



ISSN: 3060-4613



MAKTABGACHA
VA MAKTAB
TA'LIMI VAZIRLIGI



O'zbekiston
Milliy Pedagogika
Universiteti



No6(4)
2026

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

M

AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



MAKTABGACHA VA MAKTAB TA'LIMI



Elektron nashr. 142 sahifa,
12-iyun, 2026-yil.

BOSH MUHARRIR:

Karimova E'zoza Gapijanovna – O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vaziri

BOSH MUHARRIR O'RINBOSARI:

Ibragimova Gulsanam Ne'matovna – Pedagogika fanlari doktori, professor

TAHRIRIYAT KENGASHI A'ZOLARI

Ibragimov X.I. – pedagogika fanlari doktori, akademik
Shoumarov G'.B. – psixologiya fanlari doktori, akademik
Qirg'izboyev A.K. – Tarix fanlari doktori, professor
Jamoldinova O.R. – pedagogika fanlari doktori, professor
Sharipov Sh.S. – pedagogika fanlari doktori, professor
Shermuhhammadov B.Sh. – pedagogika fanlari doktori, professor
Ma'murov B.B. – pedagogika fanlari doktori, professor
Madraximova F.R. – pedagogika fanlari doktori, professor
Kalonov M.B. – iqtisodiyot fanlari doktori, professor
Nabiyev D.X. – iqtisodiyot fanlari doktori, professor
Qo'ldoshev Q. M. – iqtisodiyot fanlari doktori, professor
Ikramxanova F.I. – filologiya fanlari doktori, professor
Ismagilova F.S. – psixologiya fanlari doktori, professor (Rossiya)
Stoyuxina N.Yu. – psixologiya fanlari nomzodi, dotsent (Rossiya)
Magauova A.S. – pedagogika fanlari doktori, professor (Qozog'iston)
Rejep O'zyurek – psixologiya fanlari doktori, professor (Turkiya)
Wookyu Cha – Koreya milliy ta'lim universiteti rektori (Koreya)
Polonnikov A.A. – psixologiya fanlari nomzodi, dotsent (Belarus)
Mizayeva F. O. – Pedagogika fanlari doktori, dotsent
Baybayeva M.X. – pedagogika fanlari doktori, professor
Muxsiyeva A.T. – pedagogika fanlari doktori, professor
Aliyev B. – falsafa fanlari doktori, professor
Abdullayeva N. Sh. – Pedagogika fanlari doktori (DSc), professor
Doniyorov S. M. – “Yangi O'zbekiston” va “Pravda Vostoka” gazetalari tahririyati DM bosh muharriri, O'zbekiston Respublikasida xizmat ko'rsatgan jurnalist, filologiya fanlari bo'yicha falsafa doktori (PhD), dotsent
G'afurov D. O. – falsafa fanlari doktori (PhD)
Shomurodov R.T. – iqtisodiyot fanlari nomzodi (PhD), dotsent
Mirzayeva F. O. – pedagogika fanlari doktori (DSc), dotsent
Jalilova S.X. – psixologiya fanlari nomzodi (PhD), dotsent
Bafayev M.M. – psixologiya fanlari bo'yicha falsafa doktori (PhD), dotsent
Usmonova D.I. – Samarqand iqtisodiyot va servis institute dotsenti
Saifnazarov I. – falsafa fanlari doktori, professor
Nematov Sh.E. – pedagogika fanlari nomzodi (PhD)
Tillashayxova X.A. – psixologiya fanlari nomzodi (PhD), dotsent
Yuldasheva F.I. – pedagogika fanlari bo'yicha falsafa doktori (PhD), dotsent
Yuldasheva D.B. – filologiya fanlari bo'yicha falsafa (PhD) doktori, dotsent
Tangriyev A. T. – Toshkent davlat iqtisodiyot universiteti kafedra professori
Ashurov R. R. – psixologiya fanlari bo'yicha falsafa doktori (PhD), dotsent
Panjiyev M. A. – Qashqadaryo viloyati Maktabgacha va maktab ta'limi boshqarmasi boshlig'ining birinchi o'rinbosari
Xudayberganov N. A. – Xorazm Ma'mun akademiyasi Tabiiy fanlar bo'limining katta ilmiy xodimi, biologiya fanlari bo'yicha falsafa doktori (PhD)
Vaxobov Anvar Abdusattor o'g'li – Pedagogika fanlari bo'yicha falsafa doktori, dotsent

