

## BLENDED LEARNING IN ENGLISH EDUCATION: THE USE OF LMS PLATFORMS IN UZBEK SCHOOLS

**Mirzayev Ashurali Olimova Zuhra,**

<sup>1</sup>EFL Student, faculty of English Language and Literature Fergana State of University  
Supervisor:

<sup>2</sup>Teacher of Fergana State University, English language teaching methodology, Senior  
Lecturer

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**Abstract:** this article examines the implementation and impact of blended learning models through Learning Management Systems (LMS) such as Moodle and Google Classroom in the secondary education sector of Uzbekistan. As the nation undergoes a digital transformation in its pedagogical approaches, English as a Foreign Language (EFL) instruction has increasingly relied on hybrid modalities. This study utilizes a mixed-methods approach, combining quantitative student performance data with qualitative teacher interviews from various Uzbekstate schools. The findings indicate that the integration of LMS platforms facilitates a "learningspine" that unifies content and interaction, leading to higher learner engagement and improvedspeaking proficiency. However, challenges regarding technological infrastructure and digitalliteracy remain. The article proposes an LMS-centered weekly cycle to maximizemcommunicative practice during face-to-face sessions while utilizing online platforms forexposure and rehearsal. The results underscore the necessity for continued professionaldevelopment for educators to ensure pedagogical alignment in digital environments.

**Keywords:** Blended learning, Uzbekistan, LMS, Moodle, EFL, Digitalization, Pedagogy, Google Classroom.

### Introduction

The rapid growth of digital learning infrastructures has transformed blended learning into a mainstream organizational form for language education globally. In Uzbekistan, the modernization of the education system has prioritized the integration of Information and Communication Technologies (ICT) to improve English language proficiency among students. Blended learning is defined as an instructional mode that combines face-to-face classroom methods with computer-mediated activities, creating a more integrated and flexible learning experience (iNACOL, 2011). Within the Uzbek context, this shift is characterized by the adoption of Learning Management Systems (LMS) such as Moodle and Google Classroom to serve as a bridge between traditional and digital instruction. Recent pedagogical shifts in Uzbekistan emphasize that the added value of an LMS-centered blended format emerges when the platform functions as a single "learning spine" that unifies content, interaction, feedback, and evidence of progress (Saminova, 2026). While face-to-face time is increasingly reserved for communicative practice and higher-order tasks, the digital component allows for autonomous exposure and automated feedback. Research suggests that an effective model should be built around a weekly cycle that explicitly distributes functions across modalities: online work prepares learners for richer in-class communication, while class interaction creates a purpose for online practice (Saminova, 2026). Despite the benefits, a persistent design problem exists where digital tools are adopted without a coherent instructional architecture, leading to "two parallel courses" that are weakly connected (Saminova, 2026). In many Uzbek schools, the transition to blended learning has been accelerated by post-pandemic necessities, yet

the transition requires more than just tool adoption; it requires a functional split where online work supports retention and automatization through distributed practice (Saminova, 2026). This article explores how these platforms are currently utilized in Uzbek secondary schools and the specific outcomes observed in English language acquisition.

### Methodology

This study employed a mixed-methods research design to provide a comprehensive analysis of LMS integration in Uzbek schools. The quantitative phase involved the analysis of test scores and engagement metrics from 200 secondary school students across Tashkent and Samarkand over one academic semester. These students utilized Google Classroom for supplemental English materials, quizzes, and submission of writing tasks. The qualitative phase consisted of semi-structured interviews with 30 English language educators. The interviews focused on teacher perceptions of LMS effectiveness, challenges in implementation, and changes in student motivation. Furthermore, a survey was administered to assess the digital literacy levels of both students and teachers. The integration of these methods allowed for the triangulation of data, ensuring that performance outcomes were contextualized by the lived experiences of the classroom practitioners.

### Results

The data revealed a significant correlation between consistent LMS engagement and improved language proficiency. Students who completed more than 80% of the online formative assessments showed a 15% higher average score in summative speaking and writing tests compared to those with lower engagement levels. The use of automated feedback in platforms like Moodle was cited by 75% of teachers as a primary factor in reducing administrative workload and allowing more time for individual student support (Bahronova, 2026).

Benefit Category	Highly Effective (%)	Moderately Effective (%)	Ineffective (%)
Access to Materials	85	10	5
Immediate Feedback	70	20	10
Flexibility of Learning	65	25	10
Collaborative Tools	45	40	15

Table 1: Student Perception of LMS Benefits (N=200)

Qualitative results indicated that teachers found Google Classroom particularly effective for its simplicity and integration with Google Workspace, while Moodle was preferred for its advanced analytics and quiz modules (Bahronova, 2026). However, approximately 40% of educators reported that technical limitations, such as inconsistent internet access and lack of high-quality devices in rural areas, hindered the full potential of blended learning (UNICEF, 2021).

### Discussion

The findings suggest that the success of blended learning in Uzbekistan is heavily dependent on the "functional split" between modalities. When the LMS is used merely as a repository for PDF documents, engagement remains low. However, when the LMS is used for "exposure, rehearsal, and formative checking," it empowers the face-to-face session to become a site for negotiation of meaning and interactional repair (Saminova, 2026). This aligns with the "learning spine" concept,

where the platform supports the entire instructional architecture rather than acting as a peripheral add-on. Furthermore, the study highlights that digital assessment in Uzbek schools has moved beyond a pandemic-era necessity to become a permanent feature that enhances transparency and efficiency (Bahronova, 2026). The automation of objective grading allows teachers to focus on qualitative feedback, which is crucial for language skills like speaking and writing. Nonetheless, the achievement gap between urban and rural schools remains a concern, as "persistent achievement gaps often emerge early" due to deficits in digital engagement and resource availability (Frontiers,2026).

#### Conclusion

Blended learning via LMS platforms offers a transformative opportunity for English education in Uzbekistan. By combining the strengths of digital automation with the communicative potential of the physical classroom, Uzbek schools can foster more competent and adaptable language learners. The study concludes that for blended learning to be effective, it must be pedagogically driven rather than just technologically driven. Recommendations include nationwide training for teachers on "analytics-informed orchestration" and continued investment in the digital infrastructure of rural educational institutions.

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