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## BLENDING LEARNING AS AN EFFECTIVE PEDAGOGICAL MODEL

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**Abstract.** Rapid changes in digital technology usage have led to an increasing number of discussions regarding various instructional models which will be able to unite academic effectiveness, flexibility, and learners' involvement. Blended learning is considered one of the major pedagogical topics in modern pedagogy as it unites classical face-to-face classroom education with digitally mediated forms of learning.

The aim of the current paper is to evaluate the educational potential of blended learning in undergraduate English language instruction among first- and second-year students. Special attention will be paid to the effectiveness of instruction, involvement of students in educational activities, self-regulated learning, and educational organization.

The quasi-experimental methodology was used to analyze the problem in question. In the experiment, 64 undergraduate students who studied in compulsory English language courses were divided into experimental and control groups. Pre-test and post-test assessments, questionnaires, observations, and final examination results served as main data collection tools. The study was performed during routine teaching for ten weeks.

The obtained results show significant differences between experimental and control groups. First, students who followed blended learning methods demonstrated higher test and final examination results compared with other learners who attended only traditional classroom courses. Moreover, learners showed increased involvement in educational activities and more confidence in performing tasks independently. Questionnaire results revealed high learner engagement and low levels of stress associated with learning process.

It is possible to mention several theoretical approaches used during the study, such as constructivism, socioeducational theory, and the principles of self-regulated learning. From a practical point of view, the paper shows how the proposed research may prove to be useful for further educational practice at universities which search for innovative ways of organizing undergraduate English language classes.

**Keywords:** blended learning, higher education, undergraduate students, English language teaching, learner engagement, digital pedagogy, classroom courses, educational effectiveness

## **Introduction**

Due to the fast development of modern technologies, education practices around the globe have undergone changes. The method of traditional classes can be considered ineffective since modern educational establishments tend to use digital technology and various online sources to facilitate the learning process. In some cases, online aspects of education have been recognized as an integral part of routine instruction processes rather than just an additional resource for gaining knowledge. Thus, the concept of blended learning that presupposes the combination of online and offline practices receives more attention nowadays.

Moreover, the very status of learners begins to change. Nowadays, modern theories of education tend to pay attention to the importance of students' involvement in the learning process as well as their self-management and personal responsibility during the learning process. Instead of just being receivers of information provided by teachers, learners are required to find materials needed, develop their studying regime, and make decisions related to their learning [1].

The use of blended learning is not only a matter of adopting technology but also an answer to various problems faced by educators in today's world. Such issues include diversity among students, rising amounts of work done at school, life-long education, and the development of certain competences, including those that are related to the utilization of digital tools. The combination of face-to-face interactions and technology allows integrating interactive tools into study processes along with autonomous learning techniques.

In terms of its theoretical background, blended learning is based on the principles of some well-known approaches to education. They include such approaches as constructivism and socio-cultural theories of education that promote interaction between people and knowledge construction while emphasizing the importance of certain mediations. Self-regulated learning theory focuses on the development of autonomous learners who are responsible for their academic achievements and possess metacognitive skills.

First of all, the main purpose of this research is to analyze blended learning as a specific approach that implies the integration of traditional educational techniques with digital technologies in the learning process. The article will pay special attention to theoretical underpinnings of the concept, instructional models, and implementation issues that appear during the introduction of a new pedagogical practice. Special attention will be paid to such aspects as learner engagement, instructional flexibility, and changes in roles of educators and learners in the digitally-enhanced educational setting.

To reach this aim, the following research tasks have been identified. Firstly, it will be necessary to conduct a literature review of different theoretical approaches to blended learning and technology-enhanced learning processes. Besides, instructional design factors that affect the success of blended learning

practice will be considered. The third task will include the exploration of certain pedagogical strengths that are frequently mentioned in contemporary research papers. They are learner autonomy, flexibility, interaction, and accessibility of the content presented to the students.

Several limitations can also be noted in regard to this particular research. As a type of technology-supported instruction, blended learning requires not only proper pedagogical arrangements but also certain technical conditions which are usually variable. In some cases, it is possible to see the emergence of practical barriers to the integration of digital means in the learning process due to lack of technological support, though lack of digital competence can also play its part in this case.

Another important factor is differences in experience and skills between both instructors and learners. While some participants of the learning process can get used to digital communication rather rapidly, other people prefer more traditional types of interaction even in conditions when they have already participated in digital instruction multiple times before. Unfamiliarity with modern learning technologies is able to slow down the interaction process as well, while access to devices and stable Internet connection also appears to be rather limited in some cases.

