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## **IMPLEMENTATION OF BLENDED LEARNING IN HIGHER EDUCATIONAL INSTITUTIONS**

### **ВПРОВАДЖЕННЯ ЗМІШАНОГО НАВЧАННЯ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ**

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Higher educational institutions are currently implementing the latest pedagogical technologies, popular among which are distance learning, electronic learning (e-learning), mobile learning (m-learning), blended learning, learning with the involvement of the interactive methods, learning by training technology, etc. One of the priorities of the state policy of Ukraine is the development of the information society. The system of higher education is aimed at increasing the share of independent work of students on educational material: classroom hours for studying subjects are being reduced; the amount of the educational material that is submitted for independent processing, etc., is increasing. It is obvious that there is a growing need for the use of ICT in the educational process. A combination of pedagogical technologies: traditional, distance, electronic and mobile learning is becoming a promising way of organizing the learning process based on the use of ICT in higher educational institutions. This process is called «blended learning».

In recent years, many researchers have tried to analyze the meaning of the concept of «blended learning». Blended learning was considered either from the standpoint of teaching a certain educational discipline, mostly of the «language» or «informational» direction, or it was about models of «blended

learning» in the context of organizing educational interaction during classroom work.

The purpose of this study is considered to be a theoretical and methodological analysis of the concept of «blended learning», to determine its format, advantages and main models of implementation in educational activities of higher educational institutions.

In the early 2000s, the following definitions could be found in the foreign literature: 1) Blended learning combines live learning and web technologies (for example, virtual classroom, self-study training, collaborative learning, streaming video, audio and text) to achieve an educational goal ; 2) Blended learning combines different pedagogical approaches (for example, constructivism, behaviorism, cognitivism) to obtain an optimal result; 3) Blended learning combines technical means of learning and face-to-face learning under the guidance of a lecturer; 4) Blended learning combines the learning process with the performance of real professional tasks to create a harmonious effect of learning and work [2].

So, as we can see from the above, the interpretations of this term differed greatly, until in 2006 the work «Handbook on Blended Learning» was published, in which a generalized conclusion was made that blended learning implies the mixing of face-to-face learning and learning with the help of a computer [3].

Later, specialists of the Sloan Consortium clarified this definition as well. In their opinion, the educational process, depending on the interaction of its participants and the delivery of educational content, can be divided into:

- traditional learning (0%);
- learning enhanced by remote technologies (up to 30%);
- blended learning – with the use of up to 80% of distance learning technologies;
- pure online learning.

Blended learning is a combination of various methods and forms, namely online learning, traditional and independent learning. This is a purposeful process of acquiring knowledge, skills and abilities in the conditions of integration of classroom and extracurricular educational activities of the subjects of the educational process based on the mutual complementation of traditional, electronic, distance and mobile learning technologies.

The format of blended learning is various options for combining methods of electronic and face-to-face learning. Blended learning programs can include a huge variety of learning techniques and approaches, for example, e-courses, hands-on learning, work on specific projects, job rotation, e-books, mobile learning, coaching, face-to-face courses, educational games and much

more. Blended learning combines different types of learning activities, including face-to-face learning, online e-learning, and self-directed learning in the workplace. It is the use of two or more different teaching methods, for example, alternation of face-to-face classes with online learning, a mix of online learning with occasional visits to a lecturer for consultations, a combination of on-the-job training with informal consultations.

Such organization of learning has a number of advantages, namely:

1. diversity in the choice of forms of educational organization;
2. students can independently acquire new knowledge with the help of electronic resources at a time convenient for them (flexibility and availability);
3. it allows to balance basic and related knowledge of students due to independent study of theoretical materials proposed by a lecturer and performance of additional tasks, i.e. the process of organizing students' independent cognitive activity takes place;
4. organization of group educational activities: joint work on projects, holding discussions, seminars organized in the form of electronic teleconferences, forums, the process of developing online communication skills is taking place;
5. it stimulates the development of self-education skills of students (time planning, choosing the pace of assimilation of educational material, etc.);
6. use of modern software and technical means, which makes training more effective;
7. takes into account the individual characteristics of students in perceiving and processing educational material;
8. expands the circle of students (enrichment of correspondence and externship opportunities, attraction of foreign students, possibility of training people with disabilities);
9. costs for organization of the educational process are significantly reduced (economy).

Currently, there are problems with the implementation of blended learning, namely:

- technology challenges: providing the participants of the educational process with the technologies, which means the step-by-step introduction of technologies into the educational process (from simple to complex);
- organizational challenges: overcoming the belief that blended learning is not as effective as traditional classroom learning; management and monitoring of a student's progress;
- instructional/design challenges.

The variants of the implementation of blended learning in a higher educational institution can be the following models, which differ among themselves by the dominance of one of three components: traditional personal interaction of the participants in the educational process; interactive interaction using ICT and electronic information and educational online resources; self-education:

1. Rotation Model – alternating use of education in which a lecturer and student (or group of students) interact, and education in which interaction between the subjects of education takes place with the help of ICT. It is divided into Station Rotation Model or In-Class Rotation Model, Lab Rotation Model, Flipped Classroom Model, Individual Rotation Model;

2. Flex Model – a model in which distance learning is the basis of the educational process;

3. Self-Blend Model enables students to supplement traditional classes by taking additional online courses on topics;

4. Enriched Virtual Model. This model involves students learning most of the curriculum using electronic courses, while consultations with a lecturer can take place both face-to-face and online.

Therefore, the development of the information environment of the modern society objectively stimulates the transfer of part of the educational process from the classrooms of a higher educational institution to the electronic space. With a reasonable combination of traditional and distance learning, which is based on the above-mentioned methodological approaches, it becomes possible to build the learning process taking into account the individual characteristics of students and using ICT capabilities. The result of blended training is the formation of the personality of a future specialist with the necessary set of key competencies, capable of solving various professional tasks.

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