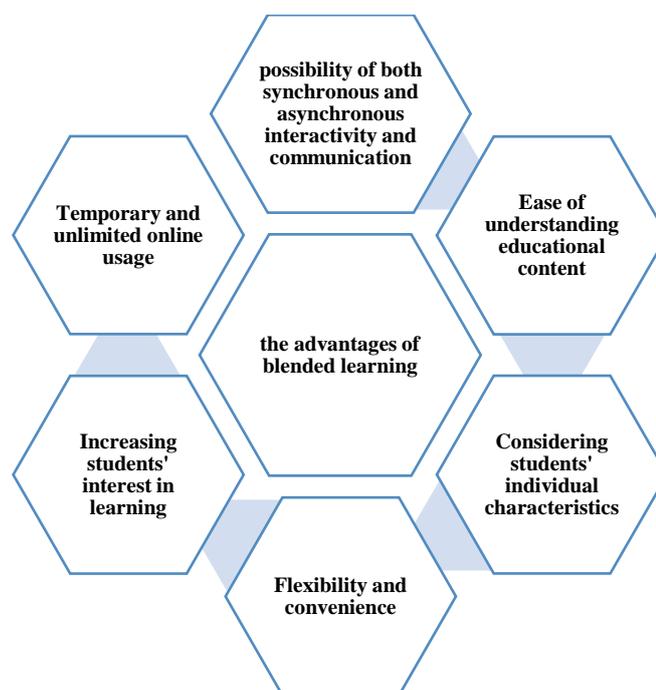


Figure 1. The advantages of blended learning

During our research, we also referred to foreign scientific sources, specifically studying experiences from universities in Hong Kong, South Korea, Malaysia, Australia, and China. Particularly, in-depth research conducted at Hong Kong University recognizes the blended learning model as an important tool for improving future English teachers' professional preparation. Advanced educational research conducted in South Korea demonstrates significant development of English teachers' digital pedagogical competency and reflective thinking skills through the integration of blended learning models with digital technologies. Research was primarily conducted based on active use of mobile applications and Learning Management Systems (LMS) such as Moodle, Edmodo, and Blackboard platforms in educational processes.

Malaysian higher education institutions, particularly prestigious universities such as Malaysia University of Technology, Universiti Sains Malaysia, and University of Malaya, achieved significant results through deep integration of blended learning models in preparing English teachers. Their experience is distinguished by transforming the educational process into an interactive, communicative, and intercultural competency-developing environment.

Research conducted in Australia confirms the positive impact of "Teacher Readiness" programs organized based on blended learning models in preparing English teachers. These programs are primarily aimed at developing pre-service EFL teachers' self-assessment, reflection, and real problem-solving capabilities.

In conclusion, the theoretical foundations examined in Chapter 1 and analysis of foreign experiences of countries demonstrated the necessity of harmonizing integrative, reflective, and innovative technological approaches in forming future English teachers' professional competencies. Through contextual adaptation of advanced foreign practices in the local education system, it is possible to ensure

teachers' professional and personal development and generally achieve improved education quality.

The second chapter of the dissertation is entitled **“Technology for developing future teachers' professional competencies based on blended learning technology (in the English language teaching process).”** This chapter presents the main results of the scientific work, namely the application of effective methods and approaches in developing future teachers' professional competencies based on blended learning technology, the specific aspects of this process, and the roles of students and English language teachers.

In this chapter, the ways of effectively using blended learning technology in developing future English teachers' professional competencies, methodological approaches, and new functions of students as participants in the educational process are first analyzed. The blended learning model is based on the integration of traditional education with digital education elements, ensuring flexibility, personalization, and interactivity of the learning process. This chapter provides a comparative analysis in tabular form of the main differences of this approach from traditional methods.

The importance of integrating tools such as flipped classroom, LMS systems (Moodle, Google Classroom), interactive tests, video lessons, and gamification elements (Quizlet, Kahoot) in developing professional competencies is substantiated. Additionally, our research conducted a comparative analysis of various online educational tools. The table below shows the distinctive characteristics of online educational tools.

