THE USA JOURNALS
THE AMERICAN JOURNAL OF SOCIAL SCIENCE AND EDUCATION INNOVATIONS (ISSN- 2689-100X)
VOLUME 06 ISSUE06

PUBLISHED DATE: - 24-06-2024
DOI: - https://doi.org/10.37547/tajssei/Volume06Issue06-25 **PAGE NO.: - 190-202**

RESEARCH ARTICLE **Open Access**

UTILIZATION OF BLENDED LEARNING TECHNOLOGIES IN IMPROVING STUDENTS' WRITING SKILLS: TECHNOLOGY INTEGRATION MODELS

Solijon Azizov
Trainee Teacher, Uzbekistan State World Languages University, Tashkent, Uzbekistan

Abstract
Internal and external factors influence the quality and content of foreign language teaching in the global education system. It is essential to thoroughly analyze and classify modern ICTs to create an effective educational environment. Research in this area is increasingly necessary, especially considering the changing requirements for the knowledge, skills, and qualifications of future English language specialists in the era of globalization. This necessitates a more complex educational process and calls for comprehensive reform. As a result, there is a growing need to employ a blended form of education, which combines offline (traditional), online (distance), and independent learning. The main goal of this study is to reveal the practical importance of using technology integration models (TIMs), especially blended learning technologies, to improve the writing competencies of lower-level students in the context of paragraph and essay writing skills in higher education institutions (HEIs) that prepare future English language specialists. This study involves the analysis of the scientific and practical significance of TIMs, the study of the process of implementation of a new approach to technologies in a blended learning environment, the classification of both positive and negative aspects of TIMs, and the development of mechanisms for using blended learning technologies based on the PICRAT TIM. Scientific literature analysis, analytical-synthetic and comparative-contrastive research methods were used to effectively perform these tasks. According to the obtained results, blended learning consists of complex processes, and its effectiveness directly depends on the teacher's choice of the right technologies and their use in place. Additionally, the blended form of learning, which combines offline, online, and independent forms of learning, has caused a conceptual change in the approaches to technology that are currently in practice. The conclusion was that the most important aspect of using technologies in teaching writing competence to future specialists of the English language in higher education is to create an innovative educational environment for them.

Keywords Technology integration model, education, blended learning, PICRAT, technology, writing skill, paragraph, offline, task, approach, online.

INTRODUCTION

In today's global world, the content and volume of information continue to grow at an amazing rate, resulting in a constant change in the skills and knowledge that future professionals will need in the 21st century. Generally, education is a social reality that continuously and organically directs a person (in the example of a pupil or student) towards perfection based on the intersection of three-way (society, teacher and individual)

beneficial goals, and in the same process, the task of the teacher is to be able to successfully manage the whole process with a full sense of responsibility (Azizov, 2022a). In particular, we are moving from the era of "universal schooling" to the era of "lifelong learning", that is, to the era of continuous learning to meet the demands of new contexts in the global world (Collins & Halverson, 2009) which is impossible to imagine without blended learning technologies. Generally, all teaching and learning processes in education are "blended" with technology in some way (Masie, 2006). For example, in the context of modern education, terms such as "blended learning", "hybrid learning", and "flipped learning" are frequently mentioned. Also, blended learning can be considered a hybrid format, in which online classes are supplemented with offline (auditory) forms of teaching (Zharina et al., 2021). Blending effectively integrates offline and online learning according to educational needs and goals, creating an almost unlimited range of possibilities (Garrison, 2009). However, we should note that the standard, universally accepted definition of the concept of "blended learning" has not yet been fully developed, because the fact that this form of learning incorporates offline, online and independent forms and technologies creates certain difficulties in creating its complete concept.

