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“MIXED EDUCATION” FORMATION OF AN INTEGRATED TEACHING STYLE.

Abstract: this article reflects on the methods of using innovative educational technologies in the educational process and the formation of an “integrated teaching style of mixed education.

Keywords: Blended learning, face-to-face, distance learning, Podcasting, *individualize.*

Blended learning combines face-to-face styles" with computer-mediated actions to form an integrated teaching style " (Pennsylvania State University, 2009). Mixed/hybrid courses that make each course unique can have different characteristics. For example, the course may include online discussions, tutorials, and research work, and student responses to a podcast or video..

Podcasting-podcasting (from English podcasting, iPod and English broadcasts - ubiquitous broadcasting, broadcasting) is the process of creating and distributing voice or video files (podcasts) in the manner of radio and television broadcasts on the internet (internet distribution). Typically, podcasts have a specific topic and frequency of publication.

A podcast is a regularly updated series of such files published in a separate audiophile (usually MP3, AAC, Ogg / Vorbis (for audio); Flash Video and AVI (for video podcasts) format, or on a single Internet resource with the option to subscribe.

According to Smith and Braim, what distinguishes a distance or online course from a mixed course is the classes that online courses do with respect to a face-to - face

meeting: online courses-at least 80% of the course content is delivered online mixed learning 30-80% of the course that is conducted online through face-to-face interaction. "The state and structure of the reading environment is mixed and distance learning is not the only thing that is different from the traditional face-to-face mode; these teaching methods determine the role of traditional education and provide a variety of opportunities for learning" (Smith & Brame).

Designing a mixed education course:

1. Reconfiguring a traditional course for mixed or distance learning based on blended learning technology takes more time and effort, the in-house technologies of the required mixed learning used for the online portion of the classroom. An effective review of course design should include multimodal learning strategies and matching course goals and objectives with both online activities. To develop ideas for conducting face-to-face courses for effective online education at each faculty, it is possible to create lesson processes rich in graphics, using the graphic (design) services of the necessary programs.

2. Tools used in a mixed and distance learning environment are not limited to the internet and the set of computers. In the course of the lesson, students use mobile technologies-for example, smartphones, laptops and tablets. All this includes our mobile communication culture (Milne, 2006). Mobile teaching (mLearning) is another way for teachers to better explain their guidance to students. One way to shape mobile learning in course design is to design online learning materials that can be obtained through the smartphone application of the learning process management system (e.g. Blackboard) and virtual learning activities that can be accessed and completed on mobile devices. Mobile learning (mLearning) is another way in which teachers use the "blended learning" technology of lesson content and meet the students ' demands for the lesson.

3. For study, the physical and virtual classroom space is combined. For example, a mixed learning environment does not occur between a traditional classroom and an office in someone's home. If a teamwork lesson is expected, by designing activities that can be done remotely, to provide opportunities to work as

a team both in and out of the classroom, such as chat-using groups and discussion forums, social media to support online learning communities, course-related websites, and peer-to-peer electronic assessment.

If working in a team increases the effectiveness of the lesson, it is necessary to give the opportunity to work in a team both in the audience and outside it.

Benefits of mixed and distance learning:

Flexibility. The mixed learning learning environment allows students to access a variety of media for multimodal learning - hands-on learning files in video, audio, and videoformat for visual learning. Multimodal learning involves students studying in several ways to strengthen concepts and help students learn faster and deeper than information is presented in a single mode.

Social environment. Online teaching components such as synchronous conversations, Q & A sessions, and asynchronous hands-on activities and group work give all students, especially those who tend to be silent in face-to-face classes, the opportunity to talk in a safe and open lesson about changing environment, individual engagement, being one-of-a-kind in the room, decreased arousal. In addition, the interaction of groups is facilitated by students sharing files, creating discussion topics and participating in a virtual conversation. At the same time, the social environment of the online learning environment must be carefully developed by the teacher through the possibilities of effective and mutual cooperation online.

Reusable educational facilities. Materials such as tutorials, simulations, practical work and assessment can be used for use in other learning environments with the aim of saving design and development time. After the initial effort and time spent developing these materials, the course will be prepared for a mixed education course that will update course materials and use blended learning technologies as needed.

Mixed and distance learning problems. There may be some difficulties in creating the course design. For example, an existing course that students cannot master can be made online so that it is convenient. Initially, it is up to the teacher to determine

which content is presented face-to-face in traditional education and which content is provided for the course mixed online/offline.

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