The relevance of the chosen topic cannot be ignored in light of changes which took place due to the pandemic. Educational systems had to adapt to the new situation and switch their modes of interaction rather rapidly; however, many institutions began to use online and hybrid learning not as a temporary measure, but as an ongoing educational practice. Blended learning now becomes one of the main features of many university courses and programs of studies.

It is also worth mentioning that the principles of learner-centeredness and competency-based approaches gained additional importance in this situation. Learners began to receive individual tasks and perform autonomous work, as a result of which not everyone could be ready for these requirements, although such models of instruction kept growing in popularity and demand.

Discussions concerning blended learning in universities are usually rather practical than theoretical in nature. Issues of learning quality, sustainability of the chosen models, and effectiveness of interactions are raised in such debates. Questions regarding balance are also rather acute: how much digital interaction is needed for pedagogical success, and how much contact communication should be maintained?

Theoretical relevance of the present study consists in the desire to systematize different approaches to blended learning and digital pedagogy. Blended learning is considered not only from the viewpoint of digital and technological integration, but also as a complex model which is connected with learning theories and interaction. Thus, existing theoretical approaches are summarized in this context

only because of need to define what blended learning is nowadays.

Practical value of the current study is obvious. The observations and information described in the article can be used by instructors to create blended courses, by curriculum developers for implementing hybrid instructional programs, and by institutions to introduce new models of blended learning. This research may also be interesting in relation to teacher education programs which are oriented at developing digital competencies.

### **Materials and methods**

The research adopted a mixed–method approach involving both quantitative and qualitative methods of data collection. Not only did it allow the investigation of differences in student performance between the two instructional modes, but it also made it possible to see how learners engaged in blended learning practice within the classroom environment. In other words, the project used a quasi–experimental research design with pre–test and post–test measures while additional information on the topic came from questionnaires and classroom observations.

Participants were first– and second–year undergraduate students attending compulsory English language courses at higher education institutions. A total number of 64 participants took part in the study; there were two groups, one of which consisted of 32 subjects who learned through a blended mode, and another of 32 people studying through a conventional, face–to–face mode.

Participants were selected according to the existing instructional organization at the university and not by random allocation. Both groups had relatively similar language skills at the beginning of the study. Results of the diagnostic pre–test indicated that participants’ average scores were 61.8 points in the experimental group, and 62.1 points in the control group, out of 100 possible points.

Instructional activities lasted for ten weeks and took place during English classes held for three hours each week. In the experimental group, the main types of instructional activities were classroom explanation of grammar rules, developing lexical competence, guided exercises, and communicative activities. Digital learning was incorporated into the course but took a smaller role. Specifically, students had to watch pre–recorded videos, complete online grammar exercises, take short quizzes, and submit completed assignments via the learning management system. Although some students found such approach easier, others tended to prefer teacher explanations regardless of digital material being available.

Independent learning became one of the significant components of the blended learning model. The task of completing activities outside class hours, meeting deadlines, working independently with digital materials became quite

difficult for many participants during the initial weeks of the course.

Both groups studied the same curriculum and had the same number of academic hours devoted to the subject. Instructional methods differed in the fact that traditional classroom-based learning was employed without any online activities or digital formative assessment tools.

Several measurement instruments were utilized during data collection. The level of academic achievement was measured through standardized pre- and post-tests with 40 multiple-choice questions that corresponded to course objectives and learning outcomes of higher education students in terms of English language studies. The maximum possible score on the test was 100 points.

Students' perception of instructional practices was investigated by means of a questionnaire with 18 Likert-scale items and three open-ended questions. Participants were asked about their engagement, instruction clarity, learner autonomy, and the level of stress associated with academic tasks. Responses to several questionnaire items were relatively straightforward, especially concerning independent work with online materials.

Final course assessments included scores from examinations taken at the end of the course period. They were utilized to compare broader patterns of performance of participants from both groups.

Data on learners' participation in the process were collected through classroom observations that lasted twelve sessions in total, six in each group. Classroom observation checklists covered issues of participation in class discussions and activities, interaction patterns, classroom response, and time-on-task behavior. Behavior differed significantly between groups when learners were engaged in group work and independent task accomplishment.

