MODELS OF BLENDED LEARNING IN LANGUAGE TEACHERS TRAINING

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Annotation: The article devoted to open the theme models of blended learning in language teachers training. Moreover, the important features of blended learning and its benefits were noted.

Key words: *modes of education, meaningful activities, digital technological devices, engagement in learning, responsibility, time management, flexibility, online learning platforms.*

The world is changing and developing consistently and the various domains of today's life are also influenced by the change. There is no exemption even in the domain of education. The evolution of digital learning platforms has a huge impact in educational institutions and has eventually put the conventional methods in the back seat. Nevertheless, there are still demands for both digital and conventional learning methods. As a consequence, integrating both the conventional face to face teaching and digital learning tools gave birth to newly introduced term known as "Blended learning".

Blended learning is not a mere mixture of online and face to face modes of education, but also it requires a thoroughly planned combination of meaningful activities in both of the modes. The blending demands taking into consideration of several factors, especially focusing on learning outcomes and the learner-centered instructional environment. Given the emergence of digital technological devices and emerging significance of exploiting technology for both teaching and learning at all levels from school to universities, usage of blended models of learning is recommended. While promoting digital learning in education, the importance of face to face in-person learning is fully recognised. Therefore, various effective models of blended learning will be worked out for appropriate replication for different subjects.

The important features of blended learning environment are as following:

-increased student engagement in learning;

-responsibility for learning;

-time management and flexibility;

-enhanced student learning outcomes;

-improved teacher and student interaction;

-more flexible teaching and learning atmosphere;

-more accountable for independent and constant learning;

-better opportunities for experiential learning.

Though there are a lot of teaching methods and strategies, available resources indicate that blended learning mode is "the best of all worlds". It is the best because it helps all learning requirements and styles with the help of a variety of different mediums and techniques. Recently, many institutions all over the world have adopted blended learning and it is also considered to be one of the most adopted learning and teaching tools.

Blended learning is captivating due to the fact that it integrates numerous crucial components to achieve highest outcomes. The foundation, access to interactive content, multimedia materials, and self-paced modules are provided by online learning platforms and resources. This enables learners to study individually and return to concepts when necessary. Face-to-face cooperation promote teamwork, critical thinking, and mutual skills development through classroom activities, seminars, or one-on-one discussions. Consolidating both modes generates a charismatic learning experience that mixes the advantages of digital tools with the human element of education.

Blended learning presents a myriad of advantages which contribute to stunning learning experiences. First of all, it provides the young generation with the flexibility they create. Learners can access learning materials anytime, anywhere, allowing them to adapt their studies to their schedules and preferences. This flexibleness supports self-regulation and enables students to take responsibility of their learning journey. Also, blended learning encourages independent learning experiences. Online modules can be designed to address learners' various needs and learning styles and preferences, whereas in person interactions often propose personalized guidance and support. This customized change ensures students obtain the direct assistance they require to achieve success. "Blended learning moves beyond a "pick-and-mix" concept of combining in-person teaching and remote learning. It involves a deliberate integration of in-person teaching and digital resources to personalize learning according to the students' levels and context. It incorporates the appropriate use of synchronous and asynchronous learning methods, as well as in-person and remote activities" [3]. Moreover, blended learning improves learner engagement through interactive mixed media, elements of gamification, and interactive activities. Combining technology with social interactions creates an encouraging and immersive learning atmosphere. Additionally, blended learning equips learners with essential digital literacy

skills and online communication abilities, preparing them for the requirements of the digital age.

