

## REQUIREMENTS AND NEEDS OF TEACHERS AND STUDENTS APPLIED IN MIXED EDUCATION

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### Abstract

Nowadays, Blended Learning is one of the most popular methods used in education. Also, Blended Learning is one of the forms that have been used in the education system for years, and different models are used according to the demands and needs of educators and learners, characteristics, and types of activities. In this review article, along with the analysis of the types of Blended Learning, the main aspects of the Station Rotation Model are revealed, and the methods of its purposeful application in pre-audience, in-audience, and post-audience are presented.

In the international concept of education adopted by UNESCO until 2030, it is recognized that "Education is the main driving force of development and an important activity leading to the goal of sustainable development [1]. Fully online and hybrid or blended courses that integrate the use of ICT and complement traditional classroom practice are on the rise nowadays in the field of language teaching, and may even coexist within one single educational institution. They aim to offer flexible learning formats for learners of all ages in the way of tailor-made instruction [2]. Overview, the introduction of advanced technologies into the digital society causes not only the educational environment, but also new approaches to the organization of the educational process. In this regard, the use of ICT tools in the educational process and the improvement of the teaching methodology based on it is one of the pressing problems of today. [3]. This article is partially aimed at solving these problems, and the authors are devoted to the pedagogical analysis of the development of professional competencies of teachers in training courses based on mixed education and its types and models.

The rapid development of information and communication technologies on the basis of mixed education encourages scientists and pedagogues to study more and more new possibilities of their effective use in the educational process. The use of blended learning in teacher training courses is increasing. The use of mixed education not only in the educational process of higher education institutions, but also in teacher training courses provides the following opportunities:

- Blended learning can offer teachers more flexibility, autonomy, and creativity in designing and delivering their courses. By using online platforms and tools, teachers can create engaging and personalized learning experiences for their students, as well as access a variety of resources and data to support their instruction.

Depending on the degree of application of e-learning in the blended learning environment of

the educational process, online education and blended education are distinguished. Online education (online education) is a method of organizing the process of independent learning of educational materials using an educational environment based on Internet technologies, while blended education is face-to-face online education. the integration of education is also the integration of traditional forms with electronic technologies [4].

Against the background of the situation in our country and the world, we can note that the advantages of introducing mixed education in modern times are much greater. The main ones are:

- expanding the educational opportunities of students through the availability and flexibility of education;
- to encourage the formation of an active position of the student;
- to change and update the teaching method;
- individualization and personalization of the educational process.

The main difficulties faced by teachers in the transition to mixed education can be conditionally divided into two groups:

- technical problems: lack of technical devices, difficulties in accessing the Internet;
- methodological problems: lack of practical experience, high labor costs in preparation, fear of using technical devices.

Based on blended learning models, blended learning also involves teachers being trained in an electronic, online format, while having some elements of control over the time, course, and pace of learning. A variety of methods are used to provide an integrated learning experience as a result of such learning.

According to some researchers, there are two reasons why the term “blended learning” began to be widely used in the academic community:

- the first reason is to revise the traditional model of education in terms of quality to allow exit;
- the second reason is the expansion of the field of education due to the possibility of overcoming "obstacles" that correct the educational process in a certain place and time [5].

C.A. Twigg identified the following five models of blended learning:

- The Replacement Model
- The Supplemental Model
- The Emporium Model
- The Fully Online Model
- The Buffet Model [6]

A number of definitions of blended learning have been proposed in the literature. The Sloan Consortium defines blended learning as a course that combines in-person and online delivery, where 30-79% of the content is delivered online. Blended learning is defined as "a combination of tools and devices used in an e-learning environment" or "a mixture of different didactic systems."

Cleveland and et al. The Guide to Blended Learning explains that blended learning is a term used to describe teaching and learning through a combination of face-to-face and technology-mediated learning. During this form of education, students do not need to be physically together in one place. For example, one blended learning course might involve students attending an instructor-led learning session in a traditional classroom setting and completing the online components of the course independently on an online learning platform outside of the classroom [7].

Flex model allows teachers in training courses to work at their own pace and level with more flexibility and autonomy in the learning process. However, this model also has some limitations that we have to consider. One of the limitations of the flex learning model is that it may require more self-regulation and motivation from the teachers, as they have to manage their own learning and progress. They have to stay focused and disciplined, and avoid distractions. These skills are not easy to develop and maintain, and some teachers may struggle with them. They may need more guidance and support from the tutor or colleagues [8].

Supplemental and Online-Practicing Model is more applicable for online courses to help enrich the face-to-face classroom. In the supplemental model, there is typically no real reduction in classroom meeting time. However, the online course components are thoughtfully planned to compliment classroom activities and extend learning beyond the classroom [9].

Self-Blended Model directed to both online and offline course. Aim of this model is to give the freedom to supplement what teachers have learned and what they have been taught in class. Analyzing following types of Blended Models in practice we used Station Rotation Model for enhancing teacher's professional skills. Next paragraph about how to use this type of Model. We implemented the "Flipped classroom" and "Station rotation" models of Blended Learning technology by coordinating the mutual transformation of the "Development of professional professionalism of the teacher" module in the training courses.

Researcher Zh.A. Abalyan stated that the "Station rotation" model of mixed education is increasingly becoming a part of pedagogical practice, this model is fundamentally new in terms of changing the place of subjects of the educational process and the role of information and communication technologies in it. emphasizes that the approach is that students become active participants in the educational process.

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