Statistical analysis of quantitative data included calculation of descriptive statistics (mean, percentage, standard deviation) and an inferential statistic (independent samples t-test) designed to check if differences observed at the post-test stage reached a statistical significance level of  $p < 0.05$ .

Scores at the post-test stage were higher in the experimental group ( $M = 78.4$ ) compared to the control group ( $M = 71.2$ ). Examination scores at the end of the course reflected the same pattern indicating the better performance of experimental students in grammar tasks and coursework.

Themes emerging from qualitative data included issues related to learner autonomy, accessibility of materials, instruction clarity, and decreased anxiety while taking online assessments.

The reliability of the achievement test was calculated based on Cronbach's alpha coefficient and proved to be satisfactory – 0.82. Its content validity was established through alignment with course learning objectives and peer review by university English language teachers.

## **Results and discussion**

Blended learning received great consideration in educational literature over the past twenty years in connection with the increasing use of computer technologies in education. At that time, the concept of blended learning was explained primarily from the point of view of its technological nature. Blended learning was considered a blend of classroom and online courses.

Recently, researchers explain blended learning in a different way. They see it less as a purely technological term but as a pedagogically structured approach wherein digital tools must help reach certain instructional goals but not substitute for direct instruction [2]. As a result, the focus of discussion moved from technology itself to interaction, learning process design, participation and effectiveness.

Learning effectiveness in blended learning models is usually linked to successful structuring of different elements of the learning process in a particular learning environment. There can be a case when there will be an element of online education in the course yet the learning process will be far from being coherent. That is why researchers stress that learning coherence is of vital importance nowadays. They talk about linking learning objectives with activities and creating a certain balance between classroom and online work.

Learner independence is another important aspect under consideration by researchers. It is typical of blended learning that learners have to take care of some aspects of learning independently, especially when working on tasks at home. Such changes lead to new roles of a learner, and sometimes students feel challenged because of it. While it gives motivation to others, some learners struggle with time management and self-discipline.

Researchers also argue that blended learning cannot be equated with blending of various forms of instruction. It is rather seen as the creation of a holistic learning environment where interaction with instructor, independent work, and digital communication happen in conjunction with each other. However, this goal can be reached quite differently at different universities and within specific courses. A substantial body of empirical research indicates that blended learning can positively affect students' academic performance. Meta-analyses have shown that students in blended learning environments often outperform those in purely traditional or fully online settings, particularly when instructional design is well structured and feedback mechanisms are clearly defined [3].

Studies conducted in secondary and higher education contexts demonstrate improvements in language proficiency, conceptual understanding, and test performance among learners exposed to blended learning models. Researchers highlight the role of repeated exposure to instructional content, self-paced learning, and immediate feedback provided by digital platforms as key factors contributing to improved learning outcomes.

Learner engagement continues to be one of the most prevalent themes mentioned in the literature on blended learning. In general, blended learning environments are believed to contribute to higher engagement compared to pure classroom settings. The rationale behind this phenomenon usually involves the presence of interactive elements, multimedia, collaboration tools, and accessibility of learning materials. In practice, students seem to show higher activity levels with changing instructional formats rather than monotonous ones

Moreover, digital tasks affect cognitive engagement differently from regular classroom activities. Automated quizzes, instant feedback, and interactive exercises establish an immediate response system that might motivate learners. Observations in multiple studies show that online activities are accompanied by higher student participation rates than face-to-face activities, especially regarding oral tasks in a language learning environment.

Another prevalent issue that was raised in most empirical studies relates to differentiation. One of the benefits provided by blended environments consists of offering learners various options to work with learning materials. Well-prepared students will be able to progress through the material faster, while the rest can spend more time studying explanations or repeating the same exercises. This feature contributes to blended learning being often linked to learner autonomy and self-regulation skills.

The topic of motivation becomes consistent in empirical studies as well. Learners with more control over their work pace and access to study materials show higher persistence while working on academic tasks. However, this tendency varies among students. Some learners will adapt to independent work fast, while the rest might struggle with concentration, planning, or lack of immediate feedback from teachers.

Blended learning is mainly researched as a component of higher education programs. However, due to changes associated with the pandemic period, the application of the methodology within an examination-based setting also became a subject of study. In particular, structured preparation in a digital environment is believed to minimize testing anxiety since students repeatedly practice task formats.