As a productive type of speech activity, the role of writing in foreign language education is directly related to the many relevant opportunities it creates. It is not for nothing that writing is recognized as the rarest source of the development of human intelligence, because the role of writing and written speech became important in the process of polishing and further improving all verbal thoughts, that is, ideas, which are called time (Azizov, 2022b). In addition, although writing is a secondary, additional means of communication compared to spoken language, it has many advantages. After all, the main task of language is to ensure communication between people. The communicative function of language cannot be fulfilled without writing (National Encyclopedia of Uzbekistan, 2002). Today, to create the most effective source of development of students' writing skills in a foreign language, it is necessary to conduct gradual and detailed experimental research (Polio, 2017). Agreeing with his opinion, we should note that we cannot say with full confidence that it is possible to improve students' writing competence with the help of one or another approach. Learning to write means not only graphics and spelling, but first of all, learning the activity of written speech, that is to say, the process of forming and expressing thoughts and, as a final result, polishing texts related to various communicative speech genres and types of writing (Tatarinova, 2005). Therefore, the improvement of this type of speech activity of students as future English language specialists in higher education is directly related to its status as an educational goal today and its inseparable integration with digital technologies. To tell the truth, it is worth noting that teaching writing in foreign languages education has long been of secondary importance, that is, writing has been mainly seen as (1) a means of teaching other types of speech activity; (2) a means that enables foreign language learners to better master the program language material; (3) a means of controlling the formation of speech skills and competences (Azizov, 2022c).

Blended, offline, online and independent learning

Firstly, we should draw important conclusions about the differences between blended, offline (auditory), online (distance) and independent forms of learning. For instance, the form of offline learning is limited by the traditional methods and tools of teaching foreign languages, which cannot guarantee that all students in the audience have mastered the educational materials in the same

positive way. Secondly, online learning has its problems, which are mainly related to the form of educational implementation, and as a result, it is not always possible to solve these problems due to its general nature. In particular, this situation is caused by the distant organization of education and, the time and space dispersion of the participants of the pedagogical process. The unique characteristics of blended learning and the availability of offline introductory classes for practical familiarization with the individual technologies used in it make it sharply different from online learning (Fanday, 2012). Thirdly, independent learning equips students with the self-regulation, problem-solving, information literacy, and adaptability skills necessary to succeed in the context of a rapidly evolving digital world. However, in the practice of teaching foreign languages in higher education, insufficient attention is paid to the role of independent learning in improving students' speech activities, and the lack of a method of regular control of students' activities and mastery indicators using certain technologies. such cases are observed. In this regard, blended learning combines online resources, collaborative activities, and independent learning opportunities to allow students to conduct independent research and master study materials. Online components of blended learning, such as multimedia presentations, interactive simulations, and online discussions, provide students with opportunities for independent learning, research, and reflection on the topics being studied (Pramesworo et al., 2023).

Historically, the term "blended learning" and the terminology that describes it appeared in the late 90s, at the beginning of the Internet era. Later, several similar terms began to be used simultaneously in educational literature: "blended learning", "hybrid learning", "technology-mediated instruction", "web-enhanced instruction", and "mixed-mode instruction" (Andreeva et al., 2016). In particular, according to the results of the analysis, blended learning is "an educational concept that incorporates an offline form of learning and modern information and communication technologies (online), allowing the student to control the time, place, speed and method of mastering the material" (Bekisheva, 2016); "includes the integration of teacher and online learning experiences" (Andreeva et al., 2016); "technology of organizing the educational process based on new didactic opportunities provided by modern educational tools" (Salavatulina, 2022); "provides effective, useful and flexible learning" (Stein & Graham, 2020); "in which the online component promotes the natural expansion of offline learning" (Collis & Moonen, 2001); "a program that has a series of blocks of content arranged sequentially to create a learning experience" (Jennifer, 2018). These definitions show that blended learning is a complex educational process with several opportunities, goals and tasks. At the same time, we cannot say that the above definitions reveal the exact and complete characteristics of the blended learning environment, because all three forms of learning have their characteristics formed based on internal and external factors.

