

THE ROLE OF TEACHERS IN THE BLENDED LEARNING ENVIRONMENT

Qilichova Zarifa Xayrullo kizi

PhD student of SamSIFL

ABSTRACT. Blended learning integrates face-to-face instruction with online learning tools, reshaping the teacher's role in modern education. In these environments, teachers function as learning facilitators, instructional designers, technological guides, and community builders. Their responsibilities extend beyond direct content delivery to include designing curriculum pathways, managing digital platforms, monitoring student progress using data analytics, and providing individualized guidance.

Key words: blended learning, teacher role, learning facilitator, instructional designer, curriculum development, hybrid education

ANNOTATSIYA. Aralash ta'lim yuzma-yuz o'qitishni onlayn o'qitish vositalari bilan birlashtiradi, zamonaviy ta'limda o'qituvchining rolini qayta shakllantiradi. Bunday muhitda o'qituvchilar o'rganishga yordam beruvchilar, o'quv dizaynerlari, texnologik qo'llanmalar va jamoat quruvchilari vazifasida ishlaydi. Ularning mas'uliyati o'quv yo'llarini loyihalash, raqamli platformalarni boshqarish, ma'lumotlar tahlilidan foydalangan holda talabalar taraqqiyotini kuzatish va individual yo'l-yo'riqlarni taqdim etish, to'g'ridan-to'g'ri kontentni yetkazib berishni o'z ichiga oladi.

Kalit so'zlar: aralash ta'lim, o'qituvchining roli, o'quv jarayonini yo'naltiruvchi, ta'lim dizayneri 'quv dastur, gibrid ta'lim.

АННОТАЦИЯ. Смешанное обучение объединяет очное обучение с инструментами онлайн-обучения, преобразуя роль учителя в современном образовании. В этих средах учителя выполняют функции координаторов обучения, разработчиков учебных программ, технологических гидов и создателей сообществ. Их обязанности выходят за рамки прямой поставки контента и включают в себя разработку учебных программ, управление цифровыми платформами, мониторинг прогресса учащихся с помощью аналитики данных и предоставление индивидуальных рекомендаций.

Ключевые слова: смешанное обучение, роль учителя, координатор обучения, разработчик учебных программ, разработка учебных программ, гибридное образование

INTRODUCTION AND LITERATURE REVIEW

Blended learning, which integrates face-to-face instruction with digital learning modalities, has transformed traditional educational structures. While some initially assumed that technology would diminish the role of educators, experience has demonstrated the opposite: teachers become even more central. Their responsibilities expand beyond traditional lecturing to encompass pedagogical design, facilitation, mentorship, data-driven decision-making, and community building. As the classroom evolves into a hybrid learning ecosystem, the teacher

emerges as the architect of learning experiences, the navigator of digital resources, and the emotional and intellectual anchor of the learning community.

In conventional classrooms, the teacher is the main source of knowledge. In blended environments, however, content is distributed through digital platforms, videos, online readings, and collaborative tools. This shift enables teachers to adopt the role of facilitators rather than sole lecturers. Instead of spending most classroom time transmitting information, teachers guide students through inquiry-based tasks, problem-solving activities, and interactive discussions that deepen understanding. In this model, the teacher's role involves coaching students toward self-directed learning and encouraging them to utilize digital platforms to construct meaning independently.

Blended learning places new demands on planning and instructional design. Teachers must carefully curate or create digital materials, ensuring alignment with curricular outcomes and student needs. They are responsible for sequencing online and in-class components so that they complement one another rather than functioning as separate learning strands. This requires decisions about:

- which content is best delivered online,
- which learning activities require face-to-face interaction,
- how asynchronous tasks support synchronous discussion,
- how digital assessments feed into offline reflection.

METHODS AND METHODOLOGY

This article employs a qualitative literature review methodology to analyze and synthesize existing scholarship on blended learning and teacher roles. Academic sources, including peer-reviewed journals, books, and theoretical frameworks, were examined to identify recurring themes in teacher responsibilities within blended environments. Key researchers such as Graham (2013), Garrison and Vaughan (2008), and Horn and Staker (2015) were used to ground the analysis in established theory. Rather than collecting primary data, this study integrates conceptual insights from multiple authoritative sources to construct a comprehensive understanding of teacher functions in blended learning. The methodology supports a theoretical interpretation rather than empirical measurement.

The study is based on secondary data analysis of published literature, using thematic content review to identify conceptual patterns and categories related to teacher roles in blended learning. Sources were selected based on relevance, citation frequency, and academic credibility.

The teacher therefore becomes a curriculum designer who strategically orchestrates all learning elements, ensuring coherence and relevance.

An essential role of teachers in blended environments is helping students navigate digital technologies. Unlike passive technology use in entertainment, educational technology requires structured engagement with tools such as Google Classroom, Moodle, Kahoot, or learning analytics dashboards. Teachers model appropriate digital behaviors, teach strategies for online research, and develop students' information literacy, critical evaluation of sources, and digital citizenship. They help students use technology effectively—not as distraction, but as a powerful tool for learning.

Digital learning platforms generate an abundance of instructional data: log-in records, time spent on tasks, quiz results, error patterns, and engagement analytics. Teachers interpret

these metrics to identify learning gaps and differentiate instruction. Rather than evaluating solely through final grades or classroom observation, teachers analyze performance trends in real time and intervene early. This enables more personalized, targeted support and helps teachers adjust pacing, modify instructional strategies, or provide supplemental resources.

Blended learning supports individualized instruction on a scale rarely possible in traditional classrooms. Teachers engage with students one-on-one to diagnose misunderstanding, guide independent study, and nurture academic confidence. This role includes:

- offering personalized feedback,
- conducting short conferences with students,
- providing guidance through private digital forums,
- recommending individualized learning paths or resources.

Students receive the reassurance that learning is a collaborative human process, not just an automated digital experience.

The emotional dimension of learning becomes even more critical in blended environments. When part of learning occurs in isolated digital spaces, teachers must ensure that students still feel connected to a learning community. Teachers cultivate collaboration, respect, and interaction through:

- structured group activities,
- monitored online discussions,
- cooperative learning tasks,
- peer review and reflection.

They also maintain classroom norms that extend into digital spaces, ensuring ethical behavior and preventing cyberbullying or disengagement.

Assessment in blended learning must capture not only content mastery but also skills such as collaboration, communication, creativity, and independent learning. Teachers balance formal tests with:

- digital quizzes and polling tools,
- portfolio-based assessment,
- project-based assignments,
- reflection journals,
- peer assessments.

CONCLUSION

The blended learning environment fundamentally redefines the role of teachers—not by reducing their importance, but by expanding their influence. Teachers are no longer mere transmitters of knowledge; they are facilitators of discovery, designers of meaningful learning experiences, interpreters of data, and leaders of collaborative learning communities. Technology supports the educational mission, but teachers drive it forward.

Ultimately, blended learning works not because computers deliver content efficiently, but because teachers humanize the learning experience. Their expertise, empathy, creativity, and adaptive leadership are the keys to successful blended education.

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