Muassis: “Tadbirkor va ishbilarmon” MChJ

Hamkorlarimiz: O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vazirligi, O'zbekiston milliy pedagogika universiteti

EDITOR-IN-CHIEF:

Karimova E'zoza Gapirzhanovna – Minister of Perschool and School Education of the Republic of Uzbekistan

DEPUTY EDITOR-IN-CHIEF:

Ibragimova Gulsanam Ne'matovna – Doctor of Pedagogical Sciences, Professor

EDITORIAL BOARD MEMBERS:

Ibragimov X.I. – Doctor of Pedagogical Sciences, Academician

Shoumarov G. B. – Doctor of Psychological Sciences, Academician

Qirg'izboyev A. K. – Doctor of Historical Sciences, Professor

Jamoldinova O.R. – Doctor of Pedagogical Sciences, Professor

Sharipov Sh.S. – Doctor of Pedagogical Sciences, Professor

Shermuhhammadov B.Sh. – Doctor of Pedagogical Sciences, Professor

Ma'murov B.B. – Doctor of Pedagogical Sciences, Professor

Madraximova F.R. – Doctor of Pedagogical Sciences, Professor

Kalonov M.B. – Doctor of Economic Sciences, Professor

Nabiyev D.X. – Doctor of Economic Sciences, Professor

Koldoshev K. M. – Doctor of Economic Sciences, Professor

Ikramxanova F.I. – Doctor of Philological Sciences, Professor

Ismagilova F.S. – Doctor of Psychological Sciences, Professor (Russia)

Stoyuxina N.Yu. – Candidate of Psychological Sciences (PhD), Associate Professor (Russia)

Magauova A.S. – Doctor of Pedagogical Sciences, Professor (Kazakhstan)

Rejep O'zyurek – Doctor of Psychological Sciences, Professor (Turkey)

Wookyu Cha – President of the National University of Education, Korea (South Korea)

Polonnikov A.A. – Candidate of Psychological Sciences (PhD), Associate Professor (Belarus)

Mizayeva F. O. – Doctor of Pedagogical Sciences, Professor

Baybayeva M.X. – Doctor of Pedagogical Sciences, Professor

Muxsiyeva A.T. – Doctor of Pedagogical Sciences, Professor

Aliyev B. – Doctor of philosophy, professor

Abdullayeva N. Sh. – Doctor of Pedagogical Sciences (DSc), Professor

Doniyorov S. M. – Editor-in-Chief of the DM Editorial Office of the newspapers “Yangi O'zbekiston” and “Pravda Vostoka”, Honored Journalist of the Republic of Uzbekistan, Doctor of Philosophy (PhD) in Philology, Associate Professor

Gafurov D. O. – Doctor of Philosophy (PhD)

Shomurodov R.T. – Candidate of Economic Sciences (PhD), Associate Professor

Mirzayeva F. O. – Doctor of Pedagogical Sciences (DSc), Associate Professor

Jalilova S.X. – Candidate of Psychological Sciences (PhD), Associate Professor

Bafayev M.M. – Doctor of Philosophy in Psychological Sciences (PhD), Associate Professor

Usmonova D.I. – Associate Professor, Samarkand Institute of Economics and Service

Saifnazarov I. – Doctor of philosophy, professor

Nematov Sh.E. – Candidate of Pedagogical Sciences (PhD)

Tillashayxova X.A. – Candidate of Psychological Sciences (PhD), Associate Professor

