

Pedagogical System for Improving the Motivation Method in the Blended Learning Process

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Abstract: *Improving the quality of education and aligning the teaching process with contemporary demands have become urgent priorities. This article explores the pedagogical system for enhancing the reinforcement method within blended learning. The process of refining reinforcement methods is presented as a complex and multidimensional approach aimed at increasing student motivation. By integrating various motivational strategies into the blended learning environment, this pedagogical system fosters active participation, cognitive engagement, and independent learning. The article also highlights the practical application of blended instruction through digital tools, classroom activities, and gamified incentives designed to boost students' academic performance and motivation.*

Key words: *blended learning, improvement, pedagogical system, approach, environment, education, reinforcement, teaching, instruction, learning motivation, classroom lesson.*

Introduction

In our Republic, curricula and educational-methodical complexes for primary education are designed to develop students' thinking and contribute significantly to their personal growth. Among such initiatives is the "Law on Education" enacted on September 23, 2020, which emphasizes imparting deep theoretical knowledge, skills, and practical competencies, alongside fostering general educational abilities and talents [12].

Another milestone is the Presidential decree dated May 5, 2022, "On approval of the national program for the development of public education for 2022–2026" [12]. Its core objectives include introducing new curricula and textbooks to promote collaborative work, independent micro-research, free and critical thinking, problem-solving, purposeful utilization and teaching strategies. Central to these tasks is nurturing students' enthusiasm for learning, broadening their thinking, and enriching their moral world. Incentivizing students enhances their learning motivation, cognitive activity, and self-confidence. Historically, motivational methods have been highlighted by many authors as key tools to boost students' academic performance, interest in subjects, and engagement.

This article addresses the insufficient use of motivational methods in current blended learning processes and offers solutions. In an age when every field is intertwined with information technologies and virtual environments — increasingly populated by youth — blended learning capitalizes on virtual world benefits to make education more accessible. When teachers skillfully leverage IT tools, they structure the learning process at a high level and enhance students' knowledge. With expanding technical capabilities, especially in education, blended learning offers advantages like flexibility in time and space, collaborative activities, and extensive data availability. In blended learning, students can receive motivation through educational and gamified tasks, promoting more active participation.

Materials and Methods

Reducing reliance on traditional methods and addressing current shortcomings is crucial in modern education. This demands patience and responsibility from teachers, especially following the pandemic, which has intensified these needs. It is understood that teaching, learning, and mastering are inseparable: teaching is imparting knowledge and skills; learning is self-driven knowledge acquisition; and instruction is skill development. These processes require continuous exploration by both teachers and students. IT plays a crucial role by enabling individual and group-based instructional activities, enhancing student interest through diverse approaches.

Numerous domestic and international scholars have explored effective methods and presented their findings. Notably:

- L. G. Babakhodjayeva recommends several blended learning models, defining it as a system integrating traditional, distance, and self-directed education, with interactive interaction among teachers, learners, and content [5].
- A. E. Begbotayev implemented various methods in blended learning, including the "Flipped Classroom" model, emphasizing that ICT application enhances teaching vigor and quality. Results indicated significant benefits when motivational elements were included at lesson end [6].
- D. M. Saifurov proposed a chain-linked motivational method in blended learning, showing strong results [7].
- M. X. Allambergenova's research demonstrated that motivation fosters self-improvement, creativity, goal-setting, and stepwise task completion [8].
- M. Y. Eshnazarova studied a pedagogical motivational system within blended learning that empowers students to voice what and when they learn, maintaining control over their education. This method was shown to enhance activity and learning outcomes [9].

After the pandemic began, many schools adopted hybrid education, where teachers consistently used motivational strategies, increasing student participation [10].

Results and Discussion

The pedagogical system for refining motivational methods in blended learning is multifaceted, combining different motivational strategies to enhance student knowledge. Blended learning merges traditional face-to-face and online instruction, offering flexibility. Motivation in this context includes various teacher-led methods, pedagogical influence, and rewards aimed at promoting engagement and success.

Key elements of this system include:

1. **Personalized and differentiated support:** Tailored to students' needs, learning styles, and interests to foster motivation and confidence.
2. **Gamification and interactivity:** Integrating game-like elements (rewards, points, badges, levels) to boost engagement and learning outcomes.
3. **Real-time feedback and recognition:** Using online platforms to provide timely responses and acknowledgment of achievements, encouraging continuous improvement.
4. **Autonomy and self-regulation:** Allowing students to make choices, set goals, and explore interests within the curriculum, fostering intrinsic motivation and responsibility.
5. **Accessibility and flexibility:** Ensuring inclusive, barrier-free motivation for all students, accommodating diverse needs.
6. **Continuous assessment and adjustment:** Regular evaluation of effectiveness to refine motivational strategies.
7. **Collaboration and peer interaction:** Encouraging teamwork, discussion, and cooperative problem-solving as effective motivators.

