The OSCAR PUBLISHING Services
International Journal of Pedagogics

VOLUME Vol.05 Issue12 2025
PAGE NO. 1-3
DOI 10.37547/ijp/Volume05Issue12-01

Use Of Blended Educational Technology In Delivering Vocational Subjects Presentation Lessons In The Training Of Future Primary Teachers

Saidova Nilufar Rozimurotovna
Associate Professor, Navoi Innovation University, Uzbekistan

Received: 12 October 2025; **Accepted:** 04 November 2025; **Published:** 08 December 2025

Abstract: This article analyzes the research of scientists on the organization of lectures in higher education institutions. It also provides suggestions and recommendations on the use of blended learning technologies in organizing lectures in vocational subjects in the training of future primary school teachers.

Keywords: Blended learning, e-learning, digital learning, interactive, model, virtual learning, online.

Introduction: In the training of future primary school teachers in higher education institutions, lecture classes play an important role in effectively organizing practical and seminar classes in professional subjects and in forming the worldview of future primary school teachers, acquiring theoretical knowledge, and mastering the topics that they should master in their independent educational activities.

Therefore, the use of modern educational technologies, including blended learning technology, in organizing lectures in vocational subjects in the training of future primary school teachers is one of the important issues. This, in turn, requires improving the theoretical and didactic aspects of lectures, further increasing their importance in the educational process. In this regard, according to the opinions of M.H. Lutfillayev [1], H.B. Nikadambayeva [2], U.B. Bakhodirova [3], they expressed the opinion that lectures in higher educational institutions are important for students' acquisition of theoretical knowledge, formation of their imagination, and organization of practical and laboratory exercises. In their opinion, today, due to the adoption of resolutions and decrees of our country aimed at improving the educational process in higher educational institutions and the improvement of teaching aids, it is necessary to introduce new approaches to organizing lectures into the educational process on an experimental basis.

A lecture is the most effective form of communication with the inner world of students through all the wealth of the professor-teacher's personality: knowledge, consciousness, emotions, will, feelings, beliefs. In this case, the didactic goals envisaged in the educational process help to realize the functions of teaching, which are orienting the student's personality, providing information, developing a scientific worldview, methodological and educational [2].

One of the main tasks of a professor-teacher conducting lectures is to effectively convey the planned educational information to each student, to develop their knowledge, skills, qualifications and competencies [3]. Therefore, in lecture classes, it is necessary to pay attention to the simplicity of explaining the topic and its simplicity of perception, as well as the coherence, continuity of the educational materials on the topics, the inclusion of relevant questions and their careful selection [1].

Any high-level lecture, even if it is rich in facts, if it lasts for a long time, the students' listening skills weaken and become tired. Therefore, lectures organized using interactive methods are effective [4].

Therefore, lectures organized using interactive methods are effective [4].

Previous research has also addressed this issue, which involves the use of blended learning technologies in organizing lectures on vocational subjects in the training of future primary school teachers.

Blended learning technology has been defined in various ways by researchers and scholars.

In particular, according to I.A. Nagayeva, blended learning technology is a technology designed for teaching in a partially electronic and online format. In this case, students have the opportunity to partially learn independently [5].

According to Richard Griff [6], blended learning is an innovative pedagogical technology aimed at organizing training and independent learning of students based on the integration of electronic and traditional learning.

According to B. Means, Y. Toyama, R. Murphy, M. Bakia, K. Jones, blended learning is a learning method based on the integration of various resources, in particular, face-to-face training and electronic learning elements [7].

T.I. Krasnova emphasizes that the main task of blended learning technology is to provide wide opportunities for distance learning, taking into account teaching using various information and educational environments, educational platforms, and educational websites located at the addresses of the global network [8]. In addition, it combines classroom teaching and learning in an electronic environment and allows students to independently test their knowledge of the subject [9].

The main features of blended learning technology include the use of new communication tools, time saving, and innovative diagnostic and monitoring programs. There are the following models for using blended learning technologies [10, 11]:

1. Face-to-Face Driver model:

- in the training of future primary school teachers, a significant part of the curriculum of professional subjects is taught in higher education institutions in direct collaboration with professors and students;

- e-learning is used as an addition to the main curriculum;

2.1. Classroom exchange: according to a set schedule or at the request of the professor-educator, exchange of lecture material, methods of studying, use of digital learning, participation of students in groups or individually;

2.2. Feedback sessions (Flipped Classroom):

- the presence of a confirmed schedule of full-time educational activities, including work on projects;

- effective use of digital learning with a certain level of control over learning;

- ability to choose a place for digital learning, use it in organizing independent learning activities;

2.3. Individual: the presence of an individual schedule for studying the subject, mandatory online learning.

3. Flex model (Flexible model):

- Effective use of e-learning;

- Online, offline and face-to-face support for students;

- Availability of an individual schedule;

- Work in small groups;

- Organization of group projects;

- Individual training;

4. Self-paced blended model:

- Studying one or several digital courses completely online;

- teaching at different educational institutions at the same time;

5. Enriched virtual learning model:

- model of the entire educational institution;

- voluntary daily attendance at the educational institution;

- a combination of face-to-face and distance learning.