This scientific work developed an approach based on a complex moduls design specifically aimed at developing the above-mentioned competencies (Figure2). This methodological technology is designed to strengthen the professional preparation of future English language teachers, adapt them to the new era educational environment, and teach them the proper use of modern educational technologies. Each stage has clear objectives and embodies theoretical foundations, practical sessions, reflective activities, and digital approaches.

As a result, future teachers improve their professional competencies through sessions conducted not only in traditional ways but also through lessons that are planned in harmony with modern tools and based on tasks that activate students. Furthermore, it develops the ability to evaluate their own pedagogical activities, analyze strengths and weaknesses in their work, and develop pedagogical strategies appropriate to students' needs. Our research serves to develop the theoretical and methodological foundations of blended learning technology, implement them in practice, and develop the professional competencies of future teachers through this approach.



Figure 2. Methodological technology of developing professional competencies based on Blended learning

A clearly systematized approach based on professional competency improvement plays an important role in the effective implementation of methodological technology for developing professional competencies based on blended learning. The modularized form of the educational process, particularly in the context of higher education, not only simplifies the teaching process but also creates opportunities for systematic development of professional competencies. This approach stands out for its systematicity, step-by-step development, consistency, and practice-oriented nature. In a stage-based approach, each stage has a clear didactic objective and serves to develop a specific professional competency. These stages are organically interconnected and are structured sequentially according to the learner's level of knowledge, readiness for activity, and cognitive capacity. The principles of sequence and stage-by-stage progression occupy a central place in the structure of methodological technology. Furthermore, the technological approach means not merely planning the teaching process, but a systematic educational technology that strengthens interaction between teacher and students and integrates modern pedagogical technologies and digital tools. It organically incorporates elements such as theoretical knowledge, practical sessions, reflective analysis, working with digital platforms, assessment, and exchange of ideas.

Additionally, the technological approach ensures student-centered activity in harmony with modern educational paradigms—constructivist, competency-based, and activity-oriented approaches. Based on this approach, it forms a multifaceted interactive environment where both teacher and student are active participants. At each stage, alongside theoretical foundations, there are practical tasks and interactive activities organized on digital platforms. This, on one hand, develops the student's modern competencies such as independent thinking, problem-solving, information searching and analysis, creative approach, and working in digital environments, while on the other hand, it strengthens the teacher's skills in monitoring, assessment, and providing feedback. The methodological technology design also ensures an individual approach while improving educational quality and effectiveness. Through the technology structure, each student has the opportunity to develop their knowledge and skills individually, reflect on activities, engage in communication with peers, and express their viewpoint through interactive sessions. Such an approach is particularly important in English language teaching, because language learning requires not only acquiring knowledge but also being able to actively use it in communicative tasks. For this reason, within the framework of methodological technology, each competency: pedagogical, methodological, communicative, technological, and reflective competencies is developed in organic connection.

J.Jalolov divides exercises into formative, developmental, and perfective types according to different stages of the learning process. Teaching-oriented tasks are aimed at consolidating specific aspects of the language learning process, through which students achieve practicing grammatical structures, expanding vocabulary, or developing specific language skills. These tasks serve more didactic purposes and are viewed as preparatory tools for real situations. Researcher

Kh.Mukhitdinova classifies exercises in two ways: 1- real communicative exercises that organize students in various entertainment programs, cinema, theater, museum visits conducted in foreign languages outside class, and 2- conditional communicative exercises - implemented in class through the use of videos, audio materials, pictures, and presentations. Thus, both aim to develop communication, with the first showing more free and unplanned communication processes, while the second represents anticipated, planned communication.

Since the foundation of effective foreign language teaching consists of applying various exercises to the lesson process, in our research we strived to more broadly illuminate modern technology-based exercises to future English teachers. These include: *Jigsaw tasks - puzzle* assignments where students have different pieces of information and must create complete information through mutual cooperation. In this type of task, each participant understands their assigned information and explains it to group members. Students must combine interconnected parts to reach a common solution. This develops cooperation, listening, explanation, and communication skills, showing methodological advantages. Through this, competencies such as *information exchange*, *collaborative work*, and "maintaining coherence of ideas while speaking" are formed. Since each student's participation is important, mandatory rather than voluntary communication emerges.