According to these definitions, blended learning is the integration of offline and online forms of learning. Still, our research, which is conducted within the framework of improving the writing competence of future English language specialists in higher education, focuses on combining three forms of learning: 1) traditional classes (face-to-face – offline form of learning); 2) distance learning activities of teachers and students and students in cooperation (online form of learning); 3) independent improvement of students' writing skills using electronic resources (form of independent learning). The reason for our attention to this aspect is that blended learning is

mainly focused on the combination of offline and online forms of learning. After all, in the two-component definitions of blended learning, the second and third methods of organizing education are unreasonably combined into one or one of these methods is not taken into account (Blinov et al., 2021). According to the analysis of the research on this aspect, blended learning is a model based on the interaction of the educational process with computer technologies and active full-time and distance forms under the supervision of the teacher (Semenova & Slepukhin, 2014); "an educational technology that includes three mandatory components, namely (1) face-to-face class activities of students with the teacher; (2) remote, including online, activities between teachers and students; (3) independent activity of students organized by the teacher" (Vasilyeva et al., 2019). Following that, it can be concluded that the electronic component of blended learning activates the learning process through the systematic and continuous use of ICT, which helps to develop the ability to consciously and independently implement and manage learning activities, while at the same time, the relationship between the teacher and students' interaction, creating a single learning community. As a result, the knowledge acquired independently in the lesson is systematized, analyzed and used creatively in practice (Krylova, 2020).

A new reform in conceptualizing 'technology' in the blended learning environment

The practice of blending technologies requires specific principles and detailed descriptions while avoiding trying to prove which devices are most effective in teaching (Hinkelman, 2018). It is also worth noting that in the case of higher education, blended learning for students as future professionals can provide opportunities to create transformative learning environments that can effectively provide critical, creative, and complex thinking skills (Garrison & Kanuka, 2004). After all, although the blended learning approach does not guarantee the improvement of pedagogy, it encourages teachers to revise their teaching strategies, leading to improved educational results (Graham & Allen, 2009). In general, any educational technology is "a set of teacher and student activity methods, a system that ensures the effectiveness of education, the achievement of educational goals and the acquisition of the language in the most reasonable way, with the least effort and expenditure" (Berdichevsky et al., 2019). On the one hand, it is impossible to predict how foreign language specialists will use educational technologies in the future or how technology will change during their professional careers. Accordingly, it remains difficult for teachers to teach students about technology integration in a meaningful, effective and sustainable way (Kimmons et al., 2020a). Blended language learning, on the other hand, is "a complete integration of technology in language education" consisting of "a dynamic complex in which technology, theory, and pedagogy are closely related to each other" (Garrett, 2009). It should also be noted that the successful integration of technologies in blended language learning in all three forms of learning depends on certain factors. Firstly, the main factor for normalising technologies in language education is their mutual integration with the curriculum (Chambers & Bax, 2006). Secondly, it is desirable to support teachers' regular use of various technologies in education and to set a certain period for them to achieve effective results. The most important aspect of this process is that the theory of blended learning is not about what devices can do, but about how teachers can design (Hinkelman, 2018). American professors D.Fisher and N.Frey, in their scientific research, suggested to the representatives and researchers of the educational field to treat educational technologies based on the following

new approach: "We need to stop thinking about technology in terms of nouns (PowerPoint, YouTube or Twitter) and instead we should think about verbs (present, share, communicate)" (Fisher & Frey, 2010). Additionally, technology consists of designs and environments that engage language learners. Technology can also consist of any reliable technique or method that engages language learners, such as cognitive learning strategies and critical thinking skills (Jonassen et al., 2008). This kind of attitude toward technology is driving its adoption as an experience rather than a mere tool (McCarthy & Wright, 2004). In particular, according to D.Hinkelman, to understand technology as ecology, teachers should pay attention to what it does in the lesson, that is, its activity (Hinkelman, 2018). Therefore, the concept of the "technology integration model" (TIM) appeared in science. In particular, the TIM is a theoretical structure that helps the participants of the educational process to conceptualize the non-orderly and complex use case of technology integration. Accordingly, in the following parts of the article, the analysis of TIMs is presented in the example of improving students' writing skills in a blended language learning environment.

