

# Students' English Language Under Blended Learning Customizations

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**Keywords:** Continuous Education, Distance Education, Intensive Work, Individualised Approach, Comprehensive, Authentic.

**Abstract:** This article explores the concept of independent student learning within non-philological education, focusing on improving educational efficiency and English proficiency. It discusses pedagogical conditions conducive to creating an environment that fosters active language learning. The text investigates the potential of mixed educational settings to support independent learning activities, categorising these activities into various cognitive domains. It advocates for aligning these activities with the curriculum to develop students' professional competence and language skills autonomously. Suggestions for enhancing educational services, particularly in distance learning and blended education, are provided. The article emphasises adapting education to contemporary market demands, including standardising higher education, recognising international qualifications, and promoting student and faculty mobility. Overall, it underscores the importance of continual advancement in education and science to meet evolving societal needs.

## 1 INTRODUCTION

Today, the development and advancement of socio-economic and international relations in developing countries rely heavily on the competence and skills of their workforce. Graduates from non-philological fields can contribute as specialists if they possess adequate knowledge and skills in their respective domains. However, the lack of proficiency in foreign languages poses a significant hindrance to infrastructure development, especially in a global job market that increasingly demands multilingual proficiency.

The surge in information and communication technologies has revolutionised educational practices, facilitating greater independence in learning. As students engage in more self-directed learning, there's a growing recognition of the need to adapt educational processes away from a reliance solely on teacher-led instruction. Research emphasises the importance of incorporating educational technologies and student-centred learning methods, leading to the emergence of online and blended learning models. These models integrate traditional face-to-face instruction with electronic platforms, offering dynamic and interactive educational experiences that cater to diverse learning styles and preferences.

Moreover, the advent of e-learning has transformed higher education, making it more accessible, innovative, and responsive to the needs of modern learners, particularly in the context of the COVID-19 pandemic.

## 2 METHODOLOGY

The study centres on foreign students enrolled in the initial stage of non-philological educational institutions. Evaluation of language proficiency, particularly in oral communication, typically places individuals within the A1 to A2 proficiency range.

A key challenge arises from the lack of a unified national programme tailored to students with differing English proficiency levels in non-philological educational settings.

This diversity spans various professional domains, complicating teaching strategies and the creation of suitable textbooks and instructional materials.

## 3 RESULTS & DISCUSSION

The effectiveness of distance education via the internet heavily relies on the quality of network

infrastructure. Slow network performance poses a significant obstacle to fully utilizing its capabilities, often leading teachers to limit distance learning activities to lectures or simple test uploads. This transition to online education has, to some extent, compromised the quality of education and personnel training. Recognizing the inadequacy of independent student work outside the classroom in traditional education, institutions in advanced countries have adopted Hybrid Education models. In our country, correspondence departments and higher education institution staff have embraced online advanced training courses and externships, while full-time education prioritizes independent distance learning. This shift has necessitated a radical change in both teacher and student attitudes towards the educational process, focusing on a principle where education becomes paramount, with a creative approach to knowledge acquisition and individual student work.

As traditional education merges with online education, students are increasingly engaging in online courses as part of student communities aimed at collaborative learning and project work. Through tasks such as problem situations, reports, and discussions, collective assessment is incorporated, promoting collaborative learning. However, some challenges persist, particularly in individualizing the learning process for students with varying levels of knowledge and language skills. Cem Balcikanli's research underscores the importance of independent work and its individualization, enhancing student motivation and fostering a desire to learn. One-on-one communication with teachers can further enhance students' motivation, making them feel valued and boosting their confidence, particularly in language acquisition.

English language instruction in non-philological institutions emphasizes achieving specific field goals and sectoral concepts. Interdisciplinary approaches, such as integrating technology and social studies into language learning, can enhance student motivation, particularly evident during presentations and group work. Such collaborative activities not only foster cooperation and public speaking skills but also strengthen students' confidence in speaking English. However, integrating medical pharmacognosy, pharmaceutical chemistry, and drug technology with language learning may pose challenges for students with limited foreign language proficiency, underscoring the importance of clear, objective language and consistent grammatical structures.

The formation of independent activity in pharmacy students is crucial for developing their professional competence in English language.

Distance education systems offer wider opportunities for education, allowing learners to adapt to new environments, interact from a distance, and engage in independent learning. However, the organization of independent works, especially in medical studies, requires adaptation to modern demands. Despite the challenges, distance learning in English language education is increasingly popular among non-philological higher education students, enabling them to acquire language skills for personal and professional growth. Through field-specific terminology learning and collaborative activities, students can enhance their language proficiency and vocabulary, preparing them for future professional endeavours.

## 4 CONCLUSION

In conclusion, enhancing the effectiveness of independent education necessitates a multifaceted approach, focusing on the integration of information technology, didactic design, and methodological support. The acquisition of knowledge during project preparation, adherence to didactic principles, and incorporation of various teaching methods and technologies play pivotal roles in this process. It is imperative to recognize that the primary objective of independent education is not merely knowledge acquisition but the creation of pedagogical conditions conducive to successful learning and enrichment.

The effective integration of applied, educational, scientific, and industrial information technologies is paramount for realizing the desired outcomes of well-designed didactic conditions. By embracing these principles and fostering an environment conducive to independent learning, educational institutions can empower students to not only acquire knowledge but also develop critical thinking skills and adaptability, preparing them for the challenges of the modern world. Thus, a comprehensive approach to independent education, encompassing both technological innovation and pedagogical excellence, is essential for nurturing the next generation of lifelong learners and innovators.

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