Blended learning environments are often associated with test preparation in language learning programs. Here, students combine explanations from teachers with independent work online. Usually, online practice includes various grammar exercises, vocabulary drills, testing, and similar assignments. Gradual acquaintance with task formats increases student confidence due to reduced unfamiliarity with testing procedure.

At the same time, there are several issues that arise quite frequently. These include unequal access to technologies, poor internet connection, and varying digital literacy among students. Teacher workload is also mentioned in discussions

regarding the preparation of blended courses. In addition, poor organization of a blended learning environment might have the opposite effect on learners, as the abundance of information might discourage them from participating in classroom activities.

Therefore, implementation of blended learning is highly dependent on the specific context, including institutional support, preparedness of teachers, and organization of courses. Nevertheless, some studies prove that, despite challenges, blended learning produces better academic outcomes compared to purely traditional or digital courses [4]. It seems to depend on coherent pedagogical approaches to course design.

Another reason why blended learning tends to be regarded as efficient involves the combination of teacher's direct help with possibilities for autonomous learning. While students continue getting instructions directly in the class, they start performing some of their activities independently. This aspect acquires special importance in language learning context, since consistent success requires regular practice.

The results obtained in the current study seem to correlate with findings from earlier empirical studies. Participants of the experimental group achieved higher average scores in the post-test ( $M = 78.4$ ) than those of the control group ( $M = 71.2$ ). The difference was statistically significant ( $p < 0.05$ ). Notably, this was true not only for grammar-related tasks, but also for those involving vocabulary use and independent assignment completion.

Some differences were evident already during the intermediate stage of the intervention and not just at its final point. Experimental group members seemed to show more willingness to complete optional online assignments as well as review materials covered earlier outside of classroom. Moreover, the change in students' level of communication hesitation was observable.

The association between blended learning and differentiated instruction is widely acknowledged in literature. According to Graham et al., repeated exposure to learning material and further practice may benefit learning comprehension, especially in case of struggling learners. At the same time, stronger students are less likely to face classroom restrictions concerning pace and scope of assignments they perform.

This observation seems to have been also noticeable during the current study. Online grammar and vocabulary tasks relevant to UNT preparation gave students an opportunity to go over the exercises a few times without any pressure from class time. Those of them with originally low diagnostic test scores depended on teacher explanations less during further classes. This tendency was evident from classroom observations.

Self-regulated learning is mentioned quite often in relation to blended learning [5]. Setting goals, time-management, independent revision, and

assessment of one’s own progress become more apparent in case of students’ active participation in digital learning environments. Such skills turn out to be especially useful in the context of high–stake assessments like UNT.

This point was also evident from questionnaire responses. Experimental group students felt more prepared for performing UNT–like tasks and expressed greater ability to organize their own practice. Many of them mentioned convenience of revising materials more than once in preparation for such tasks.

The impact of blended learning extended beyond academic performance factors. In addition to this aspect, participating in online activities contributed to developing specific digital competencies associated with online activity management and processing automated feedback. For many students, these activities became part of normal educational process instead of supplementary.

Table 1. Summary of the Main Findings of the Study

<b>Variable</b>	<b>Control Group</b>	<b>Experimental Group</b>	<b>Main Outcome</b>
Post-test score	71.2	78.4	Significant improvement (p < 0.05)
Learner engagement	Moderate	High	Increased participation and motivation
Self-regulated learning	Moderate	High	Better independent learning skills
Learner autonomy	Moderate	High	Reduced dependence on teacher support
Digital competence	Moderate	High	Improved use of online platforms
Instructional clarity	Moderate	High	Better understanding of course requirements
Assessment readiness	Moderate	High	Greater confidence in UNT preparation
Feedback effectiveness	Limited	Enhanced	Immediate feedback and progress monitoring

Changes were also evident in relation to assessment procedure in blended learning. Automated quizzes and formative tests made possible the provision of instant feedback, thus making it possible to identify repeated mistakes early during instruction. In the present study, progress tracking in online mode identified grammar areas that caused problems to students, allowing to make classroom revision more focused.