Yuldasheva F.I. – Doctor of Philosophy in Pedagogical Sciences (PhD), Associate Professor

Yuldasheva D.B. – Doctor of Philosophy (PhD) in Philological Sciences, Associate Professor

Tangriyev A.T. – is a professor of Tashkent State University of Economics

Ashurov R. R. – Doctor of Philosophy (PhD) in Psychology, Associate Professor

Panjiyev M. A. – First Deputy Head of the Department of Preschool and School Education of the Kashkadarya Region

Khudaiberganov N. A. – Senior Researcher of the Department of Natural Sciences of the Khorezm Mamun

Academy, Doctor of Philosophy (PhD) in Biological Sciences

Vakhobov Anvar Abdusattor oglu – Doctor of Philosophy in Pedagogical Sciences, Associate Professor

“Maktabgacha va maktab ta'limi” jurnali O'zbekiston Respublikasi Oliy attestatsiya komissiyasining quyidagi qarorlariga asosan pedagogika va psixologiya fanlari bo'yicha falsafa doktori (PhD) hamda fan doktori (DSc) ilmiy darajasiga talabgorlarning dissertatsiyalaridagi asosiy ilmiy natijalarni chop etish uchun milliy ilmiy nashrlar ro'yxatiga kiritilgan:

Pedagogika fanlari bo'yicha: OAK Kengashi tavsiyasi (26.08.2024-y., №11-05-4381/01) asosida:

- Ekspert kengashi (29.10.2024-y., №10)
- Rayosat qarori (31.10.2024-y., №363/5)

Psixologiya fanlari bo'yicha: Toshkent davlat pedagogika universiteti murojaatiga asosan OAK tavsiyasi (24.04.2025-y., №11-05-2566/01):

- Ekspert kengashi (25.05.2025-y., №10)
- Rayosat qarori (08.05.2025-y., №370/5)

“Maktabgacha va maktab ta'limi”
jurnali

26.09.2023-yildan

O'zbekiston Respublikasi Prezidenti
Administratsiyasi huzuridagi Axborot
va ommaviy kommunikatsiyalar
agentligi tomonidan **№C-5669363**
reyestr raqami tartibi bo'yicha
ro'yxatdan o'tkazilgan.