METHODS

As the article is based on the analyses of theoretical features of utilizing blended learning technologies in improving students' writing skills, especially with the help of technology integration models, the following methods have been implemented into practice:

- To begin with, the method of scientific literature analysis was instrumental in critically evaluating all the literature on the chosen topic, although it was a time-consuming theoretical research method. Specifically, materials were grouped and notes were taken in relevant places according to research plans and tasks. During the critical analysis of the literature, the achievements in domestic and foreign scientific research on the topic were considered, and the various points of view put forward by researchers and scientists on the given problem were clarified. This process allowed for the identification of research perspectives and the formulation of a working hypothesis. In particular, this method helped determine the history of the subject under study, the updated principles of this subject in the digital world, and the aspects that should be further researched in this direction.
- As a blended language learning environment is a complex process in the context of teaching and learning foreign languages, the analytic-synthetic method has played an integral role in figuring out the beyond problematic issues of the current process of implementing ICTs and teaching writing skills to future personnel of the English language at HEIs of Uzbekistan. Especially, one of the basic merits of this method leads to the conclusion of the following hypothesis of the research:

– How can blended learning combine offline, online and independent aspects of learning successfully?

– To what extent has the concept of 'technology' changed in language education in a blended learning environment?

– What merits and demerits of TIMs are there in teaching foreign languages in higher education?

– In what ways, can the PICRAT TIM be implemented into the practice of improving students' writing skills in a blended language learning environment of higher education?

- Since it is highly important to identify both strong and weak points of TIMs in a blended language learning environment, the comparative-contrastive method of the

research has assisted in highlighting the productive functions of TIMs in practice remarkably. For instance, while comparing TIMs of TPACK, RAT, SAMR, and TIM with PICRAT TIM in language education, not only similarities but also differences between these TIMs have been determined to accomplish the research tasks. Furthermore, the dysfunctions of the TIMs have been presented along with the ways of dealing with them in the example of PICRAT TIM by implementing blended learning technologies in the combination of offline, online and independent learning.

RESULTS AND DISCUSSION

Technology integration models (TIMs)

Integrating technology into the educational process means meaningful use of technology to achieve educational goals (Kimmons, 2020b). Today, Technological Pedagogical Content Knowledge (TPACK), Levels of Teaching Innovation (LoTi), Substitution, Augmentation, Modification, and Redefinition (SAMR), Replacement, Amplification, Transformation (RAT), Analyze, Design, Develop, Implement, and Evaluate (ADDIE), Technology Integration Matrix (TIM), Technology Acceptance Model (TAM), Technology Integration Planning (TIP) and Passive, Interactive, Creative, Replacement, Amplification, and Transformation (PICRAT) TIMs can be found in scientific research. In particular, instead of the concept of model, such terms as 'theory', 'paradigm', and 'framework' are used in research. Agreeing with R.Kimmons' opinion, we can interpret these models as theoretical models, because they show the conceptual, organizational and reflexive nature of such structures (Kimmons, 2020a). American theorist D.A. Whetten explained the four main elements of all theoretical models, namely what, how, why and who/where/when. According to him, the models: (1) include enough variables, constructs, concepts, and details to make theories comprehensive; (2) take into account how the components are related, that is, the categorization or structure of a model that allows theorists to understand the world in new ways; (3) reflect a logical and rational basis for expressing why the components are connected in the way they are proposed; (4) must be limited to a context that expresses who, where and when it is used (Whetten, 1989). In addition, TIM should promote activities in an equally comfortable environment for both sides – teachers and students. Certain principles and criteria play an important role in this, therefore, American scientists R.Kimmons and C.Hall proposed the following six criteria for choosing an effective TIM for educational processes: (1) clarity; (2) compatibility; (3) fruitfulness; (4) technology role; (5) scope; (6) student focus (Kimmons & Hall, 2016). When talking about the advantages and disadvantages of the four main types of TIMs mentioned above, the following important points should be noted:

Technological Pedagogical Content Knowledge (TPACK)

TPACK (Technology, Pedagogy, and Content Knowledge (TPACK)) is the most popular TIM among educational researchers. In particular, it aims to provide teachers with an important basis for understanding the role of technology in educational processes. Generally speaking, teachers deal with three main types of knowledge in their educational activities: technology knowledge, pedagogy knowledge, and content knowledge. In particular, teachers use technology, pedagogy, and content knowledge to create meaningful learning experiences for students in specific situations that they can understand how it is related to (Kimmons, 2020b). In turn, the TPACK model may present several challenges in terms of clarity, compatibility, fruitfulness, and scope (i.e., within the six criteria).

