PRAGMALINGUISTICS, FUNCTIONAL TRANSLATION STUDIES AND INTEGRATION OF LANGUAGE TEACHING PROCESSES

May 22, 2024

Section 1: Cognitology and cultural linguistics in modern linguistics.

Section 2: Literary criticism and society.

Section 3: Problems of comparative typology and translation studies, modern problems of philology.

Section 4: Integration of communicative technologies in language learning.

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TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
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**PRAGMALINGVISTIKA, FUNKSIONAL TARJIMASHUNOSLIK VA TIL
O'RGATISH JARAYONLARI INTEGRATSIYASI**

**mavzusidagi xalqaro miqyosidagi ilmiy-nazariy anjuman materiallari
TO'PLAMI**

2024 yil, 22-may

Buxoro 2024

4 - SHO'BA: XORIJIY TILLARNI O'QITISHNING INNOVATSION TEXNOLOGIYALARI

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THE IMPLEMENTATION OF BLENDED LEARNING APPROACH IN TEACHING FOREIGN LANGUAGE

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Abstract. *This article is devoted to blended learning approach and in teaching foreign languages. Blended learning is believed to improve students' understanding in learning second language. The employment of offline and online activities is expected to give better outcome than the traditional face-to-face activities.*

Key words: *online, offline, learner, distanse, educator, facilitator, classroom, traditional.*

Аннотация. *Данная статья посвящена смешанному подходу в обучении иностранным языкам. Считается, что смешанное обучение улучшает понимание учащихся при изучении второго языка. Ожидается, что использование офлайн- и онлайн-мероприятий даст лучшие результаты, чем традиционные очные занятия.*

Ключевые слова: *онлайн, офлайн, учащийся, дистанция, педагог, координатор, класс, традиционный.*

Annotatsiya. *Ushbu maqola chet tillarini o'qitishda aralash yondashuvga bag'ishlangan. Aralash ta'lim o'quvchilarning ikkinchi tilni o'rganishdagi tushunchalarini yaxshilaydi deb ishoniladi. Oflayn va onlayn faoliyatdan foydalanish an'anaviy yuzma-yuz darslarga qaraganda yaxshiroq natijalar berishi kutilmoqda.*

Kalit so'zlar: *onlayn, oflayn, talaba, masofa, o'qituvchi, koordinator, sinf, an'anaviy.*

Nowadays, foreign language teaching and learning is widely being enhanced in our country, because it is being an important means of communication among the people of different cultures and languages. Like many other countries, Uzbekistan is also open to the spread and development of English in order to improve country's social, economic and educational opportunities. According to several documents like National program of preparing cadres, all new specialists undergoing the higher educational system are required to know one or several foreign languages. A training approach combines different learning techniques. In the standard educational model, blended learning often refers to the use of laboratory equipment or computers to complement the class sessions and strengthen the teaching process through practice and the application of theories learned in class. On March 19, 2019 the President of the Republic of Uzbekistan Shavkat Mirziyoyev, the head of the state had earlier forwarded 5 important initiatives to organize social, spiritual and enlightenment activities on the new system[1].

Blended learning is believed to improve students' understanding in learning second language. The employment of offline and online activities is expected to give better outcome than the traditional face-to-face activities. There is an increased awareness of the importance of blended learning in the higher education sector especially as the changing digital landscape continues to shape learning and teaching. Blended learning is commonly defined as a combination of face-to-face learning with technology-based or online learning. We subscribe to Garrison and Kanuka's definition of blended learning, where the two components are optimally integrated to make the most effective use of both modes of study. There is a general expectation among today's students that technology-enhanced learning will be an integral part of university experience and that they will need to adaptto this new approach of learning[2]. This adaptation is not only relevant in gaining knowledge and learning skills, but also has implications for future career prospects in terms of social and digital literacies. For teachers, developing an effective approach to blended learning requires relevant skills and experience in designing and facilitating blended learning opportunities informed by a good understanding of students' experiences. This is perhaps called for teachers to have an in-depth understanding of learners' needs and additional skills and experiences when facilitating, designing and building the learning systems and support mechanisms that encourage blended learning. A review of the literature over the past 15 years reveals several perspectives on students' experiences of blended learning perspectives on students' experiences of blended learning. For example, Cramphorn found that psychological factors, lack of social cues and time management may all act as opportunities or barriers to student participation inblended learning. Concannon noted that students' attitudes to computers, study patterns and future career plans may either enhance or inhibit student use of information and communication technology (ICT). Blended learning was also linked to a higher level of student engagement and self-regulated learningand was seen to provide flexible access to learning resources with the added advantage of allowing students time to review composed thoughts, making reflection a part of the learning process[3]. When accessed in terms of information transfer and interaction methods blended-learning is to combine the positive sides of online and conventional face to face learning methods. A face to face learning is one in which instructors and students meet together in the same place and at the same time. In the face to face learning, sessions are synchronous. While no communications technologies are required for a face to face session[4].

