BLENDED LEARNING AS A HYBRID METHOD OF DISTANCE, TRADITIONAL AND INDEPENDENT FORMS OF EDUCATION

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Recent research shows that Ukrainians demand a quality level of education, but the state of the education system and the low level of ICT implementation should be improved to reach this goal.

In the complicated situation of the Ukrainian educational system, it is important consider blended and distance learning, their application and benefits.

Polat gives the following definition of the concept "distance learning": the interaction of teacher and students with each other at a distance that highlights all the inherent components of the educational process (purpose, content, methods, organizational forms, teaching aids) specific means of Internet technologies.

Distance learning takes place online, using Internet technologies, and in most cases it takes the form of a distance course. That is, as in the case of eye training, distance learning consists of a planned program and a structured system providing information.

Distance courses have a three-level structure, namely:

- Learning with the help of ICT (computer, smartphone). In this case, the student solves the set tasks independently.

- Interaction with the teacher, using ICT.

- Cooperation with leading experts on the specialty as for ICT implementation.

The term "blended learning" gained its popularity after the publication of the Boncom and Graham's Handbook on Blended Learning. Besides the combination of traditional and ICT technologies, the authors of the book invented three categories of "educational blending", namely:

- Creative blending - at this stage in the traditional model of education distance learning components that solve some problems are added.

- Increasing blending – implementation of non-radical changes. For example, search of additional material on the Internet, access to lectures online.

- Modification of blending - listeners of lectures can solve problems independently and at the right time. This opportunity is due to ICT development.

Thus, blended learning is a type of hybrid method where a combination of distance learning, traditional and independent learning takes place. This means not just the use of modern interactive technologies in addition to traditional ones, but a qualitatively new approach to learning that transforms, and sometimes "flips" the classroom.

For the first time, the concept of "blended learning" was created and introduced by the American Interactive Learning Center in 1999. The interpretation of the verb "blend" by different authors varies. Thus, Smirnova-Tribulska calls it hybrid, J. Munen presents it as flexible, Rashevska characterizes it as mixed, and Shunevich describes it as combined training.

On the contrary, Bolyubash considers the terms "blended learning"and "hybrid learning" to be synonyms and interprets them as "a combination of remote and electronic network learning with traditional forms of learning: full-time and part-time ".

The Guidelines for the Implementation of Blended Learning in Vocational and Higher Education Institutions state that blended learning is an approach, pedagogical and technological model, a methodology that, along with online technology, relies on direct interaction between students and teachers in the classroom.

Despite the many different interpretations and definitions, scientists agree on a combination of different learning technologies, such as traditional and digital (computer, distance, mobile, etc.), which represent an important condition for effective implementation of blended learning. Thus, 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 teacher and student and aims to improve the quality of education.

At least six models of combination of blended learning components located between the two poles have been developed so far. The models differ in the ratio of full-time and distance learning modes, the degree of activity of the teacher / student in the selection of tasks and materials for study, frequency and form of contact between teacher and students, group or individual work, both full-time and part-time. Models range from the maximum share of face-to-face classroom format and personal influence of the teacher on determining the content of the course and the choice of forms of education to students' independent choice of options for combining forms of learning and contact with the teacher. On one pole (face-to-face driver) there are face-to-face classes under the guidance of the teacher as the most important component of learning, the teacher only complements the educational program with digital tools. At the opposite pole (online driver) is an autonomous study of the discipline by students on a digital platform in individual mode with periodic inclusions of the teacher, pre-planned or organized at the request of the student. Face-to-face meetings are also possible for consultations.

Some experts insist that the evolution of blended learning based on the use of new technologies is not limited to the use 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 changing, directing education and upbringing to an active, purposeful and independent student, future specialist. The new system changes the scale and geography of student coverage, modifies the goals and objectives of learning, emphasizes the motivation, activity of students, individualization of the educational process. Learning is adapted to the capabilities and needs of different categories of students, who gain access to education through blended forms of learning with the use of information and educational technologies.

