**The reality of using blended learning in teaching mathematics**

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**Abstract:**

The purpose of this study is to comprehend the potential of blended learning for different mathematical topics, prevalent models of blended learning, and the advantages and difficulties that educational stakeholders face while using this teaching strategy. The study demonstrates that blended learning is widely utilized to teach the majority of mathematics subtopics, particularly in courses on teaching methodologies. The evaluation of this study indicates that blended learning benefits pre-service teachers' growth of knowledge, abilities, and attitudes. Additionally, it poses a number of difficulties for lecturers and aspiring educators in the areas of technology infrastructure, instructional materials, professional and digital competency, and the involvement and understanding of students. The study's findings offer a summary of blended learning's use in mathematics teacher preparation and bolster some suggestions for further research in this area.

**Keywords:** mathematical, preparation, digital competency, educators, abilities, attitudes.