According to the Frostburg State University's online learning definition, online learning can consist of both real-time interactions, such as in Collaborate, as well as interactions, which occur over extended periods of time, such as email or an online discussion board. B-learning which combines the advantageous aspects of these two environments, have many pluses in terms of student, instructor

[1]www.uza.uz

[2] IJEE, Indonesian Journal of English Education, 4 (1), 2017

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and educational institutions.According to the researches, three main reasons why the blended learning is being recommended have been put forward

a) Boosting up effectiveness of education.

b) Increased access and convenience.

c) Greater cost effectiveness.[1]

From an Australian perspective, Taylor and Newton claim that the subject design process is crucial in the blended learning process and there are three criteria that frame this accessibility to learning experiences.

Firstly, the content is educationally appropriate and meaningful; secondly, the material is accessible wherever the students are and thirdly, that the activities presented are of equal value[2].Blended learning required immediate feedback to the students for their performance which can be achieved by combining assessment technique with the use of latest technological advancement. Blended learning techniques provide teachers to deliver the lecture as well as assess student learning using creative and innovative methods. Assessment is no doubt one of the major tools in teaching and learning process. In this paper we discussed Blended learning and it's assessment techniques, also, we discussed issues in blended learning environment along with its advantages[3]. Blended learning as shown in Figure 1 refers to a learning environment that incorporate diverse teaching styles, delivery means, media formats or a combination of all these. It can also be defined as the integration of various learning activities like online and face-to-face learning. Blended approach studies how to join the best feature of face to face and online instruction. For example, advanced interactive sessions can be conducted to the students in the classroom while online sessions with multimedia-rich content of the course can be accessed by students anywhere, anytime through internet access.

Figure 1- Blended Learning concepts[4]

Blended learning as a learning program where more than one delivery mode is being used with the objective of optimizing the learning outcome and cost of program delivery. The concept of blended learning is rooted in the idea that learning is not just a one-time event—learning is a continuous process. Blending provides various benefits over using any single learning delivery medium alone. In 2003, the Australian National Training Authority (ANTA) described blended learning in as *the integrated combination of traditional learning with web-based online approaches.* Blended Learning as optimizing achievement of learning objectives by applying the "right" personal learning technologies to watch the "right" personal learning style to transfer the "right" skills to the "right" person at the "right" time. Blended learning is a way of meeting the challenges of tailoring learning and development to the needs of individuals by integrating the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning. Traditional method includes face to face interaction with teachers. Here teacher is the active speaker where as in online learning students are center of teaching and learning process to achieve curriculum diversity. Blended learning do not use any single learning delivery medium rather incorporates a wide range of learning opportunities like- online, face to face. It is the best way of facing the challenges in learning with its innovative technology and regular motivation by teachers in classroom. It is a two way process where teacher acts as facilitator for the students.

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USE OF INNOVATIVE TECHNOLOGIES IN LEARNING FOREIGN LANGUAGES

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Abstract*: The use of innovative technologies in foreign language learning allows teachers and students to offer timely and effective methods. Through these technologies, it will be possible to take interactive lessons, download online resources and install computer programs. This article provides detailed information on ways of using innovative technology in language learning and their benefits.*

Key words: *innovative technologies, multimedia, e-book, sites, Virtual Reality (VR), Augmented Reality (AR), Artificial Intelligence (AI), collaboration.*

Аннотация: *Использование инновационных технологий в обучении иностранному языку позволяет преподавателям и студентам предлагать своевременные и эффективные методы. Благодаря этим технологиям можно будет брать интерактивные уроки, загружать онлайн-ресурсы и устанавливать компьютерные программы. В этой статье представлена подробная информация о способах использования инновационных технологий в изучении языка и их преимуществах.*

Ключевые слова: *инновационные технологии, мультимедиа, электронная книга, сайты, виртуальная реальность (VR), дополненная реальность (AR), искусственный интеллект (ИИ), сотрудничество.*

The use of innovative technologies in learning foreign languages helps make the learning process simple, fast and effective. These technologies allow students to learn technical concepts through interactive lessons, pages, and programs. For example, online classes, interactive tutorials and tutorials, lessons and programs that provide specific support for each student allow for active use of these technologies. The landscape of language learning is being transformed by the emergence of innovative technologies that offer new tools and approaches that enhance the learning experience. Students can learn a language using a number of technologies or innovative methods. For instance:

Using Language Learning Apps and Platforms: Apps like Duolingo, Babbel, and Memrise offer personalized learning paths, adapting to individual needs and progress. Gamification elements and interactive exercises keep learners engaged and motivated. These platforms offer diverse content, including vocabulary drills, grammar lessons, interactive dialogues, and cultural insights, catering to different learning styles.

Virtual Reality (VR) and Augmented Reality (AR): VR and AR technologies create immersive environments, simulating real-life scenarios like ordering food, asking for directions, or having conversations, allowing learners to practice language skills in a safe and controlled setting. VR experiences can transport learners to different countries and cultures, providing a deeper understanding of the language and its context.AR apps can overlay digital information onto the real world, such as translations of objects or interactive language games, enhancing engagement and vocabulary acquisition.

Artificial Intelligence (AI) and Machine Learning: AI tutors provide personalized feedback on pronunciation, grammar, and vocabulary, offering tailored guidance and support. Learners can practice conversation skills with AI-powered chatbots, receiving instant feedback and engaging in realistic dialogues. AI algorithms can analyze learner data to adapt the difficulty and content of lessons, optimizing the learning experience for individual needs.

Online Communities and Collaboration: Language Exchange Platforms: Platforms like HelloTalk and Tandem connect learners with native speakers for language exchange and cultural