Replacement, Amplification, Transformation

(RAT)

RAT is interpreted as TIM, which is used to replace the traditional approach in the educational process, to strengthen the existing educational process or to change it in ways that would not be possible without technology (Hughes et al., 2006). This model can cause some difficulties for teachers, for example, in the practice of transformation, at the same time, students are not the focus of the educational processes in a complete way (Kimmons et al., 2020).

Substitution, Augmentation, Modification, and Redefinition (SAMR)

According to SAMR TIM, substitution in this model also implies the use of technologies that simply replace or replace the previous practice without any functional change in efficiency. Unlike RAT TIM, in this model, augmentation represents small positive changes and modification represents large positive changes (Kimmons, 2020b). However, the uncertainty of the boundaries of the stages in the same model or the lack of significance of the differences between them, at the same time, the lack of detailed explanation of the student's participation and tasks in the same processes (Kimmons et al., 2020) in practice can hinder the effective work of both the teacher and the students.

Technology Integration Matrix (TIM)

TIM provides a framework for describing and targeting the use of technology to improve education. In particular, TIM includes five interrelated characteristics of a meaningful learning environment: active, collaborative, constructive, authentic, and goal-directed. In addition, these same characteristics are directly related to the five levels of technology integration: entry, adoption, adaptation, infusion, and transformation. As a result, a matrix consisting of 25 cells is formed from the intersection of these five features and five levels ("The technology integration matrix", 2023). It is worth noting that the intersections in this order lead to performing different tasks at the same time, there are too many levels, they are not hierarchical when the time comes, and the teacher does not have enough work on himself. Moreover, its general operationalization limits the practical effectiveness of the TIM model (Kimmons et al., 2020a).

According to the above-mentioned features of TIMs, it should be mentioned that technologies are hybrids of human-programmed software and designed hardware that can be incorporated into the integration of synchronous and asynchronous actions inside and outside the auditorium and interact with spatial arrangements, multimodal texts, and student groups (Hinkelman, 2018). In turn, the environment should be considered as a hybrid network, interconnected and combined with human, social networks, virtual, and technological networks. In general, we can describe the process of designing or using technologies in a blended learning environment as a continuous process of collaboratively creating, reforming, and facilitating a community environment for foreign language learning with a strategic and unique ecology of traditional and online technologies (Hinkelman, 2018). After all, the most important goal of blended learning design is to find the most effective and useful combination of learning methods for individual subjects, contexts and goals. Its focus is not on choosing the "correct" or "best" or "innovative" method as opposed to the "traditional" one; rather, it is to create an educational environment that works as a whole (Neumeier, 2005).

PICRAT in the improvement of students' writing skills in a blended learning environment

One of the main features of higher education is determined by the continuous support of advanced

ICTs at the same educational stage and their continuous and integrated integration (Chan et al., 2005). We chose the PICRAT TIM theoretical model for the model of blended learning technologies implemented in our research work. In this TIM, PIC stands for passive, interactive, and creative levels while RAT stands for replacement, amplification and transformation. PICRAT provides teachers opportunities to support reflection, provide practice guidance, and assess teacher-student performance within the TIM. In particular, PICRAT is a student-centred and pedagogy-based model that is effective in the specific context of future professional training, and more precisely, easy to understand and use, because it plays an important role in identifying the most valuable feedback on TIM. In addition, the basis of PICRAT TIM depends on two basic questions that the teacher must answer concerning using any technology during his lessons. These include:

- What are students doing with the technology? (PIC: Passive, Interactive, Creative)
- How does this use of technology impact the teacher's pedagogy? (RAT: Replace, Amplify, Transform) (Kimmons et al., 2020a)

If we explain all the above-mentioned important aspects of PICRAT TIM, we can state the following important analysis results:

