



DEVELOPING STUDENTS' PRODUCTIVE SKILLS THROUGH USING OPEN EDUCATIONAL RESOURCES ON THE BASIS OF BLENDED LEARNING

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ABSTRACT

This article describes an innovative blended learning method which combines a variety of approaches, supported by a flexible interactive platforms and open educational resources. The use of blended learning suggests that in the age of information technology modern methods of traditional forms in educational system can be optimally combined with the advantages of remote sensing technologies for developing students' productive skills and competence improvement.

KEY WORDS: *blended learning, online resources, foreign language, electron platform, information technology, productive skills, students of higher education*

INTRODUCTION

The role of education as the basis for the socio-spiritual, economic and political development of any society is determined by how important and relevant for social development are people's knowledge, their experience, and the improvement of professional and personal qualities. This role is constantly changing from the standpoint of the need to update competencies, which give rise to new ideas about the innovative development of education. Teaching foreign languages in general and English in particular, has undergone many changes in teaching methods, especially in recent decades, which is the reason for the development of a variety of innovative approaches and methods. The main theories, events, trends and technologies that have covered the process of teaching a foreign language in the last decade suggest the methodology more as a "product" of the current time, rather than as an educational system. The traditional system is not adapted to the rapid technological change in today's information-driven society. Thus, continuous improvement of content, methods and techniques are necessary for teaching students who are ready to become competitive specialists, who have the skills to think and act systemically, endowed with creative activity, leadership qualities, characterized by initiative and independence. Without a doubt, the role of the teacher is currently changing, the boundaries between him and the student are blurring, which facilitates collaboration. The role of the student, who

participates not only in obtaining knowledge, but also in their search, development and transformation into practical skills, is also growing.

MATERIALS AND METHODS

Involving students in interactive forms of work develops their interest and a creative approach to learning. Students understand that in the continuous stream of innovative development, it is necessary to have an advantage in order to look for ways to self-education purposefully. We can say that the new educational environment based on the use of information technologies cannot be fully implemented only within the framework of traditional full-time education. Accordingly, one of the ways to solve the current problem is to use it in the form of blended learning. The term "blended learning" first appeared in the late 90s and at that time was often associated with "an addition to traditional learning alongside e-learning." Charles Graham describes the historical emergence of blended learning as a convergence between a face-to-face environment and a computer [1, p. 7]. The pedagogical value of blended learning opportunities is significant to cover a much wider range of methods and approaches within an innovation method. According to Debra Marsh, today blended learning can be implemented in a simplified model of traditional activities and "tools", that is, learning tools to achieve an optimal learning environment. Elliot Messi also emphasizes that effective teaching is a



"mixed" acquisition of knowledge, meaning, of course, the use of e-learning as a priority area of teaching [2].

Based on the above definitions, blended learning can be defined as an innovative teaching method that combines flexible interactive platforms and resources that offer new approaches to improve skills and renew competencies.

Based on the definition, we distinguish 4 components of blended learning:

1. Classroom lessons in face-to-face mode under the guidance of a teacher or instructor. This format is a traditional form of teaching using interactive technologies in a computer class.
2. Online training. Combines various activities in the context of information technology, such as searching for information on the Internet, collection and subsequent analysis. As a rule, students master this type of training on their own based on the instructions received from the teacher.
3. Joint educational activity is the interaction of students in the worldwide network in a synchronous or asynchronous mode. The work is carried out jointly with the teacher, organized in the format of a webinar, using the Zoom platform, discussion forums on various educational platforms.
4. Independent teaching. The student searches for information on his own, receives it dosed within the framework of the knowledge that he acquired in the classroom.