Litsenziya raqami: **№136361**

MUNDARIJA

| | |
|--|----|
| Maktab o'quvchilarining musiqiy tafakkurini rivojlantirishning pedagogik shart-sharoitlari | 10 |
| <i>Abilov Muslim Normuxammadovich</i> | |
| Boshlang'ich sinf o'quvchilarini milliy qadriyatlar ruhida tarbiyalashning pedagogik ahamiyati..... | 14 |
| <i>Bolqiyev Axmad</i> | |
| Jamiyat muhitida radikalizmning oldini olishga qaratilgan uzluksiz profilaktika tizimini yaratish | 17 |
| <i>Axmedova Iroda Shaxitbekovna</i> | |
| Inklyuziv ta'lim va gospital pedagogikani rivojlantirishda pedagogning tashkilotchilik madaniyati: nazariy va amaliy aspektlar | 22 |
| <i>Djabborov Ma'sud Bahriddinovich, Arolova Zarina Lochin qizi</i> | |
| Developing Sociolinguistic Competence in Intensive Teaching of Foreign Languages to Adults | 28 |
| <i>G. R. Tolibova</i> | |
| Языковая выразительность и художественный мир сказки "Муха-Цокотуха" | 31 |
| <i>Garifullina Alsu Robert qizi</i> | |
| Boshlang'ich sinflarda nasriy asarlarni o'qitish | 35 |
| <i>Ibodullayeva Madina Muzaffar qizi</i> | |
| Nutq kamchiligiga ega bo'lgan bolalarda nutq faoliyatining yuzaga kelish xususiyatlari | 38 |
| <i>Ibroximova Fotimaxon Qobiljon qizi</i> | |
| Rezervga bo'shatilgan harbiy xizmatchilarni fuqarolik hayotiga ijtimoiy-psixologik reintegratsiyasining nazariy-metodologik tahlili (CTP dasturi misolida)..... | 42 |
| <i>Ikmatullayev G'ayrat Zokirovich</i> | |
| Bo'lajak boshlang'ich sinf o'qituvchilarining o'quv motivatsiyasini innovatsion pedagogik texnologiyalar asosida rivojlantirish yo'llari | 47 |
| <i>Islamova Fotima Shamsiddinovna, Ismoilova Mohinur Faxriddin qizi</i> | |
| Raqamli ta'lim muhitida milliy o'quv dasturini amaliyotga joriy etishning asosiy tamoyillari | 52 |
| <i>Mamanazar Djumayev</i> | |
| Turli vazn toifalaridagi dzyudochilarning texnik-taktik tayyorgarligini takomillashtirish | 61 |
| <i>I. B. Matmuratova</i> | |
| Maktabgacha ta'limda xalqaro monitoring va baholash dasturlarining o'rni | 65 |
| <i>Mutalova Dilnoza Abdurashidovna</i> | |
| Raqamli texnologiyalar orqali o'quvchilarning intellektuallik koeffitsientini rivojlantirish va zamonaviy ko'nikmalarini shakllantirish | 69 |
| <i>Normamatova Sevinch Asror qizi</i> | |
| Ona tilidan o'quvchilarning pragmatik kompetensiyasining rivojlanganlik darajasini aniqlash mezonlari..... | 73 |
| <i>Ollqova O'g'iljon Mamanazarovna</i> | |
| Oliy ta'limda adaptiv raqamli ta'lim texnologiyalari asosida o'quv jarayoni samaradorligini oshirish modeli ... | 77 |
| <i>Quchqarova Dilnovoz Shaymaxammad qizi</i> | |
| Bo'lajak tarbiyachilarning kasbiy kompetensiyalarini autentik videomateriallar asosida rivojlantirish metodikasi | 81 |
| <i>Qurbonova Shalola Ilhomiddinovna</i> | |
| Jadid ma'rifatparvarlari pedagogik merosini tadqiq etishning zamonaviy ijtimoiy-pedagogik ahamiyati | 84 |
| <i>Raxmatova Dilbar Anvar qizi</i> | |
| Boshlang'ich sinf o'quvchilarining funksional savodxonligini xalqaro baholash dasturlari asosida rivojlantirish | 88 |
| <i>Shavqiddin Burxonov</i> | |
| Development of Students' Artistic Taste and Aesthetic Education as a Pedagogical Problem..... | 91 |
| <i>Temirov Murodjon Anvarovich</i> | |
| O'smirlarda huquqiy madaniyatni shakllantirishda ma'naviy-ma'rifiy faoliyatning pedagogik imkoniyatlari... | 95 |
| <i>Umarov Qobiljon</i> | |



| | |
|--|-----|
| Ta'lim va tarbiya tizimida falsafiy yondashuvning pedagogik asoslari | 98 |
| Umurov Sharif Rajabovich | |
| Boshlang'ich sinf ona tili darslarida so'z turkumlariga oid mashg'ulotlar ustida ishlash | 102 |
| Voxidova Muqaddas Rasuljon qizi | |
| Методические основы развития критического мышления обучающихся при изучении информационных технологий в условиях использования искусственного интеллекта | 106 |
| Панжиева Назокат Норматомовна | |
| Динамика морфологической системы современного русского языка в условиях цифровизации | 111 |
| Тураева Дилфуза Даминовна | |
| Zamonaviy pedagogik texnologiyalar va ularning ta'lim samaradorligiga ta'siri | 116 |
| Abdug'aniyeva Saodat Shuhrat qizi | |
| Blended Learning Pedagogy in University EFL Writing Courses: Effects on Linguistic Accuracy and Learner Autonomy | 120 |
| Inomidinova Dildorxon Ikramovna | |
| O'smirlilik davrida psixologik rivojlanishning muhim jihatlari va uning determinantlari..... | 125 |
| M. S. Usmonova | |
| The Relationship Between Grammar Knowledge and Writing Proficiency in EFL Learners | 130 |
| Tahirova Shaxribonu | |
| Особенности интерпретации юридических терминов в медиатекстах..... | 139 |
| Хамидова Нигора Тулкуновна | |