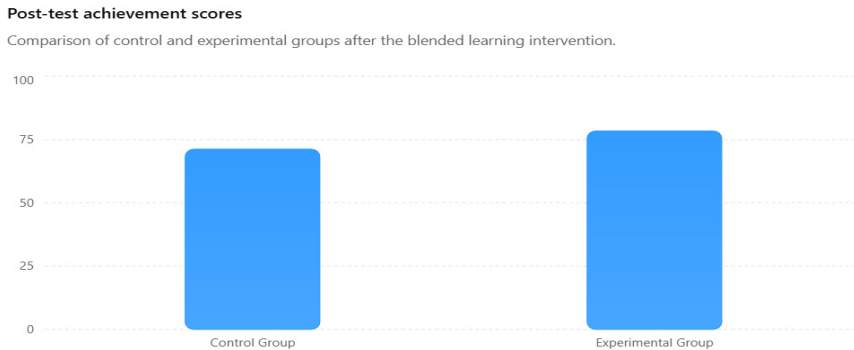


Figure 1 - Comparison of post-test achievement scores between the control and experimental groups following the 10-week blended learning intervention ( $p < 0.05$ ).

Summing up the findings from empirical literature and the current study, it can be concluded that blended learning is able to positively affect several interconnected elements of the educational process. These elements include learner engagement, academic achievement, flexibility in terms of instructional design, autonomous learning techniques, and preparedness for assessment. Reduced stress in the context of preparing for UNT-like tasks was also mentioned by several participants, although the intensity of this factor varied between individuals.

Therefore, blended learning should be regarded not as merely technological support for traditional classroom instruction, but as a more comprehensive pedagogical model impacting different aspects of instruction and learning process. Some impacts relate to academic progress, others – to more behavioral and organizational aspects of learning.

Table 2 summarizes the principal results obtained from all testing, questionnaire, and observation measures applied during the current study.

Table 2. Principal findings across multiple data sources

Indicator	Result
Academic achievement	Improved in experimental group
Learner engagement	Higher under blended learning
Self-regulated learning	Significantly enhanced
Learning-related stress	Reduced
Instructional clarity	Improved

Source: authors' own development.

The summarized results presented in Table 2 provide an integrated overview of the study’s key findings across academic, cognitive, and affective dimensions of learning. The table summarizes evidence collected through achievement tests, student questionnaires, and classroom observations, thus allowing to conduct a holistic assessment of the pedagogical effectiveness of the blended learning model.

All in all, the results indicate that blended learning positively impacted students’ learning outcomes.

Apart from academic achievement, Table 2 demonstrates that blended learning significantly increased learner engagement and self–regulation. Higher levels of engagement show that interactive digital tools, supplemented with teacher’s instruction in class, fostered stimulating learning environment. Self–regulated learning, which shows students’ increasing ability to self–direct and monitor their own learning processes, is vital skill in undergraduate education.

Finally, improvement in instructional clarity implies that implementation of blended learning model allowed to increase the clarity of instruction and improve course requirements comprehension.

As can be seen from Table 2, pedagogical effectiveness of blended learning is characterized by the number of important variables associated with multiple aspects of the learning process. Blended learning positively influenced motivation, autonomy, instructional clarity and other learning factors. Hence, it can be stated that the blended learning model proves itself as a powerful means to promote quality education in undergraduate English language instruction.

Table 3. Summary of the Main Findings of the Study

Dimension	Evidence Source	Main Findings
Academic Achievement	Pre-test and post-test assessments	Experimental group achieved significantly higher post-test scores (M = 78.4) than the control group (M = 71.2), with statistically significant differences (p < 0.05).
Learner Engagement	Questionnaires, classroom observations	Students demonstrated higher participation, motivation, and involvement in learning activities through the use of interactive digital tools.
Self-Regulated Learning	Questionnaires, observations	Learners showed improved ability to organize independent study, manage learning time, monitor progress, and review materials autonomously.
Instructional Clarity	Student feedback, observations	Students reported better understanding of course objectives, requirements, and learning procedures.
Learner Autonomy	Classroom observations	Participants gradually relied less on teacher assistance and completed learning tasks more independently.
Digital Competence	Observations, online platform activity	Students improved their ability to use digital platforms, complete online assignments, and interpret automated feedback.

Assessment Readiness	Questionnaires, achievement data	Learners reported increased confidence and preparedness for UNT-related tasks and assessments.
Feedback Effectiveness	Automated quizzes, progress monitoring	Immediate feedback enabled earlier identification of learning difficulties and supported timely instructional adjustments.
Overall Pedagogical Effectiveness	Integrated analysis of all data sources	Blended learning positively influenced academic performance, motivation, autonomy, engagement, and quality of learning experiences.