Each model is characterized by the predominance of one of the following components of blended learning technology:

1. The process of direct personal interaction of learning participants;

2. Interactive interaction based on computer technologies and digital educational tools, including educational environments located at the addresses of the global network;

3. Self-education.

The results of our research show that the application of vocational subjects to training in the training of future primary school teachers using the presented models of blended learning technology allows for the acquisition of knowledge from vocational subjects and its subsequent use outside the educational institution in professional activities.

Blended learning technology helps students master the skills of skillfully planning their activities, supports the automation of learning, and ensures the use of authentic learning materials.

In the preparation of future primary school teachers, blended learning technologies should be applied in conducting lectures in vocational subjects to automate learning, increase independence, personal responsibility for the results of their work, and develop the ability to organize the educational process. Therefore, blended learning technologies are of great importance in accelerating the process of transferring knowledge from the professor-teacher to the student. Its use in the training of future primary school teachers indicates the need to improve the organization of the

education system, to improve the effectiveness of lectures in vocational subjects and to develop the professional competence of future primary school teachers, and to comply with new educational standards. Blended learning technology provides broad opportunities for learning by combining traditional presentation and information with online lectures and forum meetings [9].

Theoretical analysis shows that the main task of blended learning technology is to implement effective combinations of different modes of work. Our research has shown that in order to fully exploit the potential of blended learning technology, its components must complement each other. In this regard, a wide range of educational materials should take into account interactivity.

Thus, it is considered appropriate to use the Face-to-Face Driver and Rotation models of blended learning technology when conducting lectures in vocational subjects in the training of future primary school teachers.

REFERENCES

1. Lutfillaev M.H. Theory and practice of integrating information technologies in improving the educational process in higher education (on the example of computer science and natural sciences) // Dissertation for the degree of Doctor of Pedagogical Sciences. – Tashkent, 2007. – 246 p.
2. Nikadambaeva H.B. Methodology of using computer technologies in teaching the subject “Natural Geography of Uzbekistan” (on the example of higher education) // Dissertation written for the degree of Candidate of Pedagogical Sciences. – Tashkent, 2012. – 223 p.
3. Bakhodirova U.B. Improving the methodology of using virtual educational technologies in teaching microbiology (on the example of higher educational institutions of pedagogy) // Dissertation prepared for the degree of Doctor of Philosophy (PhD) in Pedagogical Sciences. – Karshi, 2020. – 156 p.
4. Davronov P.Z. New pedagogical technologies // Methodological guide. - Samarkand, 2008. - 89 p.
5. Нагаева, И.А. Смешанное обучение в современном образовательном процессе: необходимость и возможности / И.А. Нагаева // Отечественная и зарубежная педагогика. – 2016. – № 6. – С. 56-67.
6. Richards Griff. Athabasca University. Learning Analitics: On the Way to Smart Education [Электронный ресурс]. URL: http://distant.ioso.ru/seminar_2012/conf.htm (дата обращения: 03.08.2014)
7. Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2010, September). Evaluation of EvidenceBased Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies.
8. Краснова Т. И. Смешанное обучение как новая форма организации языкового образования в неязыковом вузе / Т. И. Краснова, Т. В. Сидоренко // Образовательные технологии и общество. – 2014. – Т.17. – № 2. – С. 403-413.
9. Никитина М. С. Преподаватель как субъект образовательного процесса в системе смешанного обучения / М. С. Никитина // Политематический сетевой электрон. науч. журн. Кубанского гос. аграрного ун-та. – 2013. – № 86. – С. 1-10.
10. Блинов В.И. Модели смешанного обучения: организационно-дидактическая типология / В.И. Блинов, Е.Ю. Есенина, И.С. Сергеев // Высшее образование в России. 2021. – Т. 30. – № 5. – С. 44-64.
11. Краснова Т. И. Смешанное обучение как новая форма организации языкового образования в неязыковом вузе / Т. И. Краснова, Т. В. Сидоренко // Образовательные технологии и общество. – 2014. – Т.17. – № 2. – С. 403-413.