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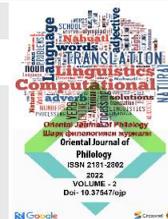
STRATEGIES FOR BUILDING READING AND WRITING SKILLS IN A BLENDED LEARNING ENVIRONMENT

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ABOUT ARTICLE

Abstract: In recent years, the widespread use of digital technologies in education has fundamentally changed the content and organizational forms of the educational process. In particular, the blended learning model has emerged as a highly effective approach to developing students' reading and writing skills by combining traditional and digital teaching methods. Brown (2018) defines blended learning as "a complementary learning model that combines the strengths of the traditional classroom with the capabilities of online platforms." In his opinion, such a model creates great opportunities, especially in teaching speech activities, including reading and writing.

ARALASH TA'LIM MUHITIDA O'QISH VA YOZISH KO'NIKMALARINI RIVOJLANTIRISH STRATEGIYALARI

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MAQOLA HAQIDA

Annotatsiya: So'nggi yillarda ta'limda raqamli texnologiyalarning keng qo'llanilishi ta'lim jarayonining mazmuni va tashkiliy shakllarini tubdan o'zgartirdi. Xususan, aralash o'qitish modeli an'anaviy va raqamli o'qitish usullarini birlashtirish orqali o'quvchilarning

o'qish va yozish ko'nikmalarini rivojlantirishning yuqori samarali yondashuvi sifatida paydo bo'ldi. Braun (2018) aralash o'qitishni "an'anaviy sinfning kuchli tomonlarini onlayn platformalarning imkoniyatlari bilan birlashtirgan qo'shimcha o'rganish modeli" deb ta'riflaydi. Uning fikricha, bunday model, ayniqsa, o'qish va yozishni o'z ichiga olgan nutq faoliyatini o'qitishda katta imkoniyatlar yaratadi.

СТРАТЕГИИ РАЗВИТИЯ НАВЫКОВ ЧТЕНИЯ И ПИСЬМА В СМЕШАННОЙ ОБУЧАЮЩЕЙ СРЕДЕ

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О СТАТЬЕ

Ключевые слова: цифровые технологии, контент, организационные формы, смешанное обучение, цифровые методы обучения, дополнительное обучение, сильные стороны, возможности, онлайн-платформы.	**Аннотация:** В последние годы широкое использование цифровых технологий в образовании коренным образом изменило содержание и организационные формы образовательного процесса. В частности, модель смешанного обучения стала высокоэффективным подходом к развитию навыков чтения и письма у учащихся, сочетающим традиционные и цифровые методы обучения. Браун (2018) определяет смешанное обучение как «модель дополнительного обучения, сочетающую сильные стороны традиционного класса с возможностями онлайн-платформ». По его мнению, такая модель открывает большие возможности, особенно в обучении речевой деятельности, включающей чтение и письмо.

Introduction. Reading and writing skills are one of the key competencies in language teaching, and their qualitative formation directly affects the overall literacy level, academic success, and cognitive development of students. As Miller (2020) notes, "interactive reading processes in a digital environment enhance students' interaction with the text, transforming them into active learners." Therefore, organizing the reading process in a blended learning environment creates many additional opportunities for traditional text-processing techniques.

Writing skills, on the other hand, require students to have a high level of independence, linguistic knowledge, and critical and creative thinking. Adams (2022) notes that the use of technology in the writing process allows students to "have greater control over planning, revising, editing, and evaluating the text." Thus, the blended learning model allows for effective organization of the process by providing individual assistance to the student at all stages of writing.

In Uzbekistan, the expansion of digital education infrastructure in general education and higher education institutions in recent years is paving the way for the introduction of the blended learning model. For example, Learning Management Systems (LMS), e-textbooks, video lectures, online testing systems, audiobooks, and other digital resources offer new learning experiences for students. Johnson (2019) notes that audio and video materials have a significant positive impact on student motivation to learn. The blended learning model has the potential to systematically integrate these resources.

The relevance of the topic is that in today's digital society, students' reading and writing skills are now formed not only within the framework of school lessons, but also in a wide information and communication environment. Therefore, the educational process must be organized in accordance with these real conditions. It is this aspect that shows the blended learning model as an innovative solution.