Numerous factors must be considered when choosing how to blend in-person and online tutoring and literacy conditioning. In some cases, utmost relations between learners and the schoolteacher, as well as the direct delivery of instruction, take place in person in the classroom, while accoutrements and conceivably some fresh conditioning are delivered online. In other cases, utmost of the class conditioning do online, with occasional meetings in person to break problems and support community structure. In some blended arrangements, learners may choose which conditioning to complete online and which to complete in a classroom. immaculately, composites are personalised so individual learners have the mix that stylish fits their age, life circumstances and learning requirements. These are called à la carte models. Learners choose what to take completely online, what to take completely in person and, when the design is available, blended courses where they choose when to go to in-person classes and when to watch vids, download readings and complete assignments online. This kind of personalisation is not always available. Most important is icing that learners are suitable to serve well as learners with any delivery system, single-mode or blended, indeed if it is not their preference or the stylish situation for them. preceptors are precious trainers for helping learners manage in any literacy situation; it is over to preceptors and learning contrivers to offer blended learning that stylish suit the subject, the learners' needs and the class conditions. Not all unique and intriguing BL designs are one-size-fits-all model. Below are seven sample configurations of BL conditioning to consider for BL tutoring situation. These exemplifications of BL are drawn from advanced education but can be shaped to fit any tutoring and literacy situation. Blended learning is a tutoring approach that combines online and face-to-face instruction, allowing preceptors and learners to profit from the stylish of both worlds. Still, blended literacy also poses some challenges that need to be addressed in order to insure its effectiveness and sustainability. In this composition, we will explore some of the benefits and challenges of blended learning for preceptors and learners, as well as some strategies to overcome them.

Benefits for preceptors

Blended learning can offer preceptors more inflexibility, autonomy, and creativity in designing and delivering their courses. By using online platforms and tools, preceptors can produce engaging and individualized literacy gests for their learners, as well as access a variety of materials and resources and data to support their instruction. Blended literacy can also help preceptors save time and reduce their workload, as they can automate some tasks, similar as grading and feedback, and exercise some accoutrements, similar as vids and quizzes.

Benefits for learners

Blended literacy can also give learners with further openings, choices, and control over their literacy process[4]. By combining online and face-to-face modes, learners can pierce the content and conditioning at their own pace and place, as well as interact with their peers and preceptors in different ways. Blended literacy can also enhance learners' provocation, engagement, and achievement, as they can profit from the social and emotional support of the classroom, as well as the inflexibility and autonomy of the online terrain.

Challenges for preceptors

Still, blended learning is not without its challenges for preceptors. One of the main challenges is to design and apply a coherent and effective blended literacy course that aligns with the literacy objects, issues, and assessments. This requires preceptors to have a clear vision and strategy, as well as the necessary chops and knowledge to use the online platforms and tools effectively. Another challenge is to manage and grease the blended literacy course, which involves balancing the online and face-to-face factors, communicating and uniting with the learners and other stakeholders, and furnishing timely and formative feedback.

Challenges for learners

Also, blended learning can also pose some difficulties for learners. One of the crucial challenges is to acclimatize to the blended literacy terrain, which requires learners to have a high position of self-regulation, responsibility, and digital literacy. Learners need to be suitable to plan, cover, and estimate their own literacy, as well as to use the online platforms and tools properly. Another challenge is to manage with the implicit insulation, confusion, and frustration that may arise from the blended literacy experience, especially if the online and face-to-face factors are not well integrated or supported.

Strategies to overcome challenges

Fortunately, there are some strategies that can help preceptors and learners overcome the challenges of blended literacy and maximize its benefits. For preceptors, conducting a needs analysis and a feasibility study is essential before designing and enforcing a course, to insure that it meets the prospects and conditions of the learners, the institution, and the environment[5]. Likewise, they should choose the applicable online platforms and tools that suit the literacy objects, issues, and assessments, as well as give clear instructions and prospects for the learners. Also, they should produce a sense of community by using colorful online and face-to-face conditioning, similar as conversations, group systems, and peer review. Eventually, they should estimate and revise the blended literacy course periodically grounded on feedback and data

collected from the learners.

To sum up all given facts above it should be noted that For learners, developing a positive station towards blended literacy is crucial by fetching its benefits and openings. They should also establish a realistic literacy plan that takes into account their particular commitments. It is important for them to seek out available materials and resources and support from online platforms, preceptors, peers, or their institution. In addition to this, they should share laboriously in online and face-to-face relations by participating ideas, asking questions, giving feedback, and erecting fellowship. Eventually, they should reflect on their blended literacy experience by relating strengths and sins in order to ameliorate.

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