ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ

Профессор А.А.Молдажанованы еске алуға арналған «XXI ғасырдағы педагогикалық білім беру: басымдықтар мен ізденістер» тақырыбындағы халықаралық ғылыми-практикалық конференция материалдарының

ЖИНАҒЫ

7 – қазан, 2022 ж.

Астана, 2022

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ
Л.Н.ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ

Профессор А.А.Молдажанованы еске алуға арналған «XXI ҒАСЫРДАҒЫ ПЕДАГОГИКАЛЫҚ БІЛІМ БЕРУ: БАСЫМДЫҚТАР МЕН ІЗДЕНІСТЕР» тақырыбындағы Халықаралық ғылыми-практикалық конференция материалдарының

ЖИНАҒЫ
7 - қазан, 2022 ж.

СБОРНИК

материалов Международной научно-практической конференции **«ПЕДАГОГИЧЕСКОЕ ОБРАЗОВАНИЕ В XXI ВЕКЕ: ПРИОРИТЕТЫ И ПОИСКИ» посвященная памяти профессора А.А.Молдажановой**
7-октября, 2022 г.

COLLECTION

Collection materials of the International scientific and practical Conference «PEDAGOGICAL EDUCATION IN THE XXI CENTURY: PRIORITIES AND SEARCHES» dedicated to the memory of professor A.A.Moldazhanova

October -7, 2022 y.

Астана, 2022

Редакция алқасы:

Ж.Д.Курмангалиева - Басқарма мүшесі - Ғылым, коммерциаландыру және интернационалдандыру жөніндегі проректор, **Б.Ж.Сомжүрек -** «Әлеуметтік ғылымдар» факультетінің деканы, **М.П.Асылбекова -** «Педагогика» кафедрасының меңгерушісі, п.ғ.к., профессор м.а.; **Б.П.Сейітқазы -** п.ғ.д., профессор**; Қ.Т.Атемова -** п.ғ.д., профессор; **Т.С.Сламбекова -** п.ғ.к., профессор м.а.**; С.С.Байсарина -** п.ғ.к., доцент; **Н.П.Албытова** - п.ғ.к., профессор м.а.; **Махадиева А.К** - PhD., **Балтабаева Ж.Б. -** магистр, **Куатов А.К.** - магистр.

Жинақта Л.Н.Гумилев атындағы Еуразия ұлттық университеті, **«Профессор А.А.Молдажанованы еске алуға арналған «XXI ғасырдағы педагогикалық білім беру: басымдықтар мен ізденістер»** тақырыбындағы Халықаралық ғылыми-практикалық конференциясының Пленарлық мәжілісінде және «Профессор А.А.Молдажанова және қазақстандық білім беру жүйесінің дамуы», «Білімді ұлт» сапалы білім беру» ұлттық жобаны жүзеге асыру - Жаңа Қазақстанды дамытудағы басым бағыт», «Білім берудің ғаламдық мәселелерін шешуде адами ресурстардың бірігуі» деп аталатын секция жұмыстары бойынша тыңдалған баяндамалар қамтылды. -587 бет.

«Профессор А.А.Молдажанованы еске алуға арналған «XXI ғасырдағы педагогикалық білім беру: басымдықтар мен ізденістер» тақырыбындағы Халықаралық ғылыми-практикалық конференция.

UDC 378.1
BLENDED LEARNING AS AN INNOVATIVE WAY TO MODERNIZE THE EDUCATIONAL PROCESS

Abdykhalykova Zhazira Yessenkeldievna
Ph.D, associate professor
Rymgaliyeva Anel Yerzhankyzy
Master student of the educational program "Pedagogy and psychology"

L. N. Gumilyov Eurasian National University, Kazakhstan

Blended learning has become widespread in the United States and Europe. This is due to the presence of a good level of Internet communications and the level of computer literacy of the population. Technical (computer) equipment of potential students also played a significant role. It is these three factors that complicate the development of Internet education in Russia — the level of Internet communications is comparable to European only in Moscow and the central cities of Russia, the level of computer literacy and equipment of potential students is quite low. However, this does not mean that universities should not develop and thereby provide their students with relevant and new knowledge and skills. New technologies in education should be used and developed.