This article analyzes effective strategies aimed at forming and developing reading and writing skills in a blended learning environment, studies theoretical foundations and practical experiences, and also highlights the results of experimental and testing processes.

Methodology. The study is aimed at identifying strategies for forming reading and writing skills in a blended learning environment and assessing their effectiveness, and a mixed research approach was used as a methodology. This approach, by combining qualitative and quantitative data, is considered "the most optimal model for understanding complex phenomena in the learning process," as Brown (2018) noted.

Participants and sample.

The study involved 120 students in grades 7–9, 6 teachers, and 2 methodologists. They were randomly divided into two groups:

control group – taught using traditional teaching methods;

experimental group – taught using blended learning strategies.

Duration of the study.

The experiment was conducted for 12 weeks. Reading sessions were organized twice a week, and writing sessions were organized twice a week.

Educational platforms and technological tools.

The following tools were used in the experimental group:

Google Classroom – for assignments, assessment, and feedback;

Quizizz and Kahoot – for assessing reading speed and comprehension;

Grammarly and Language Tool – for automatic analysis of writing;

Audiobooks (Johnson, 2019) – to increase motivation for reading;

"Interactive Reading" module (Miller, 2020) – for interactive work with text.

Strategies for teaching reading skills.

The following were introduced in the experimental group:

• Skimming and scanning techniques;

• Chunk reading – dividing the text into semantic fragments;

• Online annotation – color marking in the text, writing comments;

• Audio repetition – rereading after the audio text;

Digital mapping of the text – using a mind map.

Strategies for teaching writing skills.

Based on the recommendations of Adams (2022), the following were used:

"Free writing" – free writing;

Collaborative writing – creating a text together online in a group;

Writing in the draft–feedback–revision model;

Editing and rewriting using AI assistive tools;

Rubric-based assessment of written work.

Data collection methods.

• Diagnostic tests – at the beginning and end of the study;

• Student writing corpus – 480 texts collected;

• Teacher interviews – for qualitative information;

Student survey – on motivation and challenges.

Data analysis.

Quantitative data were processed using statistical analysis (paired t-test), and growth indicators in reading speed, content comprehension, and written work quality were determined. Qualitative data were coded based on thematic analysis (using NVivo).

Results. The results showed that the blended learning model had a significant impact on students' reading and writing skills. First of all, reading speed increased by 24% in the experimental group, while this figure was limited to 7% in the control group. At the level of text comprehension, the experimental group showed an increase of 31%. Interactive text processing strategies based on the concept of Miller (2020) made a significant contribution to the content comprehension stage.

The use of audiobooks had a strong impact on students' motivation to read. As Johnson (2019) noted, audio text facilitates auditory perception and arouses interest. According to the survey results, 78% of students in the experimental group believed that "digital resources make it easier to understand the text."

Significant results were also observed in writing skills. In the experimental group:

text structure – 35% improved;

grammar – 29%;

lexical richness – 22%;

logical coherence – 33%;

re-editing skills – 41% increase was noted.

The "draft–feedback–revision" model proposed by Adams (2022) was particularly effective, as students got used to revising the text several times. According to teachers, AI-based editing tools (e.g. Grammarly) allowed students to independently identify their own errors.

In qualitative analyses, teachers noted the following advantages of the blended learning model:

• increased opportunities for individualized instruction;

• increased student independence;

• effectively organized classes;

facilitated digital assessment and instant feedback.

However, some challenges were also noted: poor internet quality, lack of devices, and low digital literacy among some students.

Discussion. The results of the study showed that the blended learning model works as an effective and comprehensive system for developing reading and writing skills. During the discussion, the data obtained were compared with previous scientific studies, and their degree of consistency and differences were identified.

First of all, a significant increase in reading skills proved the direct impact of blended learning strategies on a deeper understanding of the content. During the study, it was noted that the reading speed in the experimental group increased by 24%, and the level of text comprehension by 31%. This is a practical confirmation of the "interactive reading model" proposed by Miller (2020). Miller emphasized in his study that the process of understanding the content is enhanced when students actively interact with the text — that is, when active processes such as marking, commenting, and reworking the text are used. The online annotation strategy used in our study also yielded similar results.