BLENDED LEARNING PEDAGOGY IN UNIVERSITY EFL WRITING COURSES: EFFECTS ON LINGUISTIC ACCURACY AND LEARNER AUTONOMY

Inomidinova Dildorxon Ikramovna

Associate Professor, Department of Foreign Languages
Namangan State Technical University

Abstract: This study investigates the impact of a structured blended learning pedagogical model on linguistic accuracy and learner autonomy in university-level English as a Foreign Language (EFL) writing courses. Utilizing a quasi-experimental mixed-methods design, 120 undergraduate EFL students were assigned to either a blended learning condition (integrating face-to-face instruction with asynchronous LMS-based writing tasks, peer feedback, and self-regulated learning modules) or a traditional face-to-face control group. Pre- and post-intervention writing assessments were evaluated for grammatical, lexical, and syntactic accuracy using a standardized analytic rubric. Learner autonomy was measured via a validated questionnaire and semi-structured interviews. Quantitative analysis revealed statistically significant improvements in linguistic accuracy ($p < .01$) and autonomy scores ($p < .001$) in the blended group compared to controls. Qualitative data highlighted enhanced self-monitoring, strategic resource use, and increased confidence in independent drafting. Findings suggest that intentionally designed blended pedagogy can simultaneously target form-focused accuracy and metacognitive autonomy in EFL writing. The study offers practical implications for curriculum designers and EFL instructors seeking to balance guided instruction with learner-centered digital environments.

Key words: blended learning; EFL writing; linguistic accuracy; learner autonomy; higher education; self-regulated learning.

Annotatsiya: Ushbu tadqiqot universitet darajasidagi ingliz tili chet tili (EFL) yozma kurslarida lingvistik aniqlik va o'quvchi avtonomiyasiga tuzilgan aralash ta'lim pedagogik modelining ta'sirini o'rganadi. Kvazi-eksperimental aralash usullar dizaynidan foydalangan holda, 120 nafar bakalavriat bosqichidagi EFL talabalari aralash ta'lim sharti (yuzma-yuz ta'limni LMS-ga asoslangan asinxron yozma topshiriqlar, tengdoshlarning fikr-mulohazalari va o'z-o'zini boshqarishga oid o'quv modullari bilan integratsiyalashgan) yoki an'anaviy yuzma-yuz nazorat guruhiga tayinlandi. Tadqiqotdan oldin va keyin yozma baholashlar standartlashtirilgan analitik rubrika yordamida grammatik, leksik va sintaktik aniqlik jihatidan baholandi. O'quvchi avtonomiyasi validatsiyadan o'tgan so'rovnoma va yarim-strukturalashtirilgan intervyular orqali o'lchandi. Miqdoriy tahlil aralash guruhda nazorat guruhiga nisbatan lingvistik aniqlik ($p < .01$) va avtonomiya ko'rsatkichlarida ($p < .001$) statistik jihatdan sezilarli yaxshilanishlarni aniqladi. Sifat ma'lumotlari kuchaygan o'z-o'zini kuzatish, strategik resurslardan foydalanish va mustaqil yozish loyihalarida ishonchning oshganini ta'kidladi. Topilmalar shuni ko'rsatadiki, maqsadli tarzda ishlab chiqilgan aralash pedagogika bir vaqtning o'zida shaklga yo'naltirilgan aniqlik va EFL yozuvida metakognitiv avtonomiyaga qaratilgan bo'lishi mumkin. Tadqiqot yo'naltirilgan ta'limni o'quvchi markazli raqamli muhitlar bilan muvozanatlashga intilayotgan o'quv dasturlari dizaynerlari va EFL o'qituvchilari uchun amaliy tavsiyalar beradi.

