

ENHANCING TEACHERS' COMPETENCIES FOR EFFECTIVE INTERACTION WITH STUDENTS IN BLENDED LEARNING ENVIRONMENTS

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***Abstract:** This study investigates the development of teachers' competencies to ensure effective student-teacher interaction within blended learning environments. Using a mixed-methods approach, data was collected from 120 secondary school teachers through surveys and interviews. The findings show that technological literacy, digital communication skills, and adaptive pedagogical approaches are critical in ensuring student engagement and learning outcomes. Recommendations include ongoing professional development and integrated digital pedagogy.*

***Key words:** face-to-face instruction, COVID-19 pandemic, pedagogical adaptability, blended learning, peer collaboration.*

1. Introduction

In recent years, the integration of online tools with traditional face-to-face instruction, commonly referred to as **blended learning**, has become a transformative approach in modern education. This pedagogical model requires teachers to possess a dynamic set of competencies to maintain **effective interaction with students**, ensure active participation, and provide timely feedback. The **COVID-19 pandemic** further accelerated the demand for blended learning, highlighting gaps in teachers' readiness and competencies.

Problem Statement:

<https://newconference.ru/index.php/Ireland>

Teachers often face challenges in engaging students meaningfully in hybrid classrooms due to a lack of digital fluency and pedagogical adaptability.

Purpose of the Study:

To explore which teacher competencies are most essential for successful student engagement in blended learning environments and how these competencies can be effectively developed.

2. Methods

2.1 Research Design

This study employed a **mixed-methods approach** combining quantitative surveys with qualitative interviews to gain a comprehensive understanding of teacher competencies.

2.2 Participants

A total of **120 teachers** from urban and rural secondary schools in Uzbekistan participated. Participants were selected using stratified random sampling.

2.3 Data Collection Instruments

- **Questionnaire:** Likert-scale items (1–5) evaluating digital skills, communication, and pedagogical strategies.
- **Semi-structured interviews:** 20 teachers provided in-depth responses on challenges and best practices.

2.4 Data Analysis

- Quantitative data was analyzed using **SPSS 26.0** for descriptive and inferential statistics.
- Qualitative data was thematically coded.

3. Results

3.1 Key Competency Areas Identified

Competency	Mean Score (out of 5)
Digital literacy	4.3
Interactive digital communication	4.1
Pedagogical adaptability	4.4
Time management in blended mode	3.9
Student feedback and motivation	4.2

Figure 1: Competency Ratings by Teachers



3.2 Interview Themes

1. Barriers Identified:

- Limited training on digital platforms.
- Difficulty in managing hybrid classroom behavior.

2. Effective Strategies:

- Use of LMS tools (e.g., Moodle, Google Classroom).
- Frequent feedback using digital tools.

4. Discussion

The study reveals that **technological proficiency alone is insufficient**; teachers also need robust **pedagogical and emotional intelligence skills** to maintain engagement in a blended setting. While

most teachers showed a basic level of digital skills, **only 52% felt confident** using learning management systems effectively.

Professional development programs must target:

- Practical ICT integration into subject teaching.
- Designing **student-centered hybrid activities**.
- Developing **digital assessment literacy**.

Implication: Education ministries and teacher training institutions must **restructure teacher development frameworks** to prioritize blended learning readiness.

5. Conclusion

This research confirms that to ensure effective interaction in blended classrooms, teachers must develop a combination of **technological, pedagogical, and interpersonal competencies**. Institutions should offer **continuous training**, peer collaboration, and infrastructure support to empower teachers in hybrid learning contexts.

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