Information gap tasks- students or groups possess information that others lack and must communicate through asking, listening, and explaining to fill this information gap. The main purpose of this task is to collectively form complete information. Advantages include being close to real-life communication models, as people often need to ask others for information they don't know. Interactive question-and-answer helps practice grammatical forms (question structures).

Problem-solving tasks present students with a specific problem or situation, and group members study available information to find solutions to the problem. The task results in reaching correct or optimal solutions, providing advantages such as enabling critical thinking, analytical approach, and expressing cause-and-effect analysis through language.

Decision-making tasks offer several options (e.g., 3 candidates, 4 routes) and students must discuss to choose the most suitable among them. Advantages include students reaching final results through decision-making, expressing opinions, justifying them, debating, compromising - creating situations similar to real-life group discussions.

Opinion exchange tasks allow students to freely express their personal opinions and views on specific topics, listen to others' opinions, and defend their views when necessary. Reaching solutions is not mandatory in these tasks; rather, diversity of opinions is the main goal. Students develop skills such as free and confident speaking, coherent expression, showing reactions, and asking additional questions. In our research, to enhance future English teachers' professional competencies in English language teaching, we envisioned that they would theoretically analyze and understand various tasks for effective use in their lessons,

with their theoretical knowledge strengthened through online technologies. Students demonstrate microteaching through traditional lessons.

Think-Pair-Share strategy is a collaboration-based teaching technique suitable for all educational levels and various class sizes that encourages individual participation. In traditional lessons, teachers ask questions to the entire class and call on only two or three students to answer. In the Think-Pair-Share strategy, each student is asked to independently think about the answer or respond to a given task, then share their thoughts with a partner. After this, the teacher asks some students to share their answers with the class. Through this relatively simple and quick methodology, all students, not just two or three, are given opportunities to think about the topic and express opinions.

This strategy helps students formulate their thoughts and ideas, improving answer quality and active class engagement. The strategy consists of three clear stages:

1. Think - Students independently think about the given question and formulate their thoughts.

2. Pair- Students work in pairs and discuss their thoughts with each other. In this stage, students use existing knowledge and vocabulary to express their thoughts, practice listening and speaking skills, and learn to respectfully approach different viewpoints.

3. Share - Students share their answers with the entire class. When this strategy is regularly applied, students become increasingly prepared and confident to express their thoughts during lessons.

Advantages of Think-Pair-Share strategy:

- teachers can ask questions of various levels
- students better master critical thinking through discussing and reflecting on topics
- students' oral communication skills develop
- some students feel more comfortable expressing thoughts in pairs rather than before the entire class
- building on and developing others' ideas is an important skill for students
- teachers can assess students' understanding of topics by listening to pair activities

Beginning and lower-intermediate English learners need to practice communicative skills for expressing their thoughts. This includes: opinion-expressing phrases (I think..., In my opinion...) and asking questions and seeking opinions (What is your opinion?, What do you think?, or simply I think... – How about you?)

The Think-Pair-Share strategy stands out for its effectiveness in foreign language teaching because it provides language learners with opportunities to think, share, and discuss with others while creating a comfortable environment for not fearing mistakes. Each student becomes active simultaneously, and students communicate with only one peer. If their answer is incorrect, their partners can help resolve misunderstandings. Also, when teachers call on them to answer the class, they can express their thoughts confidently because learners have already

shared their answers with partners, which helps in expressing opinions with confidence. This approach allows identifying characteristics of the adaptive skills complex components that are formed.

In conclusion, it was determined that methodological recommendations developed based on blended learning technology and modules integrated into the learning process are effective tools for enhancing future teachers' professional preparation. In the blended learning-based educational process: the teacher appears as a guide and facilitator, while the student appears as an active, responsible participant.

The third chapter is entitled **“Analysis of the essence and results of pedagogical experimental and test works on scientific work, which covers the content and results of the experimental and test works”**.

The experimental work conducted to examine the effectiveness of using blended learning technology in enhancing the professional competence of higher education students was organized and its efficacy determined based on a specialized program. The program encompassed such aspects as the objectives and tasks of the experimental work, implementation stages, and assessment of its effectiveness.

