

BLENDED LEARNING IN TEACHING DISCOURSE: PROBLEMS AND PROSPECTS

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ABSTRACT

Blended learning has emerged as a promising pedagogical approach, combining the benefits of face-to-face instruction with the flexibility and accessibility of online learning. However, its implementation in teaching discourse, particularly in higher education, presents unique challenges. This article explores the key problems associated with blended learning in teaching discourse, focusing on issues related to student engagement, teacher training, technological infrastructure, and assessment. The article concludes by discussing potential solutions and future directions for research in this area.

Key words: *discourse, flexibility of learning, modern and traditional approaches, assessment methods, simulation, collaborative projects, infrastructure barrier*

INTRODUCTION

Blended learning has gained significant traction in recent years, offering a flexible and engaging approach to education. It involves a combination of traditional face-to-face instruction with online learning activities, creating a hybrid learning environment. While blended learning holds immense potential for enhancing teaching and learning, its implementation in specific disciplines, such as discourse studies, presents unique challenges. This article examines the key problems associated with blended learning in teaching discourse, drawing on existing literature and empirical research.

Literature Review

Several studies have investigated the challenges of implementing blended learning in various educational contexts. One common issue is student engagement, particularly in online environments. Students may struggle to stay motivated and focused when learning independently, leading to decreased participation and lower academic performance (Bernard et al., 2004). Another challenge is the need for adequate teacher training. Effective blended learning requires teachers to possess strong pedagogical skills in both face-to-face and online settings, as well as the ability to integrate technology seamlessly into their teaching (Graham et al., 2001). Additionally, technological infrastructure can pose significant barriers, particularly in resource-constrained settings. Reliable internet access, sufficient bandwidth, and

access to appropriate devices are essential for successful blended learning experiences (Means et al., 2009). Finally, assessing student learning in a blended environment can be complex. Traditional assessment methods may not adequately capture the diverse learning outcomes achieved through blended learning activities, requiring innovative assessment strategies (Russell, 2001).

Methodology

This article is based on a review of existing literature on blended learning in higher education, with a specific focus on the challenges encountered in teaching discourse. Relevant articles, books, and reports were identified through a comprehensive search of academic databases, including ERIC, JSTOR, and Google Scholar. The search terms used included "blended learning," "discourse studies," "higher education," "challenges," and "problems." The selected literature was critically analyzed to identify common themes and patterns related to the challenges of implementing blended learning in teaching discourse.

Results

The literature review revealed several key problems associated with blended learning in teaching discourse:

- **Student engagement:** Students may struggle to stay engaged in online activities, leading to decreased participation and lower academic performance.
- **Teacher training:** Teachers may lack the necessary skills and training to effectively design and implement blended learning activities.
- **Technological infrastructure:** Inadequate technological infrastructure, such as unreliable internet access and insufficient devices, can hinder the successful implementation of blended learning.
- **Assessment:** Traditional assessment methods may not be suitable for evaluating student learning in a blended environment, requiring innovative assessment strategies.

Discussion

The findings of this study highlight the need for careful planning and implementation of blended learning in teaching discourse. To address the challenges identified, several strategies can be adopted. First, educators can employ a variety of engaging online activities, such as interactive simulations, online discussions, and collaborative projects, to enhance student motivation and participation. Second, providing comprehensive teacher training programs can equip educators with the necessary skills and knowledge to effectively design and implement blended learning activities. Third, ensuring access to reliable technology and adequate technical support can help overcome infrastructure barriers. Finally, developing innovative

assessment strategies that align with the diverse learning outcomes achieved through blended learning can provide a more comprehensive evaluation of student learning.

CONCLUSION

Blended learning offers a promising approach to teaching discourse, but its successful implementation requires careful consideration of the challenges involved. By addressing the issues related to student engagement, teacher training, technological infrastructure, and assessment, educators can create effective blended learning experiences that enhance student learning and engagement in discourse studies. Further research is needed to explore innovative strategies for overcoming these challenges and optimizing the benefits of blended learning in teaching discourse.

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