BLENDED LEARNING APPROACHES IN TEACHING ENGLISH AT MILITARY ACADEMIC LYCEUMS

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Annotation: This article explores the application of blended learning models in teaching English at military academic lyceums. Combining traditional face-to-face instruction with digital tools, blended learning offers a flexible, learner-centered approach that is especially effective in structured and disciplined environments like military institutions. The article discusses the benefits, challenges, and best practices of implementing blended learning for English as a Second Language (ESL), highlighting its impact on language proficiency, learner autonomy, and operational communication skills. Emphasis is placed on the need for curriculum adaptation, teacher training, and integration of military-specific content within ESL instruction.

Keywords: Blended learning, military academic lyceums, English as a second language (ESL), digital learning, learner autonomy, curriculum.

Annotatsiya: Ushbu maqolada harbiy akademik litseylarda ingliz tilini o'rgatishda aralash (blended learning) ta'lim modellarining qo'llanilishi o'rganiladi. An'anaviy yuzma-yuz o'qitish va raqamli vositalarni birlashtirgan holda, aralash ta'lim harbiy kabi intizomli va tartibli muhitlarda eng samarali yondashuvdir. Maqolada ingliz tilini ikkinchi til sifatida (ESL) o'rgatishda aralash ta'limni joriy etishning afzalliklari, qiyinchiliklari va eng yaxshi amaliyotlari muhokama qilinadi. Bundan tashqari, bu yondashuv til ko'nikmalari, o'quvchi mustaqilligi va amaliy (operativ) kommunikatsiya qobiliyatlariga qanday ta'sir qilishi yoritiladi. Shuningdek, harbiy kontekstga mos o'quv dasturlarini moslashtirish, o'qituvchilarni tayyorlash va harbiy sohalarga xos til materiallarini kiritish zarurligiga urg'u beriladi.

Kalit so'zlar: Aralash ta'lim, harbiy akademik litseylar, ingliz tili ikkinchi til sifatida (ESL), raqamli ta'lim, o'quvchi mustaqilligi, o'quv dasturi.

Modern military education requires not only tactical and strategic training but also linguistic competence, especially in English, which serves as the primary language of international defense communication. In response to the growing need for effective language instruction, military academic lyceums are increasingly integrating blended learning approaches in their English as a Second Language (ESL) programs. Blended learning combines face-to-face instruction with digital resources and self-directed learning, allowing for flexibility, engagement, and improved learning outcomes.

Military academic lyceums operate within a unique educational environment characterized by discipline, structure, and clear goals. This setting makes them ideal for implementing blended learning, where both autonomy and accountability are essential.

Blended learning can take various forms in this context, including:

Flipped classrooms, where students review digital content (e.g., grammar videos, vocabulary exercises) at home and engage in communicative practice during class.

Online platforms such as Moodle or Google Classroom for distributing materials and assignments.

Language learning apps for vocabulary reinforcement and listening practice (e.g., Quizlet, Duolingo, BBC Learning English).

Synchronous tools (e.g., Zoom, Microsoft Teams) for virtual speaking clubs or interaction with native speakers.

This method enhances learner engagement, supports differentiated instruction, and allows self-paced learning, which is especially important in military institutions where learners may have varying levels of English proficiency.

There are a number of advantages of Blended Learning in ESL for military learners

1.   Enhanced Communication Skills: Blended learning emphasizes active listening and speaking through digital simulations, recordings, and conversation practice.

2.   Improved Learner Autonomy: Pupils take responsibility for their progress by managing part of their learning independently.

3.   Practical Integration of Military Content: Materials can be tailored to include military vocabulary, commands, and operational scenarios.

4.   Flexible and Accessible: Learning is not confined to the classroom; learners can review materials at any time.

Despite its benefits, blended learning requires:

1. Reliable technological infrastructure

2. Training for instructors in digital pedagogy

3. Careful curriculum design to balance online and offline components

4. Consistent assessment methods that reflect both in-person and digital engagement

Moreover, motivation and discipline among learners must be maintained, especially during independent study.

Blended learning presents an innovative and effective method for teaching English at military academic lyceums. By merging traditional instruction with digital tools, it addresses the diverse needs of cadets while promoting linguistic proficiency,

independence, and practical communication skills. For successful implementation, institutional support, teacher development, and curriculum adaptation are essential. In the long term, blended learning will continue to play a crucial role in shaping multilingual, globally competent military professionals. Though military academic lyceums are provided with all necessary modern technologies, teaching military learners with blended approach can be much more beneficial and helpful for both teachers and learners.

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