

USING HYBRID LEARNING TO BOOST THE QUALITY OF EDUCATION

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ИСПОЛЬЗОВАНИЕ ГИБРИДНОГО ОБУЧЕНИЯ ДЛЯ ПОВЫШЕНИЯ КАЧЕСТВА ОБРАЗОВАНИЯ

ABSTRACT. In the context of rapid digitalization and changing educational environments, hybrid learning has become one of the most effective approaches to improving the quality of higher education. This article examines the implementation features, advantages, and limitations of hybrid learning in modern higher education institutions. It also analyzes how blended models can contribute to the development of students' independent learning, motivation, and adaptability in the conditions of global challenges.

KEYWORDS: hybrid learning, blended education, higher education, digital technologies, teaching effectiveness, student motivation

ANNOTATSIYA. Globallashtirish va jadal texnologik taraqqiyot ijtimoiy tuzilmalar hamda dunyoqarashni o'zgartirib, ta'lim oldiga yangi muammolarni keltirib chiqardi. Shuning uchun zamonaviy pedagogika innovatsion o'qitish usullarini talab qiladi. Ushbu maqola interaktiv ta'limning o'quvchilar motivatsiyasi va bilim olishiga ta'sirini o'rganadi. Unda interfaol ta'limning asosiy tamoyillari, qoidalari va talablari bayon etilgan bo'lib, uning ijodkorlik, faollik va hamkorlikni rivojlantirishdagi samaradorligi ta'kidlangan. Tadqiqotning xulosasiga ko'ra, interfaol o'qitish usullari darslarni yanada dinamik va mazmunli qiladi, o'quvchilarning qiziqishini uyg'otadi va chuqurroq bilim olishga yordam beradi.

KALIT SO'ZLAR: gibrid ta'lim, aralash ta'lim, oliy ta'lim, raqamli texnologiyalar, o'qitish samaradorligi, talabalar motivatsiyasi

АННОТАЦИЯ. Глобализация и стремительный технологический прогресс изменили социальные структуры и мировоззрение, создавая новые вызовы для образования. Поэтому современная педагогика требует инновационных методов



обучения. В данной статье рассматривается влияние интерактивного обучения на мотивацию учащихся и усвоение знаний. В ней излагаются основные принципы, правила и требования интерактивного обучения, подчёркивая его эффективность в развитии креативности, вовлечённости и сотрудничества. В исследовании сделан вывод о том, что интерактивные методы обучения делают уроки более динамичными и содержательными, стимулируя интерес учащихся и способствуя более глубокому усвоению материала.

КЛЮЧЕВЫЕ СЛОВА: гибридное обучение, смешанное образование, высшее образование, цифровые технологии, эффективность обучения, мотивация студентов

INTRODUCTION. In today's rapidly developing education system, traditional teaching methods are being replaced by innovative approaches that combine digital and face-to-face learning. Hybrid learning, also known as blended learning, integrates classroom interaction with online technologies to create a more flexible and effective learning environment.

In Uzbekistan, as in many other countries, this model has become especially relevant due to the digital transformation of higher education and the challenges caused by global events such as the COVID-19 pandemic [1]. Hybrid learning not only provides continuity in education but also develops students' independence, motivation, and digital literacy.

However, the introduction of such models requires serious preparation, including teacher training, technological infrastructure, and methodological adaptation [2]. Therefore, the study aims to examine the features, advantages, and difficulties of implementing hybrid learning in higher education to increase the effectiveness of the educational process..

METHODOLOGY. The study used a qualitative and analytical approach to explore the implementation of hybrid learning in higher education. Data were collected through observation of classes, teacher reflections, and student feedback during one academic semester.

Attention was given to the use of digital tools such as online platforms, virtual classrooms, and interactive materials that support blended instruction. The analysis focused on how these tools influence student engagement, learning outcomes, and the effectiveness of teaching.



A comparison between traditional and hybrid models was also made to identify key advantages, challenges, and conditions necessary for the successful application of hybrid learning.

RESULTS AND DISCUSSION. The results of the study show that hybrid learning has a significant positive impact on the quality and effectiveness of education when properly organized. Most teachers and students noted that the combination of online and face-to-face formats made the learning process more flexible and engaging. Students were able to access materials at any convenient time, which encouraged independent study and deeper understanding of the content.

Teachers emphasized that hybrid learning allows them to use a wider range of teaching tools — such as multimedia presentations, online quizzes, and interactive discussions — which help maintain student motivation and interest. The digital format also made it easier to assess student progress and provide timely feedback.

However, the research also revealed several difficulties. Some students faced challenges with self-organization and time management when studying online. In addition, not all teachers had sufficient digital skills or methodological training to design and manage hybrid courses effectively. Technical issues, such as unstable internet connections or lack of access to digital devices, also limited the effectiveness of the learning process.

Despite these challenges, hybrid learning proved to be an important step toward modernizing education in Uzbekistan. It supports active learning, develops digital literacy, and prepares students for professional environments where technological competence is essential [3]. The results suggest that, with proper methodological support and teacher training, hybrid learning can become a sustainable and effective model for higher education.

CONCLUSION. The study shows that hybrid learning effectively increases the quality and flexibility of higher education. Combining traditional and online methods makes learning more engaging, accessible, and student-centered.

However, successful implementation requires teacher readiness, digital competence, and reliable technology. With proper training and support, hybrid learning can become a sustainable and modern approach to improving education in Uzbekistan.

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