1. The level of passive learning (i.e., passive acceptance of educational content) in the practice of using technologies. In foreign language education processes, it is known that offline learning is adapted to provide basic theoretical knowledge to students, therefore, it was taken into account that the presentation of topics related to writing competence (Power Point Presentation (PPP)) in PICRAT TIM proposed in this study. Of course, in this process, the teacher's provision of students with the necessary theoretical knowledge and information shows the level of passivity of students in the same process, at the same time, the new topic presented as an effective tool of blended learning technology is a form of online learning. It was determined that the video prepared for the program would be placed on the digital platform designated by the PPP files. In the form of independent learning, it is planned to present a dictionary of written speech topics and instructions for their effective creation in the form of text, photo and video material, and to organise online master classes based on a specific procedure.

2. The level of interactivity (i.e., learning content and/or interactive communication with other students). By its name, this stage promotes students' work based on a direct interactive connection with technology, therefore, in a blended learning environment, this feature is a collaborative writing exercise, discussion of mistakes and shortcomings (for offline learning); and writing skills control (for online learning). It was then determined that online writing platforms could be reflected in online daily (for independent learning) stages.

3. The level of creativity helps create the necessary conditions for students to use technology as a platform to create learning artefacts that embody their learning skills (Kimmons et al., 2020a). Collaborative writing exercises, discussion of mistakes and shortcomings made in them (for offline learning); and keeping an online diary can be reflected in the practice of using online writing platforms (for independent study).

4. The level of replacement in which existing offline learning technologies are replaced by digital interpretations. At this level, it is important not to directly replace the offline educational practice with digital technologies, but to direct each introduced technology to fulfil a specific practical goal and task. According to this, in the

practice of writing lessons, students' mastery indicators and results will be presented electronically (in the form of offline learning); announcement of homework assignments and their acceptance (for example, through 'bots'), electronic feedback and portfolio (for online learning form). Examples of this stage include using digital platforms (for independent learning) to share ideas and thoughts.

5. The level of amplification refers to the process by which teachers use technology to improve their current instructional practices and outcomes. It should be noted that the use of technology at this level gradually improves the practice of teachers, but does not lead to a radical change in their pedagogy (Kimmons et al., 2020a). The use of the electronic form of feedback in improving the skills of written speech genres – paragraph and essay writing, and the use of an electronic portfolio during the general educational process can represent the main content of the level of amplification. After all, summarizing the types of paragraphs and essays written by students during a certain academic year in the electronic portfolio creates a basis for both teachers and students to continuously analyze their results while clearly monitoring their results.

6. The level of transformation is based on the use of technology to not only enhance but also enable existing pedagogical practices. Eschewing technology, for example, destroys this pedagogical strategy because the possibilities of technology enable and connect with pedagogy (Kimmons et al., 2020a). The role of self-directed learning is also important in the continuous and organic improvement of students' writing competences as at the final level of PICRAT TIM, the ideas and points needed for written speech using online journals and video content on the YouTube platform for lower-level students to get acquainted with; measures such as the use of online writing platforms can be reflected in strengthening the acquired knowledge, skills and qualifications.

The above-mentioned PICRAT TIM 6-level analysis shows the practical effectiveness of the same theoretical model. Also, based on the six criteria put forward by R.Kimmons and C.Hall regarding the selection of optimal TIM for educational processes, the advantages of the PICRAT model are as follows:

– Clarity. PICRAT, a simple acronym, has three levels in each bullet that are clear and easy to understand. The concept of the model is very simple, although its implementation can be quite complex.

– Compatibility. PICRAT complements valuable learning practices such as project-based, problem-based, cooperative/collaborative and active learning by focusing on students and pedagogy rather than on technology, its application, or trivial relationships.

– Fruitfulness. PICRAT challenges teachers to think effectively about different ways to use technology in the classroom. Teachers who are unsure of how technology can support practice can review their use of technology at each intersection of the matrix and select the most effective approaches accordingly.