In order to measure the practical significance of this dissertation and demonstrate the applicability of the methods presented therein, several experimental studies were conducted, including questionnaires, interviews, observations, and lesson plans and materials developed based on the proposed methodology. These were implemented with students majoring in Foreign language and literature (English language) at Fergana state university, Namangan state university, and Samarkand state institute of foreign languages. The experimental educational work was directed toward testing exercises and tasks aimed at developing professional competence based on blended learning technology among students enrolled in the Foreign language and literature (English languages) program at higher education institutions.

The experimental work was conducted to determine the effectiveness of methodological improvement of future teachers' professional competence based on blended learning technology. In determining the assessment levels of experimental work aimed at methodological improvement of future teachers' professional competence based on blended learning technology across experimental and control groups, results were obtained in two stages (pre-test and post-test).

The conducted experimental work confirmed the high effectiveness of blended learning technology in the process of forming students' professional competencies. Independent thinking, creative approaches, teamwork skills, digital literacy, language proficiency levels, and professional motivation increased significantly. The harmonious application of innovative methods and platforms adapted the teaching-learning process to both individual and collective perspectives. For the future, comprehensive implementation of the blended learning model, support for technological adaptation, and continuation of experimental research are recommended.

Table 1

Universities where experimental research was carried out and students who participated in the experimental research at these universities

№	Objects of the Experiment	Number of students	Experimental Groups	
			Blended learning technology	Control Groups Traditional
1	SamSIFL	170	85	85
2	NamSU	190	95	95
3	FerSU	226	113	113
	Total	364	293	293

Table 2

Generalized results of experimental work conducted on methodological improvement of professional competence of future teachers based on blended learning technology - before the experiment (TA) and after the experiment (TS)

	Competences	Experimental Groups						Control Groups					
		high		medium		low		high		medium		low	
		TA	TS	TA	TS	TA	TS	TA	TS	TA	TS	TA	TS
1	Pedagogical competence	49	84	110	108	134	101	45	49	113	112	135	132
2	Methodological competence	48	81	112	106	133	106	44	47	115	109	134	137
3	Communicative competence	51	80	111	110	131	103	46	45	114	112	133	136
4	Technological competence	50	82	113	109	130	102	43	46	116	113	134	134
5	Reflective competence	52	83	109	107	132	103	42	48	112	109	139	136
	Overall average	50	82	111	108	132	103	44	47	114	111	135	135

Table 3

Generalized results of experimental work on methodological improvement of professional competency of future teachers based on blended learning technology - Pre-experimental (TA) and Post-experimental (TS) Results

Experimental Test Subjects	Number of Respondents	Experimental Groups						Number of Respondents	Control Groups					
		high		medium		low			high		medium		low	
		TA	TS	TA	TS	TA	TS		TA	TS	TA	TS	TA	TS
SamSIFL	170	15	23	33	33	37	29	85	13	14	32	33	40	38
NamSU	190	16	27	36	35	43	33	95	14	15	38	36	43	44
FerSU	226	19	32	42	40	52	41	113	17	18	44	42	52	53
Total	586	50	82	111	108	132	103	293	44	47	114	111	135	135

Table 4

Comparative analysis of pre-experimental data from experimental work conducted on methodological improvement of professional competency of future teachers based on blended learning technology (in numbers and percentages)

Groups	Number of students	Learning outcomes (in %)		
		High	Medium	Low
Experimental Groups	293	50	111	132
		17	38	45
Control Groups	293	44	114	135
		15	39	46

