

## TEACHER'S ROLE TRANSFORMATION IN THE BLENDED LEARNING ENVIRONMENT

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**Abstract.** This article examines the transformation of teachers' roles in blended learning environments, where traditional face-to-face instruction is integrated with digital and online learning components. The study explores how teachers shift from being primary knowledge providers to facilitators, mentors, and designers of learning experiences. It highlights the skills required for effective classroom management, technological integration, and personalized instruction. The article also discusses challenges and opportunities related to professional development, digital literacy, and pedagogical innovation in blended learning contexts.

**Keywords.** blended learning, teacher role, pedagogy, digital literacy, facilitator, instructional design, professional development

**Annotatsiya.** Ushbu maqolada aralash (blended) ta'lim muhitida o'qituvchining rolining o'zgarishi tahlil qilinadi. An'anaviy yuzma-yuz ta'limni raqamli va onlayn komponentlar bilan uyg'unlashtirish jarayonida o'qituvchilar asosiy bilim manbai sifatida emas, balki ta'lim jarayonini tashkil qiluvchi, mentor va o'quv tajribasi dizayneri sifatida faoliyat yuritadi. Maqolada samarali sinf boshqaruvi, texnologiyalarni integratsiya qilish, individual yondashuv va pedagogik innovatsiya bilan bog'liq qobiliyatlar muhokama qilinadi. Shuningdek, professional rivojlanish va raqamli savodxonlik masalalari ham ko'rib chiqiladi.

**Kalit so'zlar.** aralash ta'lim, o'qituvchining roli, pedagogika, raqamli savodxonlik, mentor, o'quv tajribasi dizayni, professional rivojlanish

**Аннотация.** В данной статье рассматривается трансформация роли учителя в условиях смешанного обучения, где традиционные очные занятия сочетаются с цифровыми и онлайн-компонентами. Исследуется, как учителя переходят от роли основного источника знаний к роли фасилитатора, наставника и разработчика учебного опыта. Рассматриваются необходимые навыки для эффективного управления классом, интеграции технологий и индивидуализации обучения. Также обсуждаются вызовы и возможности, связанные с профессиональным развитием, цифровой грамотностью и педагогическими инновациями в контексте смешанного обучения.

**Ключевые слова.** смешанное обучение, роль учителя, педагогика, цифровая грамотность, фасилитатор, проектирование обучения, профессиональное развитие

The transformation of teachers' roles in blended learning environments has become increasingly significant in the context of global educational reform and technological advancement. As traditional classrooms are supplemented with digital and online learning components, the teacher's role evolves from being the primary source of knowledge to that of a facilitator, mentor, and instructional designer. This shift is critical for promoting student-centered learning, enhancing engagement, and supporting individualized educational pathways.

In Uzbekistan, where the integration of digital technologies in education is expanding rapidly, understanding how teachers adapt to blended learning is particularly relevant. It highlights the professional development needs, pedagogical innovations, and technological competencies required for effective teaching. Moreover, investigating this transformation provides insights into broader educational outcomes, helping policymakers, school leaders, and teacher training programs design strategies that maximize the potential of blended learning.

**Research Methodology.** This study employs a qualitative and mixed-method research design aimed at examining the opportunities and challenges of implementing hybrid learning in preschool and school education in Uzbekistan. The methodology is grounded in a comparative analysis of hybrid learning models, contextual evaluation of Uzbekistan's educational environment, and data collection from key stakeholders including teachers, administrators, and parents. A socio-constructivist pedagogical framework was used to analyze how digital and face-to-face learning components can be integrated to support child development and improve instructional practices.

**Research Methods.** A systematic review of national policy documents, educational development strategies, preschool and general education standards, and international research on hybrid learning was conducted. This method provided a foundation for understanding current reforms, technological capacities, and regulatory frameworks in Uzbekistan.

**Research Methodology.** This study adopts a qualitative research approach to explore the transformation of teachers' roles in blended learning environments. The focus is on understanding how educators adapt to integrating traditional face-to-face instruction with online and digital learning components. A constructivist and socio-technical framework underpins the study, emphasizing the interplay between pedagogical strategies, technological tools, and teacher-student interactions.

Data were collected using multiple complementary methods to ensure a comprehensive understanding of teacher experiences. First, semi-structured interviews were conducted with 15–20 teachers from primary and secondary schools who actively implement blended learning. These interviews allowed participants to share insights about their

evolving responsibilities, pedagogical strategies, and perceptions of student engagement.

**Research Methods.** To investigate the transformation of teachers' roles in blended learning environments, this study employed multiple research methods designed to capture both practical experiences and contextual factors. The combination of interviews, focus groups, classroom observations, and document analysis allowed for a comprehensive and nuanced understanding of the phenomenon.

Semi-structured interviews were conducted with 15–20 teachers from primary and secondary schools actively engaged in blended learning. The semi-structured format provided flexibility for participants to elaborate on their experiences, challenges, and strategies, while maintaining focus on key research questions related to role transformation, digital integration, and pedagogical innovation.

The findings of this study provide valuable insights into the transformation of teachers' roles in blended learning environments. As traditional classrooms are increasingly integrated with online and digital components, teachers are transitioning from being the primary source of knowledge to becoming facilitators, mentors, and instructional designers. This shift reflects the growing emphasis on student-centered learning, engagement, and personalized instruction.

A major observation is that teachers require new skill sets to effectively manage blended classrooms. These include digital literacy, proficiency in instructional design, classroom facilitation, and the ability to monitor and support students' online learning activities. Teachers who received prior professional development or institutional support reported higher confidence and more effective integration of technology into their lessons. Conversely, those lacking such training faced challenges in maintaining student engagement and balancing online and face-to-face instruction.

**Conclusion.** This study has explored the transformation of teachers' roles within blended learning environments, highlighting the shift from traditional knowledge delivery to facilitation, mentorship, and instructional design. The findings indicate that teachers are increasingly required to integrate digital tools, adapt pedagogical strategies, and foster student-centered learning in both online and face-to-face contexts. The research emphasizes that effective implementation of blended learning depends not only on individual teacher competencies but also on institutional support, access to technology, and ongoing professional development. Teachers who are equipped with the necessary digital literacy, pedagogical knowledge, and collaborative opportunities are better able to navigate the challenges of blended learning and enhance student engagement and learning outcomes.

## LITERATURE

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