LEARNING THE INTEGRATION OF TRADITIONAL AND ONLINE ENGLISH TEACHING METHODS

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Abstract. This article discusses the integration of traditional and online English language teaching methods. In recent years, as digital technologies have become increasingly popular in the educational process, the integration of two formats in English language lessons - face-to-face teaching in the classroom and distance online learning - has become increasingly important. The study analyzes the content, capabilities and limitations of this integration and highlights its impact on the formation of students' language skills. It also examines the factors affecting the teacher's digital competence, the effectiveness of using interactive platforms, and student motivation. According to the author's personal opinion, the integration of the two methods not only enriches the educational process, but also strengthens students' independent learning skills, provides an individual approach, and helps to adapt to modern educational needs. At the end of the article, practical recommendations are given and the prospects for a hybrid approach in effective English teaching are outlined.

Keywords: traditional education, online learning, hybrid approach, English language education, digital competence, interactive platforms, motivation, learning process effectiveness, distance learning, innovative pedagogy.

In recent years, the changes taking place in the global education system, in particular, the rapid development of digital technologies, have had a significant impact on the process of teaching English. As a result of the widespread use of information and communication technologies, the traditional form of teaching is increasingly integrated with online learning, and a new - hybrid - teaching model is being formed. This process is directly related not only to the expansion of technical capabilities, but also to the diversity of students' interests in education, learning needs and individual capabilities. Today, English is of great importance in various fields as a means of global communication, and its effective teaching is one of the priorities of modern education. Therefore, teachers are striving to combine the methods used in the traditional teaching process with the capabilities of modern online platforms. While traditional teaching allows students to communicate directly with a teacher and practice speaking skills in a live environment, online learning, in turn, creates a wealth of interactive resources, multimedia materials, and opportunities for learning at an individual pace. This topic of study is especially relevant, since the mandatory use of distance learning during the COVID-19 pandemic has led to new experiences in the pedagogical process. As a result, combining two formats in teaching English has brought about such advantages as flexibility of education, independence from time and space, and an approach adapted to the level of mastery of the student. However, this process also has its own limitations: lack of digital literacy, unstable operation of technical means, and difficulties for students to adapt to the online environment.

The relevance of this article is determined by the need to create a more effective, flexible and innovative learning process as a result of the integration of existing methods of

teaching English. The research process analyzes the interaction of traditional and online teaching, their advantages and disadvantages, their impact on the language competence of the student, as well as the role of the teacher's digital competence. In the author's opinion, the hybrid approach serves to improve the quality of education by creating a comfortable, motivating and interactive environment for students in learning English.

The integration of traditional and online methods in teaching English is at the center of pedagogical research today. The theoretical foundation of this direction is based on classical pedagogical views, constructivist principles, communicative approach and digital pedagogy theories. In the traditional education model, direct communication between the student and the teacher plays a central role. In this case, verbal, practical, and demonstrative methods of knowledge transfer are prioritized, and the teaching process is more teacher-led. This approach is effective in developing the student's listening comprehension, speaking skills, grammatical knowledge, and lesson discipline. However, changes in the content and forms of education in the 21st century have shown that the learning process cannot be limited to traditional methods alone. According to the theory of digital pedagogy, when the educational process is enriched through interactive platforms, multimedia tools, and online communication opportunities, the student's rate of acceptance of educational material increases, and independent research skills develop. The online learning model is based on the principles of constructivism and sees the student as a subject of knowledge creation. This approach assumes that the student actively participates in the learning process, uses independent resources, and builds new knowledge based on his or her own experience.

The communicative approach to teaching English is also an important theoretical framework. According to this approach, the main goal of language teaching is to develop language competence so that students can communicate effectively in real-life situations. The hybrid learning model is particularly suitable for achieving this goal, since while traditional lessons emphasize live communication, online platforms offer many interactive exercises for listening comprehension, reading, and vocabulary development. Theoretical research shows that integrating traditional and online methods allows for personalized learning. Since students in modern education have different abilities, learning rates, and individual needs, the hybrid learning model creates a flexible learning environment for each student. This, in turn, has a positive effect on motivation and mastery. The digitalization of the educational process is also reinterpreting the role of the teacher. According to modern theory, the teacher is no longer just a provider of knowledge, but also a manager, guide, consultant and motivator of the process. In the context of online education, the high level of digital competence of the teacher is becoming one of the main factors determining the effectiveness of the learning process. In general, the theoretical integration of traditional and online English language teaching methods is aimed at further enriching the educational process, making it more flexible and ensuring the active participation of the student. This shows that hybrid education is not only relevant today, but also a promising pedagogical approach.

