DEVELOPING THE PROFESSIONAL COMPETENCE OF FUTURE ENGLISH TEACHERS IN HIGHER EDUCATION

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Abstract: *mixed education based on the use of Internet technologies provides access to the global educational information network, performs a number of important new functions based on the principle of integration and interaction. For those who want to master their skills, blended learning allows for constant updates. In the course of such training, the student learns the independent educational materials interactively, passes control, controls directly under the guidance of the teacher.*

Key words: *mixed education, trend, innovation, pedagogy, skill, idea.*

One of the most cited articles is by Russell. T., Charles. Written in 2003 by R. Osguthorpe and Graham's (2003) definition of blended learning is as follows: "Blended learning combines face-to-face and distance learning systems ... but it is more than displaying a website page on a classroom screen. ...those using blended learning environments maximize the benefits of face-to-face and online methods.Furthermore, they proposed three different blending models: learning activities, student mix, and teacher mix (Osguthorpe and Graham, 2003) suggested that in the first model, the same students can benefit from both face-to-face and in-class activities, and in the second model, they can mix face-to-face with different students in online learning , who suggested that in a face-to-face classroom, students benefit from other teachers through an online learning environment.

Singh (2003) suggests that offline and online learning, self-directed and collaborative learning, structured and unstructured learning, personal content with off-the-shelf content, learning, practice and performance support can be combined. determined the measurements. He states that as technology changes, organizations favor blended learning programs instead of single delivery mode programs (Singh, 2003).

A study by D. Garrison and T. Kanuka (2004) is the most cited paper on blended learning. They reviewed the problems faced in higher education and discussed the possibilities of mixed education in higher education. Garrison and Kanuka (2004) state that "blended learning is the careful integration of face-to-face classroom learning experiences with online learning experiences." In addition, they explored the benefits of blended learning in higher education in terms of management and development characteristics, which are policy, planning, resources, planning and support. Their results indicated that blended learning can lead to a process of redefining higher education institutions as learner-centered and facilitating the higher education experience (Garrison

& Kanuka, 2004). In addition, they advised scholars to research the effectiveness of blended learning in critical and reflective thinking.

S.R. Graham's (2006) book chapter summarizes blended learning, its origins, definition, trends, blended categories, challenges, and future directions. All of the studies reviewed put considerable effort into defining blended learning. As shown in Table 1 above, the articles in the popularity period were found to be 1460, which shows an increasing trend compared to the articles in the detection period. The next period of articles published between 2007 and 2009 is classified as the period of popularity. The last period of articles studied in the past period is known as the period of popularity. It is observed that the growth trend of mixed education continued during this period as well. 13 articles published in scientific journals were reviewed. It is observed that there are two general aspects that have attracted the attention of scientists during the period of popularity. These opinions are the perceptions of the participants about blended learning and the effectiveness of blended learning. Therefore, the reviewed articles were divided into two categories: articles related to cognition and articles related to effectiveness.

When describing the conceptual apparatus of mixed education, we refer to pedagogy. The theory and practice of pedagogy includes a number of basic concepts necessary for the presentation of materials corresponding to its object and subject. These concepts are sometimes called terms, they can be interpreted differently in other disciplines, even in the discipline of pedagogy itself. The formation of any field of scientific knowledge is related to the development of concepts that create the theoretical terminological apparatus of science. The conceptual apparatus of a particular science reflects the differentiation of basic concepts and basic concepts that represent the field of study and distinguish it from the subject areas of other disciplines.

Looking at the history of blended learning, the origins of blended learning date back to the advent of digital technologies. Its essence was distance learning through correspondence education. For example, in 1919, in Canada, the children of lighthouse workers received education through correspondence education and were included among educated people. The reason for using mixed education is the long distance. By the late 1990s, blended learning was seen as a new method of distance learning using technology and the Internet to improve student learning and change the way teachers learn, a teacher-centered learning model. is more student-oriented than The term was first used in the field in 1999 by Interactive Learning Centers, an educational company based in Atlanta, in a press release called EPIC Learning: the company has currently developed 220 online courses, and in the near future, the company will launch its own Internet using the Blended Learning methodology. will start offering its programs," the press release reads.

In recent years, there have been different opinions and views about the term "mixed education", and by studying the definitions of this term given by scientists in the field, we will clarify the goals and tasks of this method during our research. In his pamphlet "Defining blended learning", researcher M. Frizn found out that the term "blended
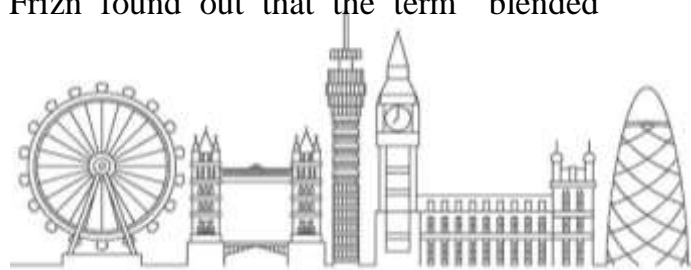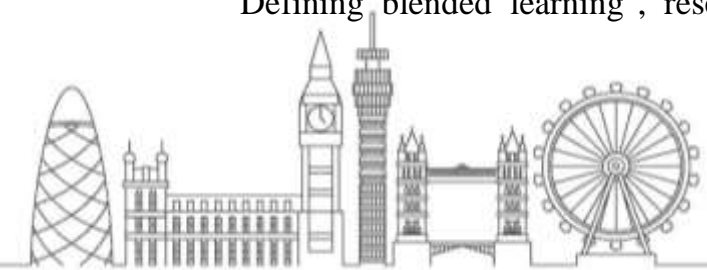
education" has been used since 1999. Also, in the brochure "Definition of Blended Education" it is defined as "the range of possibilities offered by combining the Internet and electronic media with forms that require physical participation in the classroom between the teacher and the student." 'riffed.

In 2003, researcher K. Procter in his scientific work describes mixed education as "an effective combination of various teaching methods, teaching models and learning methods." According to the scientific theory of Chu, Jones and Turner, "blended education integrates two problem areas: education and educational technology."

Ch. Graham's definition is more perfect, he says that "mixed education systems are combined with face-to-face learning and computer-assisted teaching." This concept defines the use of two methods in teaching and some combination of these two methods. At the time Graham proposed this definition, computer-mediated communication was considered primarily asynchronous and text-based.

Now that teleconference communication programs have become commonplace, M. Frizn proposed to redefine "face-to-face" as "co-present". M. Frizn includes "blended education" among the possibilities offered by combining the Internet and digital media with classroom lessons, in which the teacher and students are required to participate in the lesson process.

Focusing on these definitions and guidelines, they state that assignments should be delivered online, meaning that a traditional face-to-face course that suggests students use the Internet for research is not suitable for blended learning. The phrase "supervised brick-and-mortar location" means that the face-to-face teaching element does not have to be in a traditional classroom. Watson and Maureen Staker present an expanded version of the definition proposed by other researchers.

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