

## Problems of Blended Learning in Teaching German in Higher Education

*Gulbakhor Makhdievna Mansurova*<sup>1</sup>

**Abstract:** In the context of rapid development and complexity of technology, the activity of a teacher in developing courses becomes much more complicated and requires the development of special skills and teaching techniques. The article discusses the main points of using the blended learning approach in teaching German, since the concept of blended learning represents a fundamental change in the educational model, combining the advantages of classroom work with the possibilities of technological expansion of active learning in an online environment.

**Keywords:** blended learning, computer technology, learning strategies, integration.

### Introduction:

The development of higher education in Uzbekistan is now characterized by the stage of the formation of new approaches and the development of new criteria for the quality of education. The widespread use and availability of digital learning technologies has led to an increased level of integration of computer and Internet technologies into traditional learning [6,288].

Through a communication system that provides the necessary educational information, the educational information environment becomes more comfortable, and the information environment of a modern university, in turn, is understood as a combination of traditional and innovative forms of education with the constant expansion of information and communication technologies and electronic resources, as well as continuous improvement teaching methods and professional knowledge of the teachers themselves.

### Literature review:

All this is the implementation of the concept of blended learning. The range of definitions of “blended learning” is so broad that virtually any learning experience that uses multiple educational technologies can qualify as “blended.” If computer, Internet and/or mobile technologies are considered one of the elements of blended learning, then we agree with Dziuban, Hartman and Moskal [4], who in their research believe that blended learning should be considered as a pedagogical approach that combines itself the benefits of classroom work with the possibilities of technological expansion of active learning in an online environment.

In other words, blended learning is not a temporary trend, but a fundamental change in the educational model with the following characteristics:

- a transition from lecture-based to student-centered learning;
- Increasing the use of such forms of interaction as “student-teacher”, “student-student”, “student-content”, and “student-external resources” [4]. Most importantly, according to the authors, blended learning represents a change in teaching strategy. Just as online learning represents a fundamental shift in the organization and teaching model of distance learning, blended learning offers the opportunity to significantly change the attitude of the teacher and administrator to the use of elements of online learning in the context of traditional learning.

<sup>1</sup> Senior teacher of the Department of Foreign Languages Karshi Institute of Engineering and Economics



These elements must be selected in accordance with the goals, content, forms and methods of teaching, taking into account their adequacy and effectiveness when combined in the educational process. From the point of view of D. Clark, there are four levels of integration of elements:

- level of components; integrated level;
- level of pedagogical communication;
- Level of the educational environment. The component level, according to the author, is the weakest level of integration, in which the elements of a mixed learning model are almost completely interchangeable, that is, the effectiveness of one does not change in the absence of all other elements. At this level, there is not integration as such, but a combination of elements of a mixed model. Clark identifies two types of such a combination:
  - a parallel model of blended learning (implements a multi-channel principle of presenting educational material, when students can choose the option that is most convenient for them);
  - Serial model of blended learning (implements the modular principle of presenting educational material, when the content of the discipline is divided into relatively independent parts, presented in different ways).

The effectiveness of using these two models depends on the level of autonomy of students, on their ability to learn independently and choose the optimal forms for presenting educational material. Elements of the blended learning model, when integrated at the component level, must be placed in a single educational environment, one of the essential properties of which is to provide students with access to huge amounts of information. The integrated level is distinguished by the presence of relationships between the elements of the blended learning model. Moreover, each element must be designed taking into account all the others. Mandatory for integrated models of blended learning are: unity of design style of model elements, cross-references between common parts of the content of various elements of the model, input and output control within one element. The level of pedagogical communication is characterized by the presence of personal or electronically mediated communication between students and teachers, and the level of the educational environment is the strongest level of integration of elements of the blended learning model, in which internal connections between them ensure their organic inclusion in the educational space of the educational institution as a whole [3] .

Thus, having considered the levels of integration of online learning elements, it is necessary to emphasize that, firstly, for the successful implementation of the concept of blended learning even within one discipline, serious changes are necessary in the field of administration of the educational activities of the institution, and, secondly, the guarantor of the success of the use of information - communication technologies in the educational process are primarily the teacher.

Since currently only a small part of teachers use information and communication technologies in full, the potential of new technologies remains insufficiently realized. It is obvious that in the conditions of rapid development and complication of technology, the activity of a teacher in developing courses becomes much more complicated and requires the development of special skills and techniques of pedagogical work, which, in turn, creates the need for methodological and adaptive assistance in the introduction and widespread use of information and communication technologies in educational sphere. Moreover, since the system of higher professional education operates within the educational space, the implementation of vocational training, including teaching, for example, a foreign language, in the system of higher professional education should be organized through the existing educational environment [26]. Therefore, when designing a blended learning model, one should choose such learning components that will not only harmoniously combine with each other, but also form a methodological learning system in accordance with the educational environment of the university as a whole. Speaking about the problems associated with the development, mastery and implementation of blended learning methods, which are faced by both teachers and educational institutions in general, it is necessary, first, to note the organization of the creation of the necessary educational information and the development of means of transmitting it to students. In this case, educational information is



understood as scientific information transformed for educational purposes when forming the content of an academic subject, that is, we are talking about the transformation of information presented in printed publications and electronic resources into structured educational information, taking into account the basic algorithms of students' activities. In turn, there is a constant increase in the volume of educational information and its qualitative complication, which contradicts the number of teaching hours determined by the curriculum for the study of disciplines, and therefore there is a need for its compaction. The compaction of educational information is understood as a process when the mass of knowledge is reduced, but their sum is retained [17].

This leads to the emergence of a problem of individual mastery, which can be partially solved through the use of modern information technologies and advanced teaching methods. The problem associated with copyright raises questions about the possibility of using materials from other authors and about the copyright holder of newly created documents. When searching for resources and selecting the necessary materials, it is necessary to take into account that most often the use of materials is permitted only with the permission of the copyright holder. Obtaining permission can be a rather lengthy and labor-intensive process, while teachers typically work under tight time constraints. Moreover, it is sometimes difficult to identify the copyright holder, or the copyright holder may be slow to respond and require payment for permission [1,152].

### Conclusion:

In conclusion, it is necessary to emphasize once again that the practical implementation of blended learning models as a tool for modernizing modern education is seen in the creation of new pedagogical methods based on the integration of traditional approaches to organizing the educational process, during which the direct transfer of knowledge is carried out, and e-learning technology. At the same time, as K. Kuhn notes, the goal of blended learning is the desire to combine the advantages of face-to-face teaching and e-learning, carried out with the support of educational resources, so as to try to eliminate the disadvantages of both forms.

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