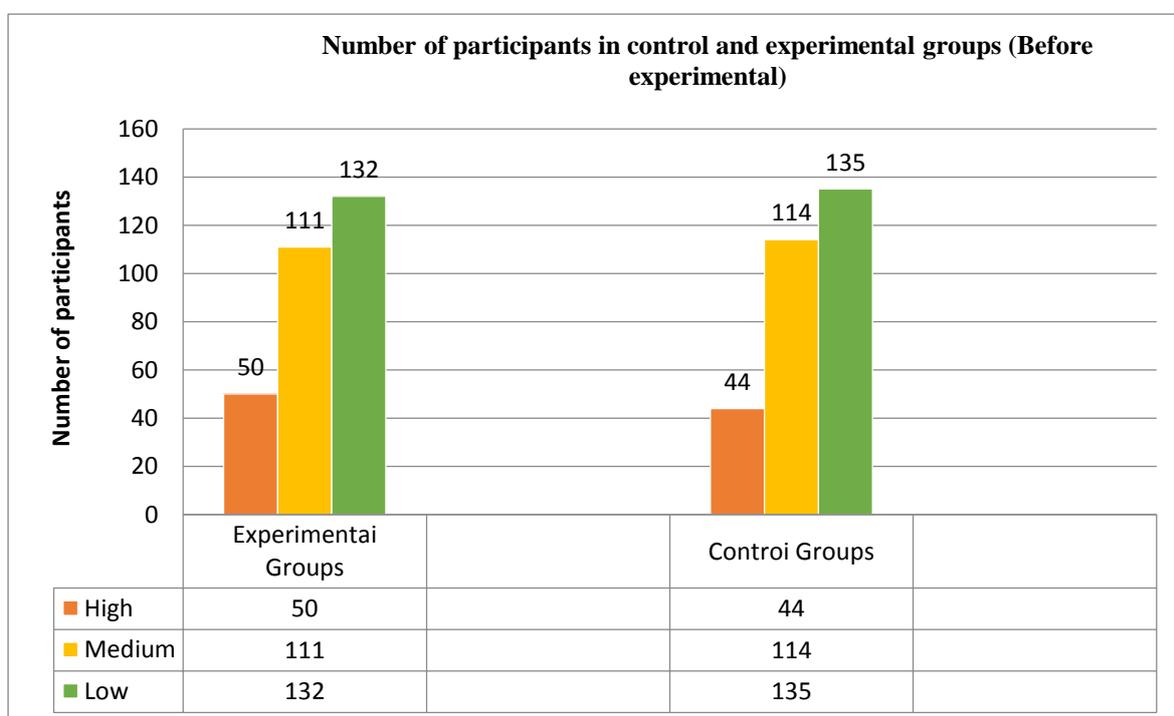


Figure 1. Pre-experimental results diagram for methodological improvement of professional competency of future teachers based on blended learning technology

Table 5

Final analysis of post-experimental results for methodological enhancement of pre-service teachers' professional competency through blended learning technology (in numbers and percentages)

Groups	Number of respondents	Mastery results (Number and %)		
		yuqori	o'rta	past
Experiment group	293	82	108	103
		28	37	35
Control group	293	47	111	135
		16	38	46

This took the following appearance in the diagram.

