

## **Peculiarities of the Teaching System of "Blended Learning" In Modern Education**

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*Vice principle of education in presidential school*

**Abstract.** *In this article It is said that information technologies offer various new forms of education , in particular, the principle of the collective approach in the modular education system is gaining strength in recent times. In addition, various forms, methods, and the introduction of mixed education as an innovation and other aspects have been revealed.*

**Keywords:** *education, modern education, pedagogical technologies, dual education, mixed education, efficiency, quality of education, methods.*

### ***Introduction.***

Declan Burn says this about " **blended learning** " - "**this education is aimed at effective use of rich pedagogical experience**". Such an approach can be based on the use of different methodologies in the presentation of information, information technologies in the organization of education and in the educational process, and the organization of traditional activities individually and in groups. Such a different approach does not tire the student and increases his motivation to study. The main issue is ensuring the compatibility of the selected methods and achieving high efficiency at low cost. Today, blended learning is a combination of elements of traditional daytime education and distance education, which allows for the combination of traditional methods and new technologies. In this system, the teacher remains at the center of education and makes extensive and effective use of the Internet. Blended learning consists of distance learning (Distance learning), classroom learning (Fake-to-Fake learning) and online learning (Online learning).

### ***Results and discussions.***

**Webinar method.** Today, another type of distance education, "webinar" (in 1998, this term was introduced into the conversation) technology appeared. Webinar technology involves the organization of interactive training based on web technology. This technology not only conveys information to the audience, but also creates an opportunity to communicate with them (oral, written), that is, it is possible to exchange ideas and express one's opinion in the form of a seminar. In other words, education organized on the basis of the Internet network is moving to the subject-subject paradigm. While a webinar class is a seminar or conference delivered live over the Internet with simultaneous audio and video (and many of the interactive options listed in previous posts) the class can be recorded for later use, the entire course or course is taught on a single platform. It can be said that they are not interconnected, that is, they are separate one-time lessons.

**Heuristic teaching method.** When using the heuristic teaching method, the teacher determines the problem that needs to be solved in cooperation with the students. The students acquire the necessary knowledge in the process of independently researching the proposed problem and compare its solution with other situations. During the solution of the set problem, students acquire the experience of conducting research activities by mastering the methods of scientific knowledge. The following

actions are taken by the teacher and students when applying the research teaching method during the educational process: The structure of the teacher's activity is to offer the students an educational problem; establishing a research question in cooperation with students; to understand the nature of the educational problems of organizing students' scientific activities; to be active in establishing the research problem together with the teacher and students; find ways to solve them; mastering the methods of solving research problems requires teachers to have the skills and abilities to organize high-level cognitive activities that acquire a creative character . As a result, students can acquire new knowledge independently. They are usually used in certain situations, taking into account the mastery levels of high school students. The use of these methods in primary classes is somewhat complicated according to the opinions of practicing teachers. However, the preparation of projects in this direction is becoming more and more important in the current situation, where the social movement aimed at the active introduction of person-oriented education into the continuous education system is taking place. Nevertheless, this classification is somewhat widespread in school practice and recognized by the pedagogical community. Also, scientific research was carried out based on the works of the great didactic I. Ya. Lerner. At the beginning of the 20th century (1902-1903), Emile Durkheim ( 1973 [1925]) in his series of lectures considered the centralization of school subjects in the socialization of young people as the first social institution that teaches the existence of social norms, values and rules and forms social cooperation based on them. Young people who internalize these norms and values are more likely to demonstrate a more traditional behavioral module associated with productive employment and citizenship. In turn, the mistakes and shortcomings of schools and families in instilling these norms and values in children lead to delinquency, crime and other negative results among them and create a situation that contradicts the general goals of the above-mentioned social institutions. School education plays a major role in the safe and professional organization of education. According to Durkheim, school education is "not merely a device for maintaining peace in the classroom," but more importantly, "an instrument of spiritual education, and it is difficult to imitate." In particular, sociologists were interested in the expansion of the role of the school discipline environment in the formation of students. Although discipline has long been recognized as a central feature of successful schools, in recent decades researchers have paid relatively little comparative research on this important topic. Comparative studies of school discipline are especially important today because we need to know the differences in the systematic approach of schools to discipline. Such knowledge provides policymakers with a solid empirical basis for formulating effective education policies. This book contains systematic comparative national studies of school discipline and contributes to the formation of academic knowledge, social opinion and educational policy on the subject.

Activities of **Tutor, Evaluator, Facilitator and Moderator in foreign education.** A number of terms have been widely used in foreign education in recent years. These include the concepts of tutor, advisor, facilitator and moderator.

**Tutor** - (Tutorem -Latin) acts as a teacher, coach. In some cases, the lecturer also acts as a link between the lecturer and the listener. In this case, he plays the role of a consultant and teacher in the broad acquisition of knowledge given by the speaker.

**Adviser** (advisor) - French "avisen" ("to think") is an individual graduate qualification work of students, a consultant in the implementation of course projects performs the role of a consultant in the implementation of projects.

**Facilitator** - (facilitator in English, Latin facilis-easy, convenient )- performs tasks such as effective assessment of the result of activity in groups, guidance in finding a scientific solution to the problem, development of communication in the group.

**Moderator** - checks compliance with accepted rules, helps to develop independent thinking and working abilities of listeners, to activate cognitive activity. Conducts information, seminars, trainings and roundtable discussions, summarizes ideas. In our education, all these activities are performed by the teacher and are referred to as pedagogues or teachers.