### Limitations of the Study and Implementation Challenges

Positive findings concerning the effectiveness of blended learning notwithstanding, there are a number of methodological and practical limitations to this study, which have to be taken into account for proper interpretation of the research findings. Understanding of these limitations will ensure transparency and validity of the study’s results.

First, the study used the quasi-experimental design based on convenience sampling. Even though both experimental and control groups showed comparable initial levels of linguistic proficiency, it was impossible to randomly assign them because of certain institutional restrictions. Thus, these findings cannot be generalized to all secondary school populations. Multiinstitutional studies with larger samples will help to enhance external validity of this study.

Second, the sample size (N = 64) represents a relatively small cohort of learners who were taking English classes. Even though differences between experimental and control groups were statistically significant, it could be beneficial to have a larger sample size. More participants will give room for more accurate statistical testing and stronger conclusions about the effectiveness of blended learning.

Third, the duration of the experiment (10 weeks) may be considered insufficient to observe any sustainable development of students’ learning skills such as self-regulation.

Technological and infrastructural restrictions also affected implementation of blended learning. All participants did not have equal access to high-quality digital devices and stable internet connection outside the classroom. As a result, some learners faced difficulties in interaction with the online part of learning process, which might have negatively influenced their achievement level. These limitations reflect common challenges of digital inequality in blended learning.

Another limitation concerns variability in students’ digital competence. Despite introductory instruction, participants were different in terms of ability to interact with digital platforms, perform tasks and interpret automated feedback [6].

Another reason why blended learning is considered effective is the proper balance between instructor’s direct support and student self-guidance

possibilities. Class discussion remains an essential part of the learning process, but some elements begin to be transferred towards students' self-control. This issue becomes critical when it comes to language classes, since constant practice is needed to ensure steady progress in studying.

In general, the results of the study have shown certain similarities with empirical research presented by other scholars. The experimental group received a significantly higher score ( $M = 78.4$ ) on average after completing the test compared with the control group ( $M = 71.2$ ). The difference proved to be statistically significant ( $p < 0.05$ ). Improvement has occurred not only in the area of grammar but also in the field of vocabulary and independently completed exercises.

Changes have started to occur during the second stage of the intervention rather than the last one. Participants of the experiment seemed to be more motivated to do optional exercises online and revise the material learned earlier at their own convenient time. Additionally, some students showed less hesitancy in communicative activities compared to the earlier observation.

Blended learning is often used in relation to differentiation because students are able to interact with the course material according to their pace and requirements. As argued by Graham et al., repeated exposure to course content and the possibility of additional practice may contribute to understanding the material, especially among students facing certain difficulties in traditional classes. Higher achieving learners will be able to benefit from the ability to go faster.

This situation could also be observed during the current experiment. Grammar and vocabulary exercises corresponding with the goals of UNT preparation gave students an opportunity to perform them several times on their own schedule. Initially having low diagnostic scores, they gradually began to use teacher's assistance less frequently in further classes. Such an impression was easily traced in classroom observations.

The importance of self-regulated learning is evident when analyzing the literature related to blended learning [7]. Setting goals, managing time, revising independently, and controlling one's own performance become more pronounced when using digital learning technologies. These skills are especially important in cases when students need to prepare for high stakes assessments like UNT, where independent practice plays an essential role.

The survey performed during the study proved this point too. Experimental group members felt more prepared for doing similar tasks for UNT and mentioned their greater ability to organize independent preparations. The number of respondents mentioning their possibility of reviewing the material multiple times before doing assessment tasks was quite impressive [8].

Apart from improving academic performance, blended learning had an impact on the development of digital skills associated with navigating a website, understanding the automated feedback provided, and dealing with various online assignments. For many participants, such activity became a usual component of the educational process rather than something unusual.

In addition, the procedure of assessing students' knowledge also transformed within the framework of blended learning. Automated quizzes and other formative tasks made it possible to get instant feedback and thus discover recurring problems much earlier. During the current study, progress monitoring revealed the list of grammar issues that students found difficult. This helped teachers focus revision.

Both the existing literature and results of this empirical study show that blended learning has the potential to positively influence several closely related components of the educational process. These include learner engagement, academic achievement, differentiation, learner autonomy, and preparation for testing situations. Reduced preparation stress has been mentioned by some students as a result of blended learning too.

Thus, one can conclude that the use of blended learning should be perceived as more than just another means of supporting classroom learning. With appropriate conditions, it serves as a separate pedagogical model involving changes in learning process organization and learner behavior. Some consequences can be defined as academic, others are behavioral or organizational in nature.

