

## FEATURES OF THE USE OF MIXED EDUCATION IN UZBEK LANGUAGE CLASSES

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**Annotation:** The article discusses the principles, stages and methods of organizing Uzbek language classes on the basis of mixed education. The specifics of creating and using content in Uzbek for mixed education, which analyzes some issues of combining traditional education and e-learning. The conclusion provides feedback on the difficulties in the implementation of mixed education and shows ways to effectively develop this education.

**Keywords:** mixed education, Uzbek language, state language, digital technologies, interactive exercises, interactive dictation, "Savodkhon"

According to the Decree of the President of the Republic of Uzbekistan dated October 21, 2019 "On measures to radically increase the prestige and status of the Uzbek language as the state language" October 21 was declared the Day of the Uzbek Language, and the Department for the Development of the State Language under the Cabinet of Ministers was established. In particular, in all spheres of social life of the country, including public administration, modern and innovative technologies, industry, banking and finance, law, diplomacy, military affairs, medicine and other areas, the state language information and communication technologies, in particular, to ensure a worthy place in the global information network, the creation of computer programs in the Uzbek language and the development and dissemination of Uzbek language textbooks and electronic programs for our people and foreigners [1. ]. In this regard, the issue of teaching Uzbek as the state language in educational institutions becomes even more urgent. Indeed, the professional competence and skill of the future specialist requires knowledge of the field terms used in their profession today, the ability to work in the state language, the basics of speech culture and the norms of oratory. At the same time, the status of Uzbek language teachers is changing radically. He can no longer be the sole source of information and the supreme judge of his course. Currently, his responsibilities are related to organizing and supporting students' independent learning, communicating with them, as well as conducting student project work. Second, the Uzbek language teacher is required to have pedagogical design skills and sufficient computer literacy. Indeed, the concept of development of the higher education system of the Republic of Uzbekistan until 2030 also provides for the implementation of a number of measures for the introduction of digital technologies and modern methods in the educational process, including the following:

Individualization of educational processes on the basis of digital technologies, development of distance learning services, widespread introduction of webinar, online, "blended learning", "flipped classroom" technologies;

It is known that the implementation of these tasks is inextricably linked with the study of innovations in the education industry around the world. Indeed, world experiences are still without in-depth scrutiny, and only when studied for acquaintance do they reveal a number of advantages. Consequently, it is clear to everyone that it is superfluous to argue about the

unique role of computer technology, especially e-learning, in language teaching. The use of computers in language teaching should not be considered merely a tradition, but rather the need to apply computer technology to the process where teaching methods are not effective [2.].

The end of the twentieth century and the beginning of the twenty-first century in the world education system are characterized by the introduction of new terms. In particular, the terms edtech (learning technologies), e-learning (e-learning), blended-learning (mixed learning) are inextricably linked with our lives. Advances from e-textbooks to distance learning, cloud technologies, and public open online courses have also contributed to the improvement of forms of education [3.].

It is known that forms of education (Latin form - appearance) - this is the shell for the existence of the learning process, its internal essence, logic and content. There are the following main forms of education: traditional teaching - face-to-face - лицом к лицу, face to face learning; distance learning - distantсионное образование, distance learning; open training courses - открытое обучение, Open learning; flexible learning - flexible learning, Flexible learning; mixed teaching - смешанное обучение, Blended learning; e-learning - электронное обучение, E-learning.

In our experience, we see the effect of a combination of traditional education with e-learning and distance learning, ie mixed education, in teaching the Uzbek language, as observed in the methodology of other disciplines.

Declan Bern writes about traditional blended learning: This term refers to learning outcomes that involve multiple teaching methods and is also used to describe learning that encompasses different types of activities in a combination of e-learning and independent learning at a given time. [5.]. In general, mixed education is aimed at the effective use of rich pedagogical experience, the key to which is reflected in the correct selection and combination of information and communication tools, ie digital technologies, to achieve high efficiency at low cost.

In this system, the teacher stays at the center of learning and makes extensive and effective use of the Internet. Blended learning includes distance learning, classroom learning (Face-to-Face learning) and online learning.

The main principles of mixed education applied in Uzbek language classes are: based on clear theoretical data; interaction between students and educators; transparency of education.

