

SOME SPECIAL FEATURES WHEN USING BLENDED LEARNING

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Annotation: This article presents the experiences of this particular project and goes on to discuss the following points: Designing blended learning with IT for teaching, learning and communication. Digital learning materials: principles of design and use. Learning on the job and learning on the job: the interaction between student experience and lesson plans. Customize e-learning design methods to meet specific case needs.

Аннотация: В этой статье представлен опыт этого конкретного проекта и далее обсуждаются следующие моменты: Разработка смешанного обучения с ИТ для преподавания, обучения и общения. Цифровые учебные материалы: принципы разработки и использования. Обучение на работе и обучение на работе: взаимодействие между опытом учащихся и планами уроков. Настройте методы разработки электронного обучения в соответствии с потребностями конкретного случая.

Annotatsiya: Ushbu maqola ushbu loyihaning tajribalarini taqdim etadi va quyidagi fikrlarni muhokama qilish uchun davom etadi: O'qitish, o'qitish va muloqot uchun IT bilan aralash ta'limni loyihalash. Raqamli o'quv materiallari: dizayn va foydalanish tamoyillari. Ishda o'rganish va ishda o'rganish: talabalar tajribasi va dars rejalari o'rtasidagi o'zaro ta'sir. Muayyan ish ehtiyojlarini qondirish uchun elektron ta'limni loyihalash usullarini moslashtiring.

Key words: Blended learning; Learning on the job; Social Welfare; user-centered learning design.

Ключевые слова: смешанное обучение; Обучение на работе; Социальное обеспечение; дизайн обучения, ориентированный на пользователя.

Kalit so'zlar: aralash ta'lim; ish joyida o'rganish; ijtimoiy ta'minot; foydalanuvchilarga yo'naltirilgan o'quv dizayni

Introduction

In January 2014, the Danish National Assembly adopted a new regulation on the inspection and approval of social welfare institutions. The political motivation for this legislative change is to standardize the work practices of the existing inspection authorities; Improve the quality of approval and supervision procedures for social welfare offices and foster families. The new legislation has been described as one of the biggest social reforms in many years. To support the intent of the new law, five regional inspection centers have been established and new procedures for inspections and audits have been developed. An introductory course was designed for the application. 330 new employees in five test centers. The course is conducted as a workplace survey and begins with the commissioning of the new inspection.

Methods

Blended learning brings both benefits and challenges for participants. It is flexible in terms of time and space and can adapt learning activities to the needs of many adult learners. This increases the supply of adult education and enables more people to learn, for example in rural areas, away from educational institutions or from part-time or even full-time workers. Through the use of blended learning, networks should also be created among participants that can significantly support lifelong learning. On the other hand, certain challenges can become obstacles for the participants. One is the increased "load" of learning that requires basic IT skills and online communication skills. Furthermore, not only students but also teachers need training to encourage online interaction and learning. And the production of high-quality digital learning materials.

Blended learning not only brings advantages for participants, it also poses challenges. It is very flexible in terms of time and space for learning activities and can meet the needs of many adult learners. This flexibility increases the availability of adult education and training so that more people (eg adults) can learn. People from rural areas far from educational institutions or part-time or full-time employees. Through the use of blended learning, a network should also be created among the participants, which can be an important support for lifelong learning. On the other hand, certain challenges can become obstacles for the participants. One of them is the demand for basic IT skills and online communication skills, which increases the learning curve. Furthermore, not only students but also teachers need training to foster online learning and interaction and produce high-quality digital learning materials

In this case, the introductory course was developed jointly by the three university colleges and the Department of Social Affairs. Learning design, especially the use of ICT for teaching, communication and learning, is led by VIA UC. To accommodate the needs of the students and the teaching preferences of the teaching staff, a useroriented approach was chosen. As part of a usercentered approach, a group of the so-called "resource staff" worked with a team of developers for two months before the course began. A group of approximately 20 experienced professionals tested the elements of learning design, some learning tasks, online collaboration, and examples of digital learning materials. The team met with the development team several times.

Results and discussion

Therefore, the use of online and blended learning in higher education and workplace learning requires organizations to adapt existing designs and, in some cases, usually develop new designs in a short period of time. To maintain the status of teachers as teaching and content experts, it is also important to focus on methods of integrating teachers' teaching knowledge into design. In this project, a user-oriented learning design method was tested. Learning design is defined as a

method that enables educators or designers to make more informed decisions in the design of learning activities and interventions that are informed in teaching and can effectively use appropriate resources and technologies. The fundamental principle of learning design is to make the design process clearer and more divisible. Learning design as a research and development field combines the collection of empirical evidence to understand the design process and the development of a variety of learning design resources, tools, and activities (Conole 2013). This article describes the specific

Blended Learning Models

Take a look at some of these blended learning methods and see if they might work for you:

- Face-to-face-traditional lecturer-led learning courses, supplemented by technology, so that students can control their learning progress. The benefits are role-playing, coaching, hands-on practice and feedback.
- Online Lab - This hybrid learning model is completely digital, with little to no teacher interaction, and occurs before, during, or after training. Students can access the content on mobile phones (mLearning), laptops, or tablets. In this way it attracts and consolidates learning.
- Self-Integration - Self-Integration Learning is supplemental content that can take the form of webinars, white papers, industry blogs, or video tutorials. These contents can help spontaneous students to study the subject in greater depth. A powerful LMS can combine multiple content sources in one system to encourage curiosity and growth.

Based on our preliminary observations and analysis, we recommend spending more time on informal interactions (preferably face-to-face) at the beginning of the blended learning course. This creates a better foundation for online collaboration in the course. In addition, the experience of this course seems to corroborate the previous knowledge that learning on the job requires an adequate balance between learning and work; one that management needs to create. The use of a user-friendly

virtual learning environment supports the establishment of a national network among inspectors. Interaction between inspectors across the country draws attention to new areas of the law that need further clarification and implementation. We see this as an example of the value of establishing a network of national inspectors.

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