Table 1 summarizes the most essential findings obtained as a result of this research. Tests, questionnaires, observations, and other types of data provide information about the impacts blended learning had on the learning process.

### **Conclusion**

Nowadays, blended learning is perceived as one of the teaching models suitable for addressing the demands imposed by digitalization and changing learner preferences associated with technology-enhanced education. By bringing together the benefits of classroom-based and digital instruction, blended learning becomes an educational model capable of ensuring the existence of both teacher-led learning and learner independence [9]. Pedagogically, this approach has been considered highly effective due to its ability to combine instructional guidance and learner agency.

The findings obtained from the present research also demonstrate this effect. Participants enrolled in blended learning have proven to be more successful in terms of examination performance and learner engagement in instructional activities. Additionally, students have exhibited enhanced confidence in handling tasks associated with assessment-oriented learning concerning the preparation for English courses. Classroom instruction along with online practice seemed to

be helpful in grammar and vocabulary training for several students. Additionally, certain participants were more willing to handle extra tasks independently outside class hours.

Another significant element of blended learning is the development of self-regulated learning skills in participants. As part of the process, students get accustomed to managing deadlines, revising instructional materials independently, and monitoring their progress through digital platforms. While some learners succeeded easily, others needed additional assistance during initial steps toward implementation. The online tasks required regularity and autonomy in completing learning activities.

Besides influencing learning outcomes, blended learning contributes to developing specific competences associated with using various technological solutions. In this regard, students interacted with digital learning platforms, receiving feedback and performing various activities independently. It is evident that the development of digital literacy skills becomes increasingly relevant for modern educational environments in terms of regular online interactions.

From the instructional perspective, blended learning changes assessment procedures and feedback organization significantly. The use of quizzes, automated feedback tasks, and online learning monitoring helped the instructor to identify common problems faced by participants during the intervention period. As a result, classroom instruction became more focused, and, in several cases, more efficient.

However, based on the analysis of the findings, it is also possible to assume that the implementation of blended learning depends on several organizational and methodological factors. Issues associated with technological access and digital competence are among them. The quality of digital learning platforms is essential for successful integration of technology, as well as teacher preparedness and planning. Instructor workload may increase considerably at the stage of course preparation and adaptation to new teaching methods.

When blended learning is poorly organized, it may have a negative impact on the learning process. An excessive number of online tasks, poor coordination between activities in the classroom and online environment, and lack of feedback are likely to decrease learner participation in learning activities. As a result, blended learning cannot be considered just an introduction of technology into the established educational environment.

However, based on the findings, it may be argued that blended learning has a considerable pedagogical potential. In the context of examination-oriented instruction, this model can serve as an effective means for achieving good results and promoting learner success. The flexible nature of blended learning makes it possible for students to continue working independently and maintain face-to-face interaction with instructors during classes.

Future research may be aimed at analyzing discipline-specific aspects of blended learning implementation and exploring the long-term impact of such an approach on learning outcomes. Additional studies can help understand how blended learning works under different conditions associated with technological accessibility and instructional design.

Overall, it is possible to say that blended learning demonstrates not only a short-term technological trend but also represents a more complex educational phenomenon. As an instructional approach, it shows a lot of promise in the context of emerging learning environment changes.

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## АРАЛАС ОҚЫТУ ТИІМДІ ПЕДАГОГИКАЛЫҚ МОДЕЛЬ РЕТІНДЕ

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**Аңдатпа.** Цифрлық технологияларды қолданудағы жылдам өзгерістер академиялық тиімділікті, икемділікті және білім алушылардың қатысуын біріктіре алатын әртүрлі оқыту модельдеріне қатысты пікірталастардың көбеюіне алып келді. Аралас оқыту қазіргі педагогикадағы маңызды педагогикалық бағыттардың бірі ретінде қарастырылады, өйткені олдәстүрлі бетпе–бет аудиториялық оқытуды цифрлық білім беру формаларымен ұштастырады.

Аталған мақаланың мақсаты – бірінші және екінші курс студенттеріне ағылшын тілін оқытудағы аралас оқытудың білім беру әлеуетін бағалау. Зерттеуде оқытудың тиімділігіне, студенттердің оқу үдерісіне қатысуына, өзін–өзі реттей отырып білім алуына және білім беру үдерісінің ұйымдастырылуына ерекше назар аударылады.