A case study was conducted at School No. 6 in Andijan City, involving 34 fourth-grade students in a blended Uzbek language course. Initially, traditional instruction was used, and learning levels were measured via control tests: 26% high, 56% medium, 18% satisfactory [Table 1]. In the next stage, lessons were conducted via a flexible blended model using a Telegram group, where instructional videos about mountains sparked interest. A gamified task called “Everest” was introduced: students climbed levels by earning motivation points through quizzes and exercises streamed via Telegram. Tasks were differentiated by difficulty and completed sequentially to build confidence and reinforce knowledge. Final results showed improved mastery across all three task types [Table 2].

TABLE 1

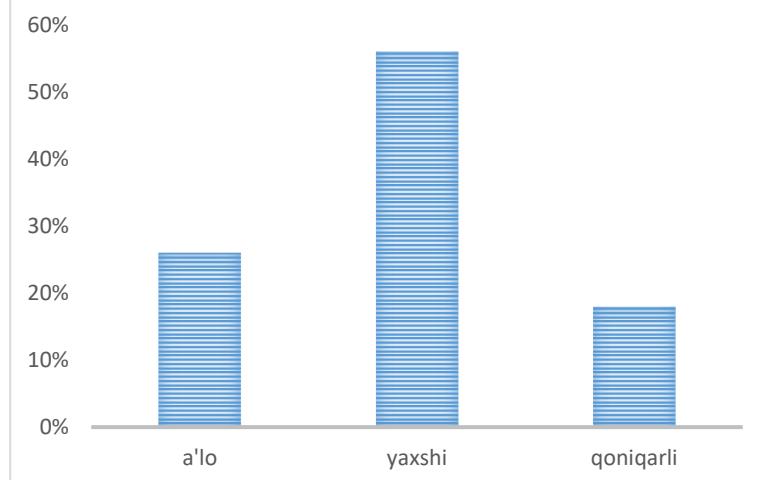
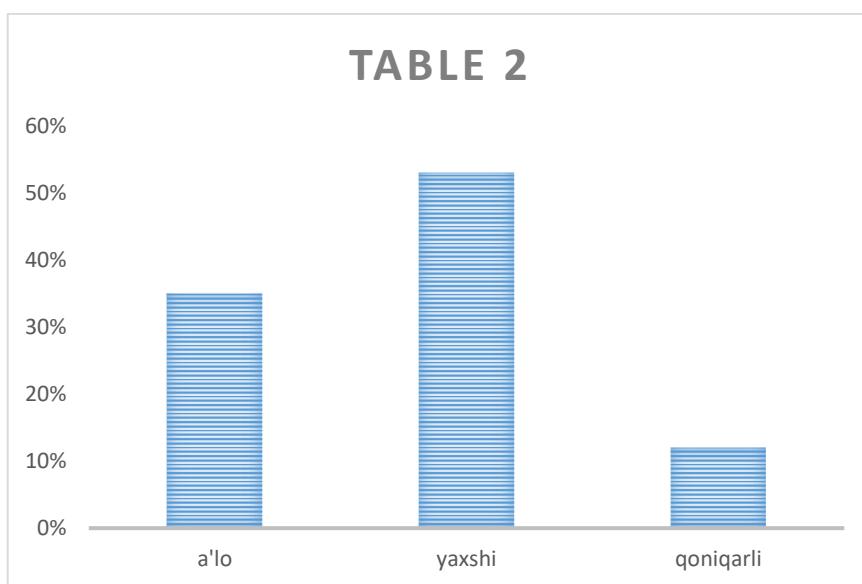


TABLE 2



Therefore, motivational strategies in blended learning led to increased learning outcomes, independent work skills, and sustained engagement. Tasks accounting for perception, memory, and cognition further served as motivators. The blended model enabled individualized learning aligned with students' needs.

Conclusion

Enhancing motivational methods within a pedagogical system for blended learning requires deep, integrated consideration of its unique features, student needs, technology, and educational innovation. Motivation can be simply defined as the willpower that initiates a behavior within a time frame. It drives students to be active and achieve goals, overcoming internal or external barriers. Distinguishing motivation types is essential when addressing persistence and self-led initiative.

Psychology and pedagogy are interrelated. Motivation in the learning process encourages activity, self-improvement, and meaningful life positioning. During blended learning, motivation refers to intrinsic drives aligned with values and satisfaction, not just material rewards. It cultivates behavior and cognitive responsibility, enriching both classrooms and schools. Early motivational development supports lifelong learning engagement, and it is never too early or too late to start.

The pandemic reduced motivation and student interest, but blended learning reintegrates online and face-to-face modes without redundant components. Although the concept of blended learning is not new, recent trends have raised awareness among educators. We will continue researching to deepen our knowledge of its advantages for students and staff.

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