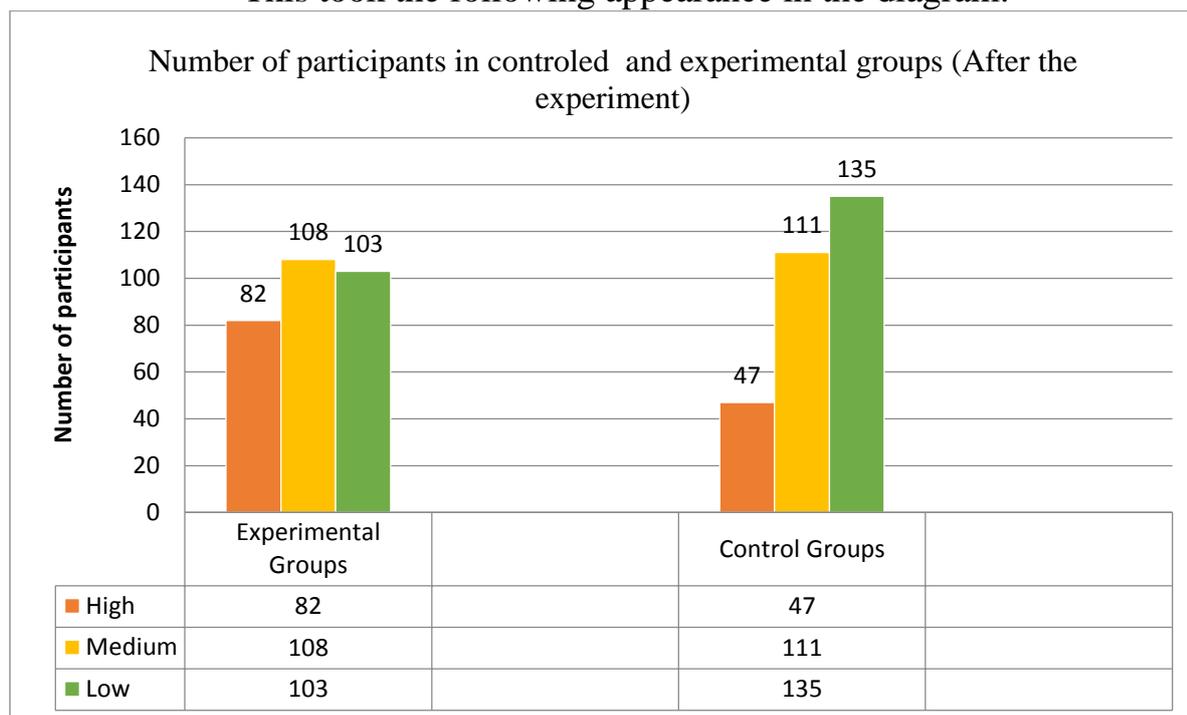


Figure 2. Diagram of results following the experimental trial on methodological enhancement of future teachers' professional competency based on blended learning technology

CONCLUSIONS

1. The scientific-theoretical foundations for improving future English teachers' professional competency based on blended learning technology were thoroughly analyzed. The main methods and approaches in world linguodidactics were studied retrospectively and comparatively, and the theoretical and practical possibilities of methodology based on developing professional competency through blended learning technology were scientifically substantiated.

2. The necessity of improving the psycholinguistic principles of blended learning technology in enhancing students' professional competency and adapting it to the conditions of education system of Uzbekistan was substantiated. The effectiveness of this approach in forming communicative, technological, and professional competencies was theoretically justified.

3. During the research, methodological technologies based on the application of blended learning technology were developed, and their effectiveness in improving students' oral communication competency and motivation for English language communication was proven through experimental-trial results.

4. A special technology was developed for developing future English teachers' professional competency based on blended learning technology, and its practical significance was confirmed through experimental classes conducted in higher education institutions. This set of exercises was implemented in pedagogical practice.

5. A textbook based on improving future English teachers' professional competency was developed and introduced into the educational process of higher education institutions. As a result, students' opportunities for enhancing their professional competency were expanded.

6. The obtained results were proven to be reliable based on statistical and mathematical analysis, and it was determined that this methodological technology has practical significance in developing students' professional competency.

The scientific-theoretical and practical results presented in this dissertation make a worthy contribution to qualitatively improving the foreign language teaching education system of the Republic of Uzbekistan and developing it in accordance with international standards.

RECOMMENDATIONS

1. It is necessary to widely implement blended learning technology in the improvement of foreign language teaching methodology programs at higher education institutions. Such an approach serves to prepare future English language teachers for real-life and practical communication, and acts as an important tool in developing their professional competencies.

2. The application of blended learning technology is relevant not only for foreign language programs but also for other fields, such as economics, medicine, engineering, technical education, and similar areas. This methodological technology is effective not only in enhancing professional competencies but also in developing students' language skills, technological competencies, and independent learning abilities.

3. In order for future English language teachers to operate effectively in a blended learning environment, it is first essential for them to integrally develop their technological and methodological competencies. It is important that they are able to work professionally with modern online platforms, video conferencing systems, interactive platforms, and mobile applications.

4. Within the framework of blended learning, future students must master the methodology of developing language skills through the integration of virtual and real environments, as well as delivering instruction based on an individualized approach for each learner. At the same time, through adaptive learning platforms, tasks should be assigned according to each student's needs, materials should be prepared in accordance with students' learning styles, and independent learning systems should be refined to account for the learner's pace, rather than being bound to a fixed schedule. This ensures the individual development trajectory of each student. It is worth emphasizing that, to enhance the professional competencies of future English language teachers, higher education institutions are recommended to create the necessary conditions for integrating online and traditional forms of education.