The stages of implementation of mixed education for Uzbek language classes are as follows:

1. Concise preparation of educational material relevant to the topic to be studied, interactive exercises and assignments for practical learning, creation of interactive dictations, their publication or unlimited electronic educational publications on language education, creation of electronic resources and presentation to students, including:

- a) training programs in which the teaching materials are divided into modules;
- b) electronic textbooks to help strengthen spelling and punctuation rules;
- c) educational programs with rules for syntax and punctuation of the Uzbek language;
- g) electronic dictionaries: electronic spelling dictionary, electronic annotated dictionary, synonyms, homonyms, antonyms, phraseologies, electronic dictionaries of figurative expressions;
- d) interactive exercises and dictations in Uzbek language;
- e) test programs;
- yo) spreadsheets in Uzbek language;
- j) teaching audio programs, etc.

2. Presentation of texts in a way that does not leave room for the teacher to explain the topic in detail through multimedia (text, sound, live action, graphic representation: tables, algorithms)

4. Instruct to study the submitted materials.

5. Independent study of the submitted materials by students.

6. Organization of joint work of students on textbooks and manuals, art and scientific literature, electronic resources in the classroom, determined according to the schedule.

7. Completion of educational projects and case studies.

8. Organization and evaluation of control work on the studied topics.

How do we implement mixed education in Uzbek language classes? It is known that the Uzbek language is a practical science. Based on the subject-based curriculum based on the communicative-speech approach, students were provided with curricula on speech topics and Uzbek grammar, as well as interactive exercises based on reproductive and partial exploratory skills that do not require rewriting. They were compiled as a multimedia application "Savodkhon".

The role of the mobile application "Savodhon" in the organization of mixed education is unique. This application is intended for use in the organization of independent study of students in the Uzbek language in classes and extracurricular activities in the groups of bachelor's degree programs in Karakalpak, Kazakh and Turkmen languages. The purpose of the mobile application is to facilitate the process of strengthening a new topic through the use of interactive exercises and interactive dictations on speech and grammar topics to be studied in the subject, automate the practical activities of teachers and students in the classroom, monitor students' knowledge, skills and abilities.

It would be nice if we could divide the mixed learning-based session into 3 specific parts.

Introduction. The main part. The final part.

The introductory part is organized on the basis of homework assignments on the previously studied topic (study assignments in the modular system, in print and electronic literature), questions and answers between students and the teacher. Students are prepared to explore a new topic.

The main part includes assignments on a new topic, text, audio and video materials, conversation on the basis of pictures, pronunciation and spelling of new words and terms, acquaintance with lexical and grammatical materials.

In the final part, students can assess themselves and their work in small groups, giving challenging assignments to get interested in the next topic. Transparency and fairness are ensured in the assessment, the group members monitor their own and others' mastery, get the results of automated assessment, evaluate each other.

After the classroom session, students complete practical work on a new topic at home, performing more interactive exercises and dictations to reinforce the topic studied. In this process, too, students continue to communicate not only with the teacher, but with each other. In online communication, they will be able to get answers to questions in a short time. Thus, during the introduction of mixed education in the process of learning the Uzbek language, it is observed that this education has a very flexible and convenient capabilities. That is, from the beginning of the new school year, communication between teachers and students in Uzbek begins in the classroom and online and offline: students receive information about e-books and educational websites, as well as logins, passwords, messengers, along with a list of traditional literature in the curriculum.

The following positive aspects are observed in the implementation of mixed education in Uzbek language classes:

the desire of students to acquire the necessary knowledge, skills and abilities increases;

creativity increases among teachers and students;

the opportunity for students to have regular information about their achievements and shortcomings will increase;

in accordance with the goals and objectives of the subject, the specific capabilities and needs of students, convenient teaching methods and teaching aids are selected to manage the learning process;

traditional, interactive methods of teaching are harmonized and improved, taking into account the needs of students, the characteristics of a particular audience;

methodological support for the subject will be updated;

the professional competence of the teacher in the organization of mixed education is growing.

In the era of globalization, it can be observed that the demand for graduates who have studied online or mixed education is higher than those who have studied in the traditional way all over the world. This is due to the fact that such personnel are not only knowledgeable in their field, but also functional literacy, the ability to make independent decisions, the ability to work individually and collaboratively. It is natural that the introduction of mixed education, which has a high reputation with a small history of almost 20 years, will become a factor in the effectiveness of teaching the Uzbek language. There is no doubt that the teacher will change his teaching role and become a leader in the world of the Uzbek language. This means that, unlike traditional education, the main goal in organizing Uzbek language classes through mixed education is not to teach students Uzbek, but to teach them to listen, speak, write and read in Uzbek.

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