Kalit so'zlar: aralash ta'lim; EFL yozuvi; lingvistik aniqlik; o'quvchi avtonomiyasi; oliy ta'lim; o'z-o'zini boshqarish orqali o'rganish.



Аннотация: В данном исследовании изучается влияние структурированной модели смешанного обучения на языковую точность и автономию учащихся в вузовских курсах по письменной речи на английском как иностранном (EFL). С использованием квази-экспериментального смешанного дизайна 120 студентов-бакалавров EFL были распределены либо в условие смешанного обучения (интегрирующего очные занятия с асинхронными письменными заданиями на базе LMS, обратную связь от сверстников и модулями саморегулируемого обучения), либо в традиционную контрольную группу с очным обучением. Письменные работы до и после вмешательства оценивались на предмет грамматической, лексической и синтаксической точности с использованием стандартизированной аналитической рубрики. Автономия учащихся измерялась с помощью валидированного опросника и полуструктурированных интервью. Количественный анализ выявил статистически значимые улучшения показателей языковой точности ($p < .01$) и автономии ($p < .001$) в группе смешанного обучения по сравнению с контрольной группой. Качественные данные показали усиление самоконтроля, стратегическое использование ресурсов и повышение уверенности при самостоятельном написании текстов. Полученные результаты свидетельствуют о том, что целенаправленно разработанная смешанная педагогика может одновременно воздействовать на ориентированную на форму точность и метакогнитивную автономию в письменной речи EFL. Исследование предлагает практические рекомендации для разработчиков учебных программ и преподавателей EFL, стремящихся сбалансировать направляемое обучение с ученико-центрированными цифровыми средами.

Ключевые слова: смешанное обучение; письменная речь на английском как иностранном; языковая точность; автономия учащихся; высшее образование; саморегулируемое обучение.

INTRODUCTION

Writing is a fundamental skill for university students learning English as a Foreign Language (EFL). Traditional writing instruction often emphasizes the final product rather than the learning process, limiting opportunities for learners to practice self-reflection, problem-solving, and independent revision. With the rapid development of educational technologies, blended learning has emerged as an innovative pedagogical approach that combines face-to-face instruction with online learning activities.

Despite growing interest in blended learning, limited research has examined its simultaneous impact on linguistic accuracy and learner autonomy in EFL writing contexts. Previous studies have typically focused on either grammatical development or motivational factors separately. Therefore, this study addresses an important research gap by investigating how a structured blended learning pedagogy influences both writing accuracy and learner autonomy among university EFL students.

The study seeks to answer the following research questions:

1. How does blended learning pedagogy improve accuracy in EFL academic writing?
2. How does blended learning influence learners' perceived autonomy?
3. How do students navigate and experience the blended writing environment?

LITERATURE REVIEW

The theoretical foundation of this study is based on several established frameworks in second language acquisition and educational psychology.

The Noticing Hypothesis suggests that language acquisition occurs when learners consciously recognize gaps between their current language use and target language forms. Similarly, Skill Acquisition Theory explains that repeated practice facilitates the transition from declarative knowledge to proceduralized language skills.

The study also draws upon Self-Determination Theory (Ryan & Deci, 2020), which argues that effective learning environments satisfy three essential psychological needs: competence, autonomy, and relatedness. Previous research has shown that blended learning environments can provide flexible learning opportunities, increase learner engagement, and enhance self-regulated learning behaviors.

Furthermore, sociocultural perspectives (Lantolf & Poehner, 2014) emphasize that learning develops through interaction with peers, instructors, and mediating tools. Within this framework, digital technologies function as scaffolding mechanisms that support learners' cognitive and metacognitive development.