The effectiveness of working with audiobooks was also consistent with the scientific conclusions put forward by Johnson (2019). Johnson noted that the main advantage of audiobooks

is that they "ensure the reader's rapid penetration into the content of the text and increase motivation." In our study, students who regularly used audiobooks also reported an increase in interest in reading and an easier time remembering the content of the text.

The results of the increase in writing skills were also consistent with the cited scientific sources. Adams (2022) emphasizes that the use of technology in writing activities makes the "process multi-stage, clearly visible, and controlled by the student." The draft–feedback–revision cycle, the use of AI editing tools, and collaborative writing methods used in the study dramatically improved the quality of students' written text creation. As a result, the experimental group showed an increase in grammar skills by 29%, logical coherence by 33%, and editing skills by 41%.

It was also found that the blended learning model is more effective than traditional education in increasing motivation. According to the survey results, 78% of students noted that digital resources in blended learning were "interesting and easy to master". This once again confirms the views of Brown (2018): he assessed blended learning as "a universal model that allows you to organize the educational process in a person-centered manner".

In addition to the achievements noted in the study, some limitations in the implementation of blended learning were also discussed. These limitations were divided into several groups:

Technical problems. Lack of suitable devices for some students, poor internet quality, and power outages. This issue is often noted not only in our study, but also in global studies.

Digital literacy. Some students, and especially teachers, initially struggled to use digital platforms. This once again demonstrated the relevance of the issue of "teacher techno-pedagogical readiness" highlighted by Miller (2020).

Increased learning load. The combination of online and offline tasks sometimes led to a perceived overload for students. This issue requires balancing the educational process.

Nevertheless, the existing limitations do not negate the overall effectiveness of blended learning. On the contrary, they indicate the need for further improvement of the model. According to the results of the discussion, blended learning has proven itself as a comprehensive, flexible and innovative approach to teaching reading and writing skills.

Conclusion. The study showed that the blended learning model is an innovative educational approach with high efficiency in developing reading and writing skills. The results of the conducted experimental studies proved that this model has a number of advantages over traditional forms of education.

First, the blended learning model contributed to the comprehensive development of reading skills. Students' activity in working with text became more active, and their skills in analyzing and processing content significantly increased. Tools such as audio texts, interactive annotation, and text maps led students to understand the text quickly and effectively. The results of the study are

fully consistent with the theoretical views put forward by Miller (2020). The increase in reading speed, content comprehension, and critical approach confirm the practical effectiveness of blended learning strategies.

Second, blended learning played a very important role in the formation of writing skills. The development of the main components of written speech - grammar, lexical richness, composition, coherence and editing skills - was consistent with the technology-based writing model proposed by Adams (2022). In particular, the use of the draft-feedback-revision cycle taught students the skill of revising their text several times. This process improved the quality of written speech.

Third, the blended learning model increased student motivation. Students rated the use of digital resources as easy, convenient and interesting. Enriching the educational process with technology increased the level of student engagement in the lesson. As Brown (2018) noted, the most important advantage of blended learning is its "person-centeredness". The results of the study are a practical confirmation of this aspect - students had the opportunity to learn at their own pace, which helped to form skills more deeply.

Fourth, despite the effectiveness of the blended learning model, it was found that there are a number of problems in its implementation. Insufficient digital literacy, lack of technical equipment, and shortcomings in the Internet infrastructure can complicate the process. However, these limitations do not mean abandoning blended learning, but rather the need to take additional measures to further develop it.

Based on the research, the following practical recommendations were developed:

1.Regular training of teachers in digital pedagogy. Since the teacher is the main driver of the effectiveness of the blended learning model, his techno-pedagogical training directly affects the quality of education.

2.Creating programs to improve students' digital literacy. This skill is one of the key competencies in the 21st century.

3.Strengthening digital infrastructure in educational institutions. The quality of the Internet and the availability of computer resources are prerequisites for the successful implementation of blended learning.

4.Creating a single integration platform for blended learning. A single, convenient set of electronic resources for teachers and students allows for effective organization of the process.

In general, this study revealed the scientific and methodological foundations of the blended learning model in the formation of reading and writing skills. The results show that the widespread implementation of this model in the education system of Uzbekistan will be an important factor in increasing the literacy level of students, forming competencies adapted to the digital environment, and improving the quality of modern education.

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