There is also the concept of **"Integration"** in science, which was introduced by G. Spencer in the 18th century despite the fact that it is used but has not been given enough importance until now. From a scientific point of view, the basis of integration is the integrity of the world and the interrelationship and relations of its constituent parts (elements). According to the well-known Russian psychologist GS Kostyuk: "Differentiation leads to an increase in mental processes and states (characteristics), while integration leads to ordering, subordination and placement of its results in a certain sequence. Through integration, a new psychological process, a new activity. This new structure is formed by synthesizing previously separate elements. Genetically integrated, intersubjective interrelated, interrelated, and finally complementary, expands and deepens the content of educational subjects synthesized and logically completed at least at the level of educational standards is the form and the highest level of content. Pedagogical scientists and practitioners recommend researching the issue of integration in the following directions: a) integrated learning of content within the range of subjects and disciplines; b) integration of the activities of persons teaching different educational subjects; c) integration of forms of organization of educational work and so on. Each of these directions has its own specific purpose, which must be fulfilled; it requires a suitable form, method, means and conditions to increase. It should be mentioned here that the intended goal can be achieved only when they are used harmoniously in practice. Since the 80s of the 20th century, in the science of pedagogy, scientific works using concepts such as integration, "reciprocity", "interaction", "synthesis" appeared, and the relevance of the problem of integration in educational work began to be felt. Up to now, the integrative approach to educational work. The idea of integration is not limited to special subjects, but has become an issue of general pedagogical importance. Integration (lat. Integration-restoration, completion, integration. Integer- integrated) synthesizes into a whole, into a logical whole is understood in the sense of bringing. Integrating learning content means interrelated, mutually demanding, expanding, synthesis of the content of deepening educational subjects, that is, logical we understand to combine to make a whole (whole). Integration (embodying) and differentiation (stratification) do not exist in isolation from each other, neither do they arise from each other, but they always appear simultaneously as two sides of the object being studied. One of them may have a temporary advantage in scientific knowledge. The two sides of the issue can be shown as the emergence of different professions in agricultural production as a result of scientific and technical progress, i.e. stratification, mechanization, automation, and the dialectical development of combined professions or specialists with wide specialization. In contrast to the interaction of modern scientific knowledge, integration processes can take place in the following directions:

- internal scientific development within a separate discipline as;
- in the framework of interdisciplinarity, that is, one or several within the fields;
- within the framework of special holistic scientific knowledge.

The combination of the directions indicated above can be imagined as an integrative approach. It can be the result of combining and integrating the processes taking place in two or more relatively independent parts. Integrative relationships are important in creating a complete system, and they are also called internal scientific relationships. The main goal of systematization is to create integrity by organizing internal scientific relationships. In this process, the resulting integrity will have new quality indicators. The essence of integration, theoretical as a means of synthesis is to achieve a new level of cognitive results. The integrated study of the subjects related to the specialty is as follows aimed at solving issues:

- integrated study of specialty subjects essence, content and conditions and means of its implementation study;
- to get acquainted with the scientific-theoretical and pedagogical-methodical foundations of the integration of the content of various subjects;
- learning activity, independence and the relevance of knowledge in the integrative improvement of the level of knowledge prove;
- determining the requirements and possibilities of synthesizing socio-economic, organizational,

spiritual-pedagogical, technical-technological knowledge.

### **Conclusion.**

The educational subject "Pedagogy" as an integrative science is as follows. It depends on how the issues are resolved efficiently is determined:

1. The role of each educational subject included in the integrative educational subject in providing a solution to the task;
2. In the process of integrating the didactic tasks of a relatively narrow range of educational subjects, subordination to the common goal;
3. Methodology, form of studying an integrative educational subject, collective development of methods, tools and conditions.

In conclusion to the above-mentioned points, it is systematic, collective and integrative approaches have commonalities and has its own differences. Integrative in general as a result of systematic and integrated approaches to the approach can be seen. Didactic research of the problem of integration requires its interpretation as a principle of education. From a methodological point of view, integration is researched as a condition and method that improves the educational process and guarantees the intended result. The integrative approach is carried out in connection with and in harmony with didactic principles such as scientificity, professional orientation, polytechnicism, coherence, regularity, systematicity, instruction, comprehensibility, differentiation. In turn, the integrative approach, like other didactic principles, never gives the teacher a ready-made recipe, but uses it to determine the solution to didactic and methodical problems. Integrating the content of the educational material as a didactic process is a multifaceted, multidimensional, systematic research object. Its analysis (study) requires a systematic approach. Because it is intended to study its function, composition, structure and similar important features. The integration of special sciences does not mean the synthesis of all their characteristic features, but the synthesis of the most important and general ideas and problems.

The purpose of pedagogy is to help teachers in the implementation of integration aimed at uniting elements and parts of different subjects with similar goals into a single whole. Many years of observations show that elementary school students, and later graduates, have difficulty learning one or another subject and learning other subjects, they lack the skills of independent thinking, the ability to transfer the acquired knowledge to new situations. All this is happening due to the conflict of activities in different subjects during the lesson. In this case, integration is the process of transferring knowledge from one subject to another and not the exchange of activities, but the creation of new didactic equivalents that reflect the directions of integration of modern sciences. A number of scientists pay attention to the importance of integrating school education, while some believe that integration is a means of effective organization of the lesson, a form of raising subject relationships to new levels. Therefore, integration is a source of finding new evidence that confirms or deepens the student's observations and conclusions in various disciplines. They exchange different forms of activity prevents students from getting tired and nervous.

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