Although previous studies have reported positive effects of blended learning on language learning outcomes, relatively few investigations have explored how blended learning simultaneously promotes writing accuracy and learner autonomy in university EFL contexts.

RESEARCH METHODOLOGY

The study employed a quasi-experimental mixed-methods design involving 120 university EFL students divided into an experimental group and a control group.

The intervention lasted 14 weeks. Students in the experimental group participated in a blended learning model consisting of:

1. Weekly face-to-face workshops focusing on rhetorical structure and genre conventions;
2. Online asynchronous learning modules delivered through a Learning Management System (LMS);
3. Automated grammar and vocabulary exercises;
4. Peer-review activities;
5. Reflective writing journals;
6. Video-based instructor feedback;
7. Self-assessment checklists.

The control group received traditional classroom instruction through lectures and in-class writing activities. Data collection instruments included:

1. Writing pre-test and post-test assessments evaluated by two trained raters using a standardized rubric (Cronbach's $\alpha = .87$);
2. Learner autonomy questionnaire adapted from validated scales ($\alpha = .84$);
3. Semi-structured interviews with 12 students from the experimental group.
4. Quantitative data were analyzed using ANCOVA through SPSS software ($\alpha = .05$), while qualitative data were analyzed through thematic analysis. Inter-rater reliability reached Cohen's $\kappa = .89$.

ANALYSIS AND RESULTS

The results demonstrated that students exposed to blended learning significantly outperformed those receiving traditional instruction in both writing accuracy and learner autonomy.

For learner autonomy, ANCOVA results indicated a statistically significant difference between the experimental group ($M = 4.31$, $SD = 0.48$) and the control group ($M = 3.62$, $SD = 0.51$), $F(1,117) = 21.05$, $p < .001$, $\eta^2 = .15$.

Qualitative analysis revealed three major themes:

1. Strategic Self-Monitoring

Students increasingly utilized digital dictionaries, grammar-checking software, and peer feedback mechanisms to revise and improve their writing.

2. Temporal Flexibility and Ownership

The asynchronous nature of online learning modules enabled students to study at their own pace, reducing anxiety and encouraging deeper revision practices.

3. Scaffolded Independence

Participants reported that structured online support gradually increased their confidence and reduced dependence on instructors.

No statistically significant differences were observed across gender or initial proficiency levels, suggesting that the benefits of blended learning were broadly applicable to diverse student populations.

The findings indicate that blended learning promotes both linguistic accuracy and autonomous learning behaviors through iterative practice, structured feedback, and self-regulated learning opportunities.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The findings of this study demonstrate that blended learning pedagogy can significantly improve both writing accuracy and learner autonomy among university EFL students. The integration of face-to-face instruction with online learning activities created a supportive environment that enabled learners to develop linguistic competence while simultaneously strengthening their capacity for self-regulated learning.

The quantitative results revealed that students participating in the blended learning program achieved higher levels of writing accuracy and perceived autonomy compared to those receiving traditional instruc-



tion. Furthermore, qualitative findings indicated that learners benefited from strategic self-monitoring practices, increased flexibility in managing their learning processes, and gradually developed greater independence through structured pedagogical support.

The study also confirms the relevance of the Noticing Hypothesis, Skill Acquisition Theory, and Self-Determination Theory in explaining how blended learning facilitates language development. Through repeated practice, multi-source feedback, and reflective activities, learners were able to identify language gaps, improve writing performance, and become more responsible for their own learning.

Importantly, the results suggest that learner autonomy should not be viewed as a fixed personal characteristic but rather as a developmental capacity that can be enhanced through carefully designed instructional environments. The success of the blended learning model was attributed not merely to the presence of technology but to the pedagogically meaningful integration of digital tools, teacher support, and collaborative learning opportunities.

Recommendations

Based on the findings of this study, several recommendations can be proposed for EFL instructors, curriculum designers, and educational institutions.