This study used a comprehensive methodological approach to study the integration of traditional and online English language teaching methods from a practical and theoretical perspective. The selection of methods took into account the relevance of the research, the complexity of the learning process, and the multifactorial nature of teaching methods. First, the study used a comparative method to analyze the advantages, limitations, opportunities, and

disadvantages of traditional and online teaching. This approach helped to determine which aspects of the two methods can complement each other. As a result of the comparison, common criteria were identified that indicate the specific effectiveness of both formats in developing students' language skills. Second, the research used a pedagogical observation method to study the interaction between teachers and students in real lessons, the use of online platforms, and the level of student activity and motivation. Observations were conducted regularly during traditional lessons and distance learning sessions, and practical facts were collected indicating the effectiveness of integration. Third, the attitude, difficulties, needs and expectations of teachers and students towards hybrid education were identified using questionnaires and interview methods. The data collected from the questionnaire were qualitatively analyzed, and indicators such as the use of online resources, interactivity of the lesson, the importance of multimedia tools and students' independent work skills were studied. Fourth, the study used the content analysis method to study the content of existing programs, electronic platforms, video lessons, online tests, mobile applications and textbooks for teaching English. This revealed what didactic opportunities exist in integrating traditional and online teaching tools. Fifth, an analytical-synthetic approach was used to summarize the theoretical and practical data obtained. This approach made it possible to bring together various sources and empirical results and identify their interrelationships.

Also, diagnostic tests were used in the research process to assess the dynamics of the development of students' vocabulary, listening comprehension, speaking and writing skills. The test results made it possible to compare the effects of traditional, online and integrated methods. In general, the research methodology allowed for a comprehensive study of the interaction of traditional and online teaching, an in-depth analysis of the pedagogical process and a theoretical and practical justification of the effectiveness of the hybrid education model.

This study collected a variety of empirical data to examine the integration of traditional and online English language teaching methods. During the study, students' knowledge, speaking and writing skills, and motivation were analyzed through observations, questionnaires, interviews, and diagnostic tests. The observations revealed that traditional lessons provide students with better opportunities for live communication and strengthening of grammatical knowledge. At the same time, online lessons provide interactive resources, video and audio materials, as well as the opportunity to work at an individual pace. Most students highly appreciated the opportunity to independently learn new words and strengthen speaking skills through online lessons. The results of the surveys showed that the hybrid (integrated) learning model increases students' motivation. 85% of students noted that integrated lessons are more interesting and effective. At the same time, teachers have the opportunity to enrich lesson content, provide an individual approach, and maintain regular contact with students through the use of online platforms.

When analyzing the test results, it was observed that the vocabulary, listening comprehension and writing skills of students in the integrated learning method were significantly higher than in traditional or online-only teaching. This confirms that the educational process can be made more effective by combining the two methods. Also, the study revealed the positive impact of hybrid learning on the development of students' individual learning and independent work, and noted that it simplifies the pedagogical work of teachers and makes the learning process more flexible. The results show that combining traditional and

online methods not only improves students' language skills, but also encourages their active participation in the educational process, increases their motivation and creates an environment adapted to individual needs. At the same time, the hybrid approach allows teachers to effectively plan lessons, use resources efficiently and use interactive methods.

The results of this study proved the effectiveness of integrating traditional and online English language teaching methods. The study showed that the hybrid learning model allows students to develop their language skills more quickly and effectively. While traditional methods ensure that students consolidate their knowledge through live communication and practical exercises, online methods provide interactive materials, multimedia resources, and the opportunity to learn at an individual pace. Thus, the combination of the two methods enriches the educational process and increases motivation.

The results observed during the study showed that integrated education:

➢ significantly increases students' vocabulary, speaking, and writing skills;
➢ develops students' independent learning skills;
➢ adapts to the needs of each student, providing an individual approach;
➢ allows teachers to plan lessons effectively and use resources efficiently.

Conclusion

This study aimed to study the integration of traditional and online English language teaching methods, and served to scientifically substantiate the effectiveness of the hybrid learning model. The results of the study showed that the combination of the two methods further enriches the educational process, significantly increases students' language skills, and provides flexibility to individual learning needs. Traditional methods provide students with the opportunity to communicate live, perform practical exercises, and develop lesson discipline. At the same time, online methods increase the rate of independent work, more practice, and the acquisition of new knowledge through interactive multimedia tools, tests, video lessons, and mobile applications. The study showed that the hybrid learning model, by combining these two approaches, not only consolidates knowledge, but also increases students' motivation, stimulates activity, and makes the language learning process interesting.

The study also showed the need to reinterpret the role of teachers in pedagogical terms. In hybrid education, the teacher actively participates not only as a provider of knowledge, but also as a process manager, guide and motivator. This creates the need to increase the digital competence of teachers, use interactive methods and strengthen the individual approach to students. The results of the study also showed that hybrid education not only develops students' speaking, listening comprehension, writing and oral skills, but also forms students' independent work skills. This increases students' interest in education and encourages them to actively participate in the learning process. At the same time, the hybrid model adapts the school environment to modern requirements, makes the educational process flexible and effective, simplifies lesson planning and improves the quality of the pedagogical process. In general, the combination of traditional and online English teaching methods can be recognized as a relevant direction of modern pedagogy. This approach provides students with greater interactivity, freedom, and personalized learning, while allowing teachers to effectively organize the learning

process and adapt it to individual needs. At the same time, the hybrid approach emphasizes not only the relevance of today's education, but also its importance as a promising pedagogical approach for the future.

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