**НАУЧНЫЙ СОВЕТ PhD.03/27.09.2024.Fil/Ped.05.09 ПО
ПРИСУЖДЕНИЮ УЧЕНЫХ СТЕПЕНЕЙ ПРИ
ФЕРГАНСКОМ ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ**

ФЕРГАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

ПАКИРДИНОВА ШАРОФАТ АБДУМУТАЛЖАНОВНА

**МЕТОДИЧЕСКОЕ СОВЕРШЕНСТВОВАНИЕ
ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ
ПРЕПОДАВАТЕЛЕЙ НА ОСНОВЕ ТЕХНОЛОГИИ СМЕШАННОГО
ОБУЧЕНИЯ**
(на примере преподавания английского языка)

13.00.02 – Теория и методика обучения и воспитания (английский язык)

АВТОРЕФЕРАТ
диссертации доктора философии (PhD) по ПЕДАГОГИЧЕСКИМ наукам

Фергана – 2025

Тема диссертации доктора философии (PhD) по педагогическим наукам Высшей аттестационной комиссии Республики Узбекистан зарегистрирована B2023.2.PhD/Fil3547.

Диссертация выполнена в Ферганском государственном университете.

Автореферат диссертации представлен на трех языках (узбекский, английский, русский (резюме)) и размещен на официальном сайте Научного совета (www.fdu.uz) и на информационно-образовательном портале "Ziyounet" (www.ziyounet.uz).

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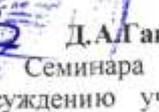
Защита диссертации состоится "10" 12 2025 года в 13:00 часов на заседании Научного совета PhD.03/27.09.2024.Fil/Ped.05.09 при Ферганском государственном университете (Адрес: 100151, г. Фергана, ул. Мураббилар, 19. Тел.: (993873) 244-66-02; факс: (99873) 244-44-01; e-mail: info@fdu.uz).

С диссертацией можно ознакомиться в Информационно-ресурсном центре Ферганского государственного университета (регистрационный номер _____) (Адрес: 100151, город Фергана, улица Мураббилар, дом 19. Тел.: (99873) 244-71-28).

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(Протокол регистрации № 14 от "29" 11 2025 года)


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ВВЕДЕНИЕ (аннотация диссертации доктора философии (PhD))

Цель исследования состоит в разработке теоретических и практических основ формирования и методического совершенствования профессиональной компетентности будущих преподавателей английского языка в высших учебных заведениях на основе технологий смешанного обучения, определении путей их эффективного внедрения в педагогический процесс.

Задачи исследования:

научно-методическое изучение понятий технологий смешанного обучения и профессиональной компетентности;

анализ существующего опыта и методик формирования профессиональной компетентности на основе технологий смешанного обучения для будущих преподавателей на примере обучения английскому языку;

разработка и внедрение в практику методической технологии, способствующей развитию профессиональной компетентности на основе технологий смешанного обучения;

предоставление научных выводов и рекомендаций на основе экспериментальной проверки эффективности разработанной методической технологии.

Научная новизна исследования заключается в следующем:

усовершенствована учебно-познавательная деятельность студентов направления “Иностранный язык и литература (английский язык)” на основе модификации технологий смешанного обучения и трансформации компетентностных подходов, основанных на квалификационных требованиях учебных модулей;

усовершенствованы коммуникативные, технологические, рефлексивные и инновационные компетенции будущих преподавателей на основе координации учебных модулей с интерактивными методами обучения в рамках технологий смешанного обучения;

усовершенствованы языковые навыки студентов направления “Иностранный язык и литература (английский язык)” на основе факторного анализа соответствия требованиям уровня CEFR в рамках технологий смешанного обучения, определение их профессиональных способностей, практических профессиональных знаний с учетом интенсивности современных знаний, их комбинирования и интеграции интерактивных методов со специальными дисциплинами;

разработаны методические рекомендации, основанные на концепции использования показателей факторного анализа обучения студентов направления “Иностранный язык и литература (английский язык)” на основе технологий смешанного обучения, выявленных для совершенствования методического обеспечения развития интеграционных процессов преподавания английского языка.