Changes in the forms and methods of presenting new knowledge, forms of control over learning, forms of interaction between teacher and student lead to a rethinking of the role of teacher and student, changes in teaching methods. Yes, it has become possible to organize training in the reverse order - the so-called flipped classroom. This technique is based on the reverse order of introduction and assimilation of new material: first in the form of extracurricular independent work on new material based on digital technologies, and later in the classroom - homework based on assimilated material under the guidance of a teacher who explains the mistakes.

At the stage of introducing a new topic, students independently study the materials posted by the teacher on the digital learning platform. These can be pre-recorded audio and video lectures or materials on the topic based on hyperlinks selected by the teacher. At the stage of consolidating the material in the classroom in contact form, the teacher identifies the level of mastery and mistakes. One of the conditions for the success of this technique is the degree of responsibility of those who study for the results from the initial stage.

Blended learning allows you to respond flexibly to a variety of life circumstances that affect individuals, educational institutions and society as a whole. Without abandoning the traditional forms of learning that give high results, blended learning in parallel uses the latest advances to modernize, intensify and individualize the learning process.

Among the undoubted advantages of this model of learning is the skillful use of the usual combination of real and virtual world for young people. In this regard, we emphasize the importance of mastering digital technologies by teachers in order to successfully develop blended learning programs. There are more and more thoughts about a radical change in the role of the teacher and the role of the student in learning; instead of the term "teacher" such terms as "facilitator", "coordinator", "mediator", "curator", "teacher-organizer", etc. are increasingly used.

Enumerating the advantages of modern blended learning, we call an individualized and differentiated approach to students compared to traditional classroom learning, when the teacher is forced to focus on the

average student, ignoring his or her individual needs. The results of research show an increase in success in a mixed format of learning, as the availability of materials and feedback from the teacher increases, skills of independent problem solving are developed. Students gradually become subjects of the learning process, independently alternating components of a mixed model on an individual schedule.

Among the disadvantages of blended learning is the complexity of its organization on the scale of a large university. A common schedule for all departments based on a coordinated model of blended learning 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 overall schedule.

Another important shortcoming is related to the technical aspects of blended learning, which is based on access to new technologies for all learners. Access to a significant part of the educational process in the network infrastructure of the university is possible if all participants have quite expensive tools. It is important to emphasize that technology and digital tools are constantly evolving, so modern education should include the possibility of including new forms and resources in already developed curricula.

The experience of distance learning also revealed a significant increase in the hourly workload of both teachers and students, as classes, preparation for them and especially checking tasks took much longer compared to traditional learning.

There are several potentially important factors that can change each year and thus affect the course scenario.

Rotational models (including the inverted class), flexible model, self-mixing model and in-depth virtual model are well known. But this list is not the only one, and the classification is quite conditional. Basic approaches to the implementation of any model of blended learning are important, and the specifics of each discipline and individual pedagogical approaches of the teacher create the preconditions for the formation of their own effective models.

Trends in the growing role of students' independent work, blurring boundaries between different forms of learning organization due to widespread use ICT tools have led to the emergence of blended learning, pedagogically balanced combined technologies of traditional, electronic, distance and mobile learning aimed at integrating classroom and extracurricular learning. For such definition of blended learning they implement the systemic principles of open education, namely: mobility participants in the educational process, equal access to educational systems, providing quality education, formation of the structure and implementation of educational services.

An important aspect of the implementation of distance learning is the creation of single information and educational space for the educational process of training students.

- Cooperation is a key component as it is included in students' activities review of the entire program and requires qualified support and quality course.

- The study of social services is becoming increasingly important in terms of knowledge.

- Informal learning experience is part of the project, not just a side effect product.

- Electronic resources change work and study and need to be reviewed.

The main areas of international cooperation in the field distance and blended learning are:

- participation in projects and programs aimed at entering the system distance and blended learning of Ukraine in the world educational system with taking into account national interests and achievements of national education, in particular creation of international virtual universities, which include educational institutions of different countries;

- participation in projects and programs of national integration telecommunication networks involved in remote and mixed training in European and world scientific and educational telecommunication networks;

- conducting joint research on technology development distance and blended learning;

- participation in the development of domestic and international standards on distance and blended learning technologies.