Thus, of the above components within the framework of the study, the blended learning method can increase the effectiveness of the educational process in the context of the changing paradigm of modern teaching, if the components are applied in a methodically correctly organized, logical order [3]. N.V. Sidakova notes that the diversity of information and communication technologies reflects, as a result, the acquisition of knowledge by students in a metered volume. Great attention is being paid to mastering the distance learning method, which can be both an alternative and an addition to the traditional classroom lesson [19, p. 149]. Undoubtedly, an effective addition can be called the process of competently choosing an effective "blend" - an educational online resource, the correct selection of which ensures the productive work of a teacher in the framework of blended learning. argues that the concept of "open educational resources" (OER) first appeared in the late 90s at the initiative of a group of researchers from the Massachusetts Institute of High Technology, who identified this area as a digital learning object that allows teachers to openly use, copy and share auxiliary teaching materials [20, p. 334]. Richard Larson, defining OER as a significant part of the world's human heritage, emphasizes that

the use of educational online resources should be free and open [21].

As a result, open educational resources are online materials used to support teachings that are freely available for download on any media, including, can be reused, modified and distributed for educational purposes by any user. The most significant advantage of OER is the variety of materials, which can significantly save teachers time in preparing for the lesson and outline the way to implement new methods and approaches to teaching. Open educational resources are generally published and distributed over the Internet under a copyright license that allows free and unrestricted access to reuse.

The study of foreign languages makes up a significant part of the educational program at our university. Teachers put a lot of effort into the variability and flexibility of the learning process so that students are able to accumulate the maximum of the information offered in a limited number of classroom hours. Often, teachers have insufficient information on finding and analyzing effective resources simply because access to them is not announced on a global scale.

www.goconqr.com

GoConqr is an online platform for creating and sharing content in a variety of formats so that students can pursue their learning activities. The use of GoConqr tools within the classroom is aimed at collaborative work both in a group under the guidance of a teacher and independently from a home computer. This resource is suitable for conducting online discussions and testing knowledge in general. Students can brainstorm and practice vocabulary knowledge by creating Flashcards or Mind-maps, quiz tests in various variations, then share them through the "share" click. As for the instructors, they are in the role of the admin of the group, creating the relevant content of the tasks, which can be published or distributed to other users of the website who have similar directions of thematic tasks. For example, an administrator can create several groups for students of various specialties and levels of foreign language proficiency, and students, in this case, work only within the framework of the created content. The registration process is very simple and is carried out using Google or Facebook accounts, also by email.

www.thinglink.com

ThingLink is an interactive media platform that enables educators to create engaging content by adding multimedia links to selected elements of photos and videos. For example, a picture or video on a given topic is selected, a label is placed on individual objects, which in a special window of the site can be designated either simply by the definition of this object, or supplemented with a link to more detailed information on the Internet. Also, it is possible to track the interaction of other users with



your content, view the ways of distributing the created interactive illustrations over the Internet. From experience, we can say that students with great pleasure use this resource for academic purposes in a foreign language, as well as share the created interactive photos within the framework of other disciplines of their specialization. Registration on the site takes place using a Google account or self-registration using a username and password.

<http://presentme-edu.com>

Present.me is an interactive resource with which you can create, add and upload your own video and audio files. All the necessary content for quickly creating a video is freely available on this site. This application is distinguished by its simplicity and versatility. In addition, there is no need for specialized knowledge and skills in the technical field to use the offered online tools. As an educational platform, Present.me provides the opportunity to record a whole lesson or a separate topic so that students can watch it at any time convenient for them. The product created on the basis of this site is easy to share: you need to click "publish", then "share", after that you will be prompted to send your video by e-mail, via well-known social networks, or post it within your own blog.

All of the above Internet platforms and resources are designed to ensure effective interaction between teachers and students in a dynamically developing environment of blended learning.

CONCLUSION

In conclusion, we can say that the implementation of open educational resources, from our point of view, is a scientific novelty. The trend towards finding and analyzing new repositories designed to carry out the pedagogical activities of foreign language teachers to create a productive blended learning environment will continue. It was also determined that the information support of teachers is a significant part in the search for content, which makes it possible to integrate the innovative and technological achievements of various educational Internet resources. Further research into practical blended learning solutions is a promising avenue that complements the best innovative theoretical foundations and practical resources.

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