Внедрение результатов исследования. На основе аналитических результатов методики совершенствования профессиональной

компетентности будущих преподавателей на основе технологий смешанного обучения:

предложения по совершенствованию трансформации компетентностных подходов, основанных на квалификационных требованиях учебных модулей путем модификации учебно-познавательной деятельности студентов направления “Иностранный язык и литература (английский язык)” на основе технологий смешанного обучения, включены в содержание учебного пособия “Methodology of teaching English to adult learners”. (Разрешение на издание Министерства высшего образования, науки и инноваций Республики Узбекистан за № 537 от 22 декабря 2023 года). В результате облегчился процесс формирования практических навыков будущих преподавателей в изучении английского языка, в частности, развитие профессиональных навыков, коммуникативной компетенции, применение методических подходов, использование цифровых средств и организация самостоятельного обучения;

предложения по координации коммуникативных, технологических, рефлексивных и инновационных компетенций будущих преподавателей с интерактивными методами обучения учебных модулей на основе технологий смешанного обучения включены в содержание учебного пособия “Methodology of teaching English to adult learners” (Разрешение на издание Министерства высшего образования, науки и инноваций Республики Узбекистан за № 537 от 22 декабря 2023 года). В результате эффективно сформировались методические знания студентов, способности рефлексивного мышления и навыки самостоятельной работы;

предложения по учету интенсивности современных знаний, их комбинированию и интеграции интерактивных методов со специальными дисциплинами при определении профессиональных способностей и практических профессиональных знаний на основе факторного анализа соответствия языковых навыков студентов направления “Иностранный язык и литература (английский язык)” требованиям уровня CEFR в рамках технологий смешанного обучения включены в содержание учебного пособия “Methodology of teaching English to adult learners” (Разрешение на издание Министерства высшего образования, науки и инноваций Республики Узбекистан за № 537 от 22 декабря 2023 года). В результате проведен факторный анализ языковых навыков студентов и обоснованы навыки определения профессиональных знаний;

в современном образовании остро стоят актуальные проблемы, в частности анализ вопросов, связанных с развитием точного методического подхода, коммуникативных, цифровых и рефлексивных компетенций, а также разработка научно обоснованных решений и предложений, направленных на повышение качества образования и создание индивидуализированной, активной и эффективной модели обучения. Данный материал использовался при подготовке сценариев радиопередач “Образование и развитие” и “Дети и мы”, подготовленных творческим объединением “Узбекистан” телеканала “Узбекистан-24” Национальной

телерадиокомпания Узбекистана (свидетельство № 05-09-1235 от 25 июня 2025 года Национальной телерадиокомпания Узбекистана). В результате расширились возможности изучения эффективных аспектов процесса совершенствования профессиональной компетенции преподавателей иностранных языков на основе технологии blended learning.

Апробация результатов исследования. Результаты данного исследования обсуждались на 2 международных и 3 всероссийских научно-практических конференциях. Результаты исследований апробированы на научных совещаниях, конференциях, семинарах и рекомендованы к внедрению в педагогическую практику.

Публикация результатов исследования. По теме диссертации опубликовано 13 научных работ, в том числе 1 учебное пособие, 7 статей в научных изданиях, рекомендованных к публикации Высшей аттестационной комиссией при Кабинете Министров Республики Узбекистан по основным научным результатам докторских диссертаций, в том числе 4 в отечественных и 3 в зарубежных журналах.

Структура и объем диссертации. Диссертация состоит из введения, трех глав, заключения, списка использованных и приложения. Исследовательская часть диссертации составляет 127 страницы.

E'LON QILINGAN ISHLAR RO'YXATI
LIST OF PUBLISHED WORKS
СПИСОК ОПУБЛИКОВАННЫХ РАБОТ

I bo'lim (part I, часть I)

1. Pakirdinova Sh.A. Blended learning texnologiyasining nazariy asoslari va uning ta'lim jarayonida ahamiyati // FarDU. Ilmiy xabarlar ilmiy jurnali. – Farg'ona, 2024. 6-son. – B.467-471.[13.00.00;№ 20]

2. Pakirdinova Sh. Bo'lajak ingliz tili o'qituvchilarining kasbiy kompetensiyasini takomillashtirishda Blended learning texnologiyasini O'zbekiston oliy ta'lim tizimiga tatbiq etish // Maktabgacha va maktab ta'limi. – 2025. – Toshkent. 3, № 8. – B. 6–10. [13.00.00;№ 15].

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