

Tymoshchuk Olha

PhD, Associate Professor of the Department of Analytical, Physical and Colloid Chemistry
Bogomolets National Medical University, Ukraine

WAYS OF IMPLEMENTING BLENDED LEARNING IN TODAY'S CONDITIONS

In modern conditions, education should focus on technologies that form students' ability to learn, operate and manage information, make quick decisions, adapt to the needs of the labor market.

The development of computer network technologies has become one of the promising platforms for the development of a modern system of distance education, blended learning, electronic learning (e-learning), mobile learning (m-learning), which are effectively used for various forms of learning.

Blended learning is an educational technology that combines learning with the participation of a teacher (face-to-face) with online learning, which assumes elements of independent control by the student of the path, time, place and pace of learning, as well as the integration of the learning experience with the teacher and online [1].

Blended learning is a type of hybrid methodology, when there is a combination of online learning, traditional and independent learning. The definition of blended learning consists of three parts:

1. Online education. Online education means the transition from face-to-face education to online education, which involves the use of educational materials posted on the Internet. The student himself controls the time, when to study, the place, the method and the pace.

2. Controlled learning in an educational institution. The student physically visits the educational institution for face-to-face classes with teachers. Blended learning means that students have to complete at least part of the curriculum not at home, but in an educational institution according to the schedule.

3. Comprehensive educational experience. Online and in-person components combine to provide a comprehensive course.

Blended learning involves the actual combination of any formats and methods in the learning process [2].

"Blended learning" is not about technology, but about how to design your classroom (both the content of the lesson and the physical space) to take into account the needs of each student (pace of learning, complexity and volume of materials, format of interaction, etc.).

Reasons for the growth of blended learning:

- quarantine;
- martial law in Ukraine;
- an attempt to personalize education;
- an attempt to solve the problems of student motivation;
- the need to expand educational resources;
- the desire to attract the best teachers to any school in the city, country, or world;
- the need to improve the working conditions of teachers;
- an attempt to involve parents in the educational process;
- overcoming the "digital" gap.

The technology of blended learning includes many interactive methods, forms and techniques, the use of information and communication technologies, educational resources,

electronic textbooks and teaches students to work with the latest developments. All this contributes to the development of students' critical thinking, the development of necessary skills that meet the modern needs of the labor market, the formation of the need and ability to learn throughout life through the content of the educational subject [3].

Quality blended learning means:

- it is personalized. This method takes into account the individual needs of each student, not the whole class as a whole;
- implies the mastery (quality) of studying this or that material, i.e. the student continues to study the next topic or receives a grade only when he/she has mastered the main concept. That is, when the student feels that he/she is ready to demonstrate his/her knowledge of the topic, then he/she takes the test/passes the final task;
- the right to student autonomy/independence, that is, every child has skills, information, and tools that will help him/her manage his/her own learning process.

There are a large number of blended learning models: simple, complex, more and less popular, etc. There are blended learning models that are disruptive to the traditional classroom. They do not include traditional education in its full form; they offer new benefits and are more reliable [4].

It should be understood that teachers will need special training before they start implementing blended learning models in their classrooms. They will face new tasks: individualize educational activities, start focusing on results, etc. The teacher himself will cease to be just a "carrier of knowledge", but will be a specialist in managing student activities, a pedagogical designer and a manager.

References:

1. Модели смешанного обучения. URL: <http://bugaychuk.blogspot.com/2014/06/blog-post.html>.
2. Змішане навчання як модель використання інформаційно-освітніх ресурсів. URL: <http://interconf.fl.kpi.ua/ru/node/1174>.
3. Змішане навчання: основні інгредієнти компетентнісного підходи для ефективної освіти нового покоління. URL: <https://nuos.academia.edu/%D0%9A%D1%81%D0%B5%D0%BD%D0%B8%D1%8F%D0%A6%D1%8B%D1%86%D1%8E%D1%80%D0%B0>.
4. Опыт пионера смешанного обучения: секрет успеха – не в технологиях. URL: <https://newtonew.com/hero/blended-learning-experience>.