Зерттеу мәселесін талдау үшін квазиэксперименттік әдіснама қолданылды. Экспериментке міндетті ағылшын тілі курстарында оқитын 64 бакалавриат студенті қатысты. Қатысушылар эксперименттік және бақылау топтарына бөлінді. Деректерді жинаудың негізгі құралдары ретінде алдын ала және қорытынды тестілеу, сауалнама, бақылау және қорытынды емтихан нәтижелері пайдаланылды. Зерттеу он апта бойы қалыпты оқу процесі аясында жүргізілді.

Алынған нәтижелер эксперименттік және бақылау топтары арасында елеулі айырмашылықтар бар екенін көрсетті. Аралас оқыту форматында білім алған студенттер тек дәстүрлі аудиториялық оқытуға қатысқан студенттермен салыстырғанда тест және қорытынды емтихан бойынша жоғары нәтижелер көрсетті. Сонымен қатар, білім алушылардың оқу әрекеттеріне қатысу деңгейі жоғарылап, тапсырмаларды өз бетінше орындауда сенімділігі артқаны байқалды. Сауалнама нәтижелері студенттердің оқу үдерісіне жоғары деңгейде тартылғанын және оқумен байланысты стресс деңгейінің төмен болғанын көрсетті.

Зерттеу барысында конструктивизм, әлеуметтік–білім беру теориясы және өзін–өзі реттеп оқыту қағидалары сияқты теориялық бағыттар қолданылды. Практикалық тұрғыдан алғанда, мақала зерттеу нәтижелерінің бакалавриат деңгейіндегі ағылшын тілі сабақтарын ұйымдастырудың инновациялық жолдарын іздейтін жоғары оқу орындарының болашақ білім беру тәжірибесінде пайдалы болуы мүмкін екенін көрсетеді.

**Тірек сөздер:** аралас оқыту, жоғары білім, бакалавриат студенттері, ағылшын тілін оқыту, оқу белсенділігі, цифрлық педагогика, сыныптық курстар, білім беру тиімділігі

## СМЕШАННОЕ ОБУЧЕНИЕ КАК ЭФФЕКТИВНАЯ ПЕДАГОГИЧЕСКАЯ МОДЕЛЬ

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**Аннотация.** Быстрые изменения в использовании цифровых технологий привели к увеличению числа обсуждений различных образовательных моделей, способных сочетать академическую эффективность, гибкость и вовлечённость обучающихся. Смешанное обучение рассматривается как одна из ключевых педагогических тем современной педагогики, поскольку оно объединяет традиционное очное обучение с цифровыми формами образовательного взаимодействия.

Цель данной статьи заключается в оценке образовательного потенциала смешанного обучения в преподавании английского языка студентам первого и второго курсов бакалавриата. Особое внимание уделяется эффективности обучения, вовлечённости студентов в учебный процесс, самоорганизованному обучению и организации образовательной деятельности.

Для анализа рассматриваемой проблемы использовалась квазиэкспериментальная методология. В исследовании приняли участие 64 студента бакалавриата, обучавшиеся на обязательных курсах английского языка. Участники были разделены на экспериментальную и контрольную группы. В качестве основных инструментов сбора данных использовались входное и итоговое тестирование, анкетирование, наблюдение, а также результаты итогового экзамена. Исследование проводилось в течение десяти недель в рамках обычного учебного процесса.

Полученные результаты показали существенные различия между экспериментальной и контрольной группами. Студенты, обучавшиеся в формате смешанного обучения, продемонстрировали более высокие результаты тестирования и итогового экзамена по сравнению со студентами, проходившими только традиционное очное обучение. Также обучающиеся показали более высокий уровень вовлечённости в учебную деятельность и большую уверенность при самостоятельном выполнении заданий. Результаты анкетирования выявили высокий уровень учебной

вовлечённости и более низкий уровень стресса, связанного с процессом обучения.

В ходе исследования использовались такие теоретические подходы, как конструктивизм, социообразовательная теория и принципы саморегулируемого обучения. С практической точки зрения статья демонстрирует, каким образом результаты исследования могут быть полезны для дальнейшей образовательной практики университетов, находящихся в поиске инновационных способов организации курсов английского языка для студентов бакалавриата.

**Ключевые слова:** смешанное обучение, высшее образование, студенты бакалавриата, преподавание английского языка, учебная вовлечённость, цифровая педагогика, классовые курсы, педагогическая эффективность

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