Recommendations for EFL Instructors

1. Incorporate blended learning strategies that combine classroom instruction with structured online learning activities.
2. Provide clear autonomy-supporting mechanisms, including goal-setting activities, reflective journals, self-assessment checklists, and learning portfolios.
3. Utilize multi-source feedback systems by combining automated feedback tools, peer review, and instructor feedback.
4. Encourage students to engage in self-monitoring practices through digital writing tools, grammar checkers, and reflective learning activities.
5. Deliver concise and constructive video feedback that focuses on student progress and improvement rather than solely on error correction.

Recommendations for Curriculum Designers

1. Align Learning Management System (LMS) activities with different stages of the writing process, including planning, drafting, revising, and editing.
2. Integrate CEFR “can-do” descriptors into assessment and self-assessment frameworks to promote learner awareness and independence.
3. Design blended learning courses that balance linguistic development with metacognitive and self-regulatory skill development.
4. Ensure that digital learning materials provide adequate scaffolding for learners at different proficiency levels.

Recommendations for Educational Institutions

1. Establish comprehensive blended learning policies and support systems for writing instruction.
2. Provide continuous professional development opportunities for instructors in digital pedagogy and feedback practices.
3. Invest in technological infrastructure that facilitates effective online learning and interaction.
4. Promote learner-centered instructional approaches that gradually transfer responsibility from instructors to students.

Limitations and Future Research Directions

Despite its contributions, the study has several limitations. The research was conducted at a single university and involved a relatively short intervention period of fourteen weeks, which may limit the generalizability of the findings. In addition, learner autonomy was measured primarily through self-report instruments, which may be influenced by response bias.

Future research should investigate the long-term effects of blended learning on writing accuracy and learner autonomy across different educational and cultural contexts. Further studies may also compare the effectiveness of specific blended learning components, such as automated feedback systems, peer-review activities, and AI-assisted writing tools. Moreover, the use of objective indicators, including LMS analytics and behavioral learning data, could provide deeper insights into the development of learner autonomy.

In conclusion, blended learning represents a promising pedagogical approach for developing both writing proficiency and learner autonomy in university EFL contexts. The effective integration of technology, instructional scaffolding, and learner-centered design can contribute to the formation of independent, reflective, and competent academic writers.

References:

1. Chen Y., Wang Y. Blended learning in language education: A meta-analysis of cognitive and affective outcomes // *Language Learning & Technology*. - 2022. - Vol. 26, No. 3. - P. 45-67.
2. Ellis R. The role of feedback in second language acquisition: Cognitive and sociocultural perspectives // *Studies in Second Language Acquisition*. - 2020. - Vol. 42, No. 4. - P. 789-812.
3. Hyland K. *Second Language Writing*. - 3rd ed. - Cambridge: Cambridge University Press, 2019. - 328 p.
4. Little D. *Learner Autonomy 1: Definitions, Issues and Problems*. - Dublin: Authentik, 1991. - 68 p.
5. Reinders H., Benson P. Research agenda for language learning autonomy // *Language Teaching*. - 2017. - Vol. 50, No. 4. - P. 563-576.
6. Stockwell G., Hubbard P. Digital scaffolding in language learning: Theory and practice // *CALICO Journal*. - 2021. - Vol. 38, No. 2. - P. 112-130.

- 
- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

Mas'ul muharrir: Ramzidin Ashurov

Ingliz tili muharriri: Murod Xoliyorov

Musahhih: Alibek Zokirov

Sahifalovchi va dizayner: Iskandar Islomov

2026. №6(4)

© Materiallar ko'chirib bosilganda "Maktabgacha va maktab ta'limi" jurnali manba sifatida ko'rsatilishi shart. Jurnalda bosilgan material va reklamalardagi dalillarning aniqligiga mualliflar ma'sul. Tahririyat fikri har vaqt ham mualliflar fikriga mos kelamasligi mumkin. Tahririyatga yuborilgan materiallar qaytarilmaydi.

"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzirimiz: Toshkent shahar, Yunusobod tumani
19-mavze, 17-uy.