BLENDED CLASSROOM OUTCOMES: TEACHING WRITING BY USING PROBLEM BASED LEARNING FOLLOWED BY PEER ASSESSMENT

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ABSTRACT
The article focuses on effective using educational platforms as well as face to face learning modes in the example of academic writing class held with B2 level students of economic faculty. Six research questions were investigated in this study: What are the different attitudes towards blended learning? How to achieve active engagement of students in writing classes? How can PBL be used in process writing? What are the advantages of seminar classes function in Moodle for peer checking? What competencies and skills are assessed in the class under discussion? The study concludes by drawing the implications and results of the investigation.
KEY WORDS: *blended learning, problem based learning, process writing, peer checking, educational platform.*

Annotatsiya
Maqolada iqtisodiy fakultetning B2 darajali talabalari bilan o'tkazilgan akademik yozuv darsi misolida o'quv platformalaridan hamda an'anaviy dars shakllaridan samarali foydalanishga e'tibor qaratilgan. Ushbu tadqiqotda quyidagi tadqiqot savollari ko'rib chiqildi: Aralash ta'limga bo'lgan munosabat qanday? Yozish darslarida talabalarning faol ishtirokiga qanday erishish mumkin? Yozish jarayonda muammoni yechish asosida o'rganish ,PBL dan qanday foydalanish mumkin? Moodleda o'zaro tekshirish uchun seminar mashg'ulotlarining afzalliklari nimada? Muhokama qilinayotgan sinfda qanday malaka va ko'nikmalar baholanadi? Tadqiqot natijalarini aniqlash va ularni xulosalash bilan yakunlanadi.
Kalit so'zlar: aralash o'rganish, loyiha asosida o'rganish, yozish jarayoni, o'zaro tekshirish, ta'lim platformasi.

Аннотация
Статья посвящена эффективному использованию образовательных платформ вместе традиционном методом обучения на примере урока академического письма проведенного со студентами экономического факультета уровня B2. В этом исследовании были изучены следующие вопросы: Каковы разные отношения к смешанному обучению? Как добиться активного участия студентов в уроках письма? Как можно использовать PBL в процессе написания? В чем преимущества функции семинаров в Moodle для взаимной проверки? Какие компетенции и навыки оцениваются в обсуждаемом классе? В конце исследования приводятся выводы и результаты исследования.
Ключевые слова: смешанное обучение, проектное обучение, процесс написания, взаимная проверка, образовательная платформа.

Reforms in the systems of education in Uzbekistan and the large- scale programs which are aimed at the happy future of younger generation considered in The National Education Policy, 2012 [1] have brought undeniable positive changes in the English syllabus for higher level. The use of technology in language classroom, distant learning experience, especially during pandemic lockdown, can play an important role in implementing the new curriculum enhanced by up to date methods of

teaching. Distant learning mode brought by Covid 19 to Uzbekistan, was a completely new experience which was quickly acquired by both teachers and students, has now combined with traditional learning style as it was all over the world. The computer which has succeeded to penetrate into every aspect of our lives in a quite short time, now become an indispensable part of all communal process. It is impossible to be oblivious to computers in educational field just like any other fields. According to Alcan [1], increasing burden of education, rapid growth in student population as well as in amount of information, lacking of teacher, questioning individual talents and differences are the basic elements that encourage demand for computers. Computers which are perceived as a savior in educational field for most educators and researchers, especially at the times when it was first developed, are still accepted as an only alternative in educational field as Setzer and Monke state [3].

Any kind of learning mode let it be online, offline, flipped class or e-learning mode is the best as long as it provides learners' active engagement in language acquisition process which is the paramount target of teaching any discipline. The idea of bringing face-to-face learning and e-learning together to complete each other has occurred as a result of this sentiment [3]. I have been working as an English teacher at the University of World Economy and Diplomacy since 2014 and I am mostly engaged with ESP content area which is English for Business and Economics. Students of the faculty, who are from different cultures and nationalities, in class are of B1and B2 level. The challenges we face in teaching mainly connected with the use of language in speaking and writing classes. Especially in writing classes students suffer from lack of vocabulary to express themselves and searching for ideas and information to use in their writing papers. Below is given a short overview of the seminar lesson held in Moodle platform [4] with the 1st year students on writing a short formal report following the instructions below:

The World Health Organization asked you to prepare an informative report on current situation in your country during the quarantine . As an independent researcher prepare a short report including the following ;

- Current statistics on infected and healed people
- Social distancing and following the rules on self-isolation
- Using items of personal hygiene (face masks , gloves and sanitizers)
- Functioning businesses and businesses in lockdown
- Education under lockdown conditions

The focus of the writing was using generalization in formal reports.
Objectives of this class were :

- conduct small research and gather information from different sources
- present collected information in class
- select and use information gathered during research
- use appropriate layout and structure of short report
- use generalization elements
- use topic specific vocabulary accurately
- peer assess and provide feedbacks for one of randomly chosen work in Moodle platform

During the planning stage of the lesson, integrating diverse language skills like speaking, listening, vocabulary, reading and writing was taken into consideration to achieve higher student engagement. As it was process writing where there are several steps to complete a written assignment by which it differs from product writing, we did it in 4 steps approach. 1st step was to study theoretical part of the class (report structure, grammar focus on present simple passive, generalization technique, topic specific vocabulary), 2nd step - outside research conducted by students to collect data to be used in report (searching information to related topic from different external sources like internet, messengers, newspaper, TV programs and etc.), step 3 writing report and uploading it in Moodle platform for public access as in the next step , step 4 students were to assess each other's works using provided criteria and give feedbacks . At the end of the process students were asked to summarize the lesson in a form of a group discussion. The students were highly motivated even those who are the mediocre ones, because the subject was interesting as well as the activities of different types using not only writing but also research, speaking, learning the new vocabulary, reading and assessing made the class appealing to learners.

According to the summaries given by students the following conclusions were drawn:

- as writing is the most challenging and dreary process, from the point of view of students, engaging different activities (studying theory, collecting information, uploading the task to the platform, checking and giving feedbacks, group discussion-in this case) to motivate participants make the process more lively and attractive;
- real life based topics are more appealing (situation under lockdown-in this case) to students than those taken from course books and have nothing to do with current situation;
- switching to one mode from another , using blended classroom approach is very suitable

for process writing as it helps to stay interested in activity;

- conducting research and relying on the information collected by the learners while writing (PBL –in this case) was the most

exciting part of the process which encouraged them to write and see the results.

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