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## **BLENDED LEARNING AS ONE OF MEANS TO OVERCOME OBSTACLES CAUSED BY WAR IN UKRAINE**

### **Анотація**

У статті розглядаються основні стратегії та методи змішаного навчання, які використовуються у складній ситуації в освіті. Подано опис змішаного навчання з наукової та практичної точки зору. Показано завдання дистанційної освіти у світлі тенденцій розвитку сучасного суспільства та її роль у реалізації професійних і соціальних прагнень студента.

**Ключові слова:** змішане навчання, освіта, технології навчання, цифрова платформа, стратегія розвитку.

### **Abstract**

The article deals with the main strategies and methods of blended learning used to correspond the difficult situation in education. A description of blended learning from a scientific and practical point of view is presented. The task of the distance education in light of the trends of modern society and its role in the implementation of professional and social aspirations of a student is shown.

**Key words:** blended learning, education, learning technologies, digital platform, development strategy.

The coronavirus pandemic has already forced all educators to adapt and adjust their work to remote mode. However, the war in Ukraine brought new challenges - the destruction of schools, forcibly relocated students and teachers who study and work in new schools throughout Ukraine and beyond, "dropping out" of the educational process of individual children and entire classes due to air raids, combat actions and other causes connected with war.

The educational institution is obliged to provide students with education in the form that is the safest for them. The form of organization of the educational process depends on the security situation in each settlement. The Ministry of Education and Science of Ukraine offers distance, face-to-face or mixed study formats to all education seekers.

Blended learning is a new format for Ukraine, which involves a combination of face-to-face and remote forms: students learn part of the material online and have the opportunity to manage their time independently. Thanks to this approach, students receive a holistic learning experience. This format of education has already been tested during the COVID-19 pandemic, when educational institutions were forced to temporarily go online.

Blended learning is not just the use of modern interactive technologies in addition to traditional ones, but a qualitatively new approach to learning that transforms and sometimes «flipped classroom».

In the Recommendations on the implementation of blended learning in institutions of professional pre-higher and higher education, it is determined that blended learning is an approach, a pedagogical and technological model, a method that, along with online technologies, relies on direct interaction between students and teachers in the classroom [1].

Despite the large number of different interpretations and definitions, scientists agree on the combination of different learning technologies, such as traditional and electronic (computer, remote, mobile, etc.). It is an important condition for the effective implementation of blended learning. Therefore, blended learning is a modern and new approach to the organization of the educational process in higher education institutions, which transforms the structure and content of education, changes the roles of the teacher and student, and is aimed at improving the quality of education.

At the moment, at least six models of the combination of blended learning components, located between the two poles, have been developed. The models differ in the ratio of face-to-face and remote learning modes, the degree of activity of the teacher/student in the selection of tasks and materials for study, the frequency and form of contacts between the teacher and students, group or individual work, both face-to-face and remote. The models are located in the range from the maximum share of face-to-face classroom format and the teacher's personal influence on determining the content of the course and the choice of learning forms to students' independent selection of options for combining learning forms and contacts with the teacher. On one pole (face-to-face driver) classes are conducted under the guidance of a teacher. This form of teaching is considered to be the most important component of education. The teacher only supplements the educational program with digital tools. At the opposite pole (online driver) is the autonomous study of the subject by students on a digital platform in an individual mode when the teacher is permanently involved having these inclusions planned in advance or organized at the request of the students. Face-to-face meetings are also possible to be arranged to give the advice personally [2].

Some experts insist that the evolution of blended learning based on the involvement of the latest technologies is not reduced to the application of new learning tools in the old coordinate system, but causes a qualitative transformation of the entire educational process.

In general, the development strategy is currently changing, directing training and education to an active, goal-oriented and independent student, a future specialist. In the new system, the scope and geography of student coverage changes, the goals and tasks of education are modified, the emphasis is on motivation, student activity and individualization of the educational process. Education is adapted to the capabilities and needs of different categories of students, who get access to education due to mixed forms of education with the use of information and educational technologies [3].

Changes in the forms and methods of presenting new knowledge, forms of learning control, forms of teacher-student interaction lead to redefine the role of the teacher and student, methods of teaching. Thus, it became possible to organize education in the reverse sequence - the so-called «flipped classroom». This technique is based on the reverse order of introduction and learning of the new material: first, in the form of independent work on the new material outside the classroom based on digital technologies, and later in the classroom - performing homework under the guidance of the teacher, who explains mistakes and determines the degree of mastery of the material learned [4]. At the stage of introducing a new topic, students study the materials posted by the teacher on the digital educational platform independently. Pre-recorded audio and video lectures or hyperlinked materials selected by the teacher can be used. At the stage of consolidating the material in the classroom in a contact form, the teacher reveals the level of assimilation and mistakes if there are any. One of the conditions for the success of this methodology is the degree of responsibility of those who study for the results from the very initial stage.

Blended learning allows flexible response to various life circumstances affecting individuals, educational institutions, and society in general. Without abandoning the traditional forms of education that give high results, blended learning simultaneously uses the latest advances in order to modernize, intensify, and individualize the educational process. Among the indisputable advantages of this

model of education is the skillful use of the combination of the real and virtual world, familiar to young people. In this regard, it is necessary to emphasize the importance of the mastering of digital technologies by teachers in order to develop educational programs of blended learning successfully. Opinions of a radical change in the role of the teacher and the role of the student in education are increasingly being heard; instead of the terms "teacher", "teacher", the terms "facilitator", "coordinator", "mediator", "curator", "educator-organizer", etc. are increasingly used. But it also teaches how to navigate in the traditional and electronic learning environment.

Enumerating the advantages of modern blended learning, it is essential to mention individualized and differentiated approach to students compared to traditional classroom learning, when the teacher is forced to focus on the student, ignoring his individual needs. The results of the research indicate an increase in success in the case of a mixed learning format, as the availability of materials and feedback from the teacher increases, and the skills of independent problem solving are developed. Students gradually become subjects of the learning process, independently alternating the components of the mixed model according to an individual schedule.

One of the disadvantages of mixed education is the complexity of its organization on the scale of a large university. A common schedule for all units based on a coordinated blended learning model within a large organization is a difficult task. The mixed format of studying one or a number of subjects is also not easy to fit into the general schedule. Another important drawback is related to the technical aspects of the implementation of blended learning, which is based on access to new technologies for all participants of the study. Access to a significant part of the educational process in the higher education network infrastructure is possible if all participants have quite expensive tools. It is important to emphasize that technologies and digital tools are in constant development, therefore, modern

education should provide for the possibility of including new forms and resources in educational programs developed.

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