– Technology role. PICRAT posits that technology integration is not an end in itself, but a means to achieve improved and transformative teaching practices, interactive and creative student learning.

– Scope. A weakness of PICRAT is that it does not explain all aspects of technology/pedagogy integration, but it does explain key practices that are useful for teachers. Overall, it is a TIM that is comprehensive enough to serve as a practice guide, but short enough to meet the criterion of accuracy.

– Student focus. PICRAT aims to focus on

students by encouraging active and creative learning activities (Kimmons & Hall, 2016).

On the other hand, we should note that, although all the possibilities and conveniences listed above guarantee the effectiveness of technologies in the blended learning environment, it is possible that PICRAT TIM will cause some problems in practice. For example:

A. Confusion about using creativity. It is explained that teachers should teach students that creativity is not in the same context as art, but that students should use technology as a generative or constructive tool to create knowledge artifacts.

B. Confusion about the transformation process. The level of transformation implies the implementation of traditional foreign language educational practices with the help of technologies with a specific goal in mind, and it is important to pay attention to the further development of the quality and content of the lessons, rather than the fundamental change of the current process.

C. Application in other educational contexts. PICRAT TIM promotes the implementation of each educational process with a view to its specific goals. Therefore, improving basic language skills in the practice of foreign language education requires their introduction based on their context and goals.

D. Assessments beyond the performance level. Assessment depends on the purpose of the evaluator, which is usually to guide teachers to transform thinking and use technology during the lesson, which, in turn, becomes the lesson plan. Thus, it is appropriate to evaluate the PICRAT model based on the general content of the lesson, and not through separate or one-time exercises.

E. Not being related to student results. PICRAT TIM focuses on the connection between student activities and the technologies that enable them. Of course, this theoretical model does not provide teachers with clear guidance on how to link technology integration practices to measurable student outcomes. However, achieving such a result depends on content, context, and evaluation measures (Kimmons et al., 2020a).

So, the mutual integration of blended learning technologies and writing competence not only created a number of positive opportunities in foreign language education, but also played an important role in the systematic solution of existing problems. For instance, the introduction of PICRAT TIM into practice creates the ground for a radical reform of the cross-sectional writing practice sessions, which are formed based on the attitude of students to technologies, and the extent to which teachers use them in changing the traditional form of learning. In particular, in the process of improving writing competence, blended learning technologies have a positive effect on the effective organization of educational activities in the form of 'teacher-student' and 'student-student' cooperation in higher education, that is, the traditional educational environment limited to classroom training is expanded by the blended learning environment, which combines three mandatory components.

CONCLUSION

To sum up, the most important aspect of using technologies in teaching writing competence to future specialists of the English language in higher education is to create an innovative educational environment for them. In particular, the importance of PICRAT TIM in improving the writing competence of students is determined by the fact that it leads to a complex process of intersections based on blended learning technologies with the levels of passiveness, interactivity, creativity, replacement, amplification and transformation. Also, in this process, it is important to move each technology in a targeted and targeted manner.

In particular, today, when teaching students to

write paragraphs and essay genres of written speech, it is necessary to focus on improving their writing competence, taking into account their content, organizational structure, word structure, language use, mechanical aspects, and at the same time, content processing, stylistic and ensuring that they learn good decision-making skills. However, in the context of the globalized digital world, we cannot ignore the promising possibilities of technologies in this process, especially blended learning, which combines offline, online and independent forms of learning, as well as related technologies.

Although the form of blended learning is mainly interpreted as an educational environment that combines offline and online forms of learning, in today's rapidly developing educational context, its scope has expanded, and it includes a mandatory third component – independent learning. Besides that, this issue was reflected in the development of generally accepted definitions of blended learning. In general, any educational technology is interpreted as a set of methods that ensure the effectiveness of education, the achievement of educational goals and the most rational way of teaching and learning the language, in practice the integration of technology models – TPACK, RAT, SAMR, TIM provide opportunities and, of course, it is desirable to analyze in depth the existing shortcomings in their implementation. In addition, the continuous expansion of the sphere of influence of technologies in educational processes has caused conceptual changes in metaphors related to them.

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