The essence of the mixed form of education is that Internet educational technologies are used as support for traditional full-time education. Students get access to the university's distance learning system, which contains all the educational material, a testing system is built in, and there is access to various online libraries and sources. In the mixed form of training, part of the control activities can be conducted online, and the capabilities of the SDO for group communications can also be used to carry out various projects. To date, this form of education is used in many European universities and is the most appropriate in the current situation in Kazakhstan [1]. However, the experience of active use of e-learning in Western countries and its comparison with traditional forms of education based on direct personal communication between the teacher and the student revealed clearly distinguishable strengths and weaknesses of each of these forms.

Strengths include:
– *flexibility.* The time of study does not depend on the schedule of classes at the university; the place of study is not limited by the walls of the office; the pace and rhythm of learning are not tied to the pace and rhythm of the work of other students in the group; ensures involvement in the learning process;
– *adaptability* — the possibility of organizing the educational process for students with different capabilities and requests;
– *individualization* — the educational process is implemented in accordance with the individual educational needs and capabilities of the trainees, methodological approaches and pedagogical technologies used by the teacher are complemented by interactive learning tools and adaptive software;

– *interactivity* — the use of variable forms and methods of interaction of both participants in the educational process with each other, and the forms and methods of their interaction with content;

– *depth of reflection:* students have time to consider and justify their own judgments more carefully and deeply.

Weaknesses include:

– *spontaneity.* E-learning technology does not contribute to the rapid formation of chains of associative ideas and intuitive discoveries;

– *postponement.* There may be a tendency to delay educational activities;

– *personal (human) connections.* This environment is perceived by many as impersonal, which can cause dissatisfaction with the process.

The emergence of blended learning technology makes it possible to combine the strengths of both forms of learning: electronic and traditional [2]. Blended learning consists of three main components:

● traditional direct personal interaction of participants in the educational process *(face to face — F2F);*

● interactive interaction mediated by computer telecommunication technologies and electronic information and educational online resources *(computer mediated - CM);*

● self-education *(self-study — SS).*

The key word in the definition of blended learning is interaction. There are a number of tasks that make it possible to solve the introduction of blended learning into the educational process:

– expanding the educational opportunities of students by increasing the accessibility and flexibility of education, taking into account their individual educational needs, as well as the pace and rhythm of mastering educational material;

– stimulating the formation of the student's subjective position: increasing his motivation, independence, social activity, including in the development of educational material, reflection and introspection and, as a result, increasing the effectiveness of the educational process as a whole;

– transformation of the teacher's work style: to move from the translation of knowledge to interactive interaction with the student, contributing to the construction of the learner's own knowledge;

– personalization of the educational process, when a student independently determines his educational goals, ways to achieve them, taking into account his educational needs, interests and abilities [3].

There is a wide variety of mixed learning models depending on the proportion of F2F and CM in educational activities, as well as on the location of the student in the course of educational activities (at the university or outside it). Any combination, except for models of the organization of the educational process without online learning activities (traditional forms) and distance learning, in which there is no direct personal interaction between the teacher and the student, can be attributed to mixed learning.

All models can be implemented in a full-time system. The CM component can be integrated into the face-to-face system. At the same time, it is possible to take it out of the schedule and the educational institution in general.

The following types of "Rotation" models and models implementing a personalized approach are proposed as the main models in this study [4]. What is common to the group models is that mixed learning within the same subject and group implies alternating direct personal communication between the teacher and the student (F2F component) with the interaction of participants in the educational process mediated by telecommunication technologies. The order of alternation can be fixed or flexible at the discretion of the teacher.

Presentation (explanation) of new educational material, its consolidation and development of skills can be carried out both within the framework of F2F and within the framework of SM components (for example, acquaintance with new educational material is carried out using an online resource, and consolidation and development of skills on a pair in the classroom, or vice versa). The decision on this issue is made by the teacher. Group work, project activities are organized by the teacher and carried out within the framework of the F2F component. It is possible for students to participate in inter university projects within the CM component [5].

The advantage of this type of model is that over time, the binding of a certain type of activity to a certain place is developed, which reduces the time spent on including students in the corresponding type of activity.

Models that implement a personalized approach. The models of this group are ideal for students with high motivation to study, the level of ICT competence, personal and meta-subject skills. Within this group, the activity model and responsibility for its results is assigned to the student, since the process is built primarily using a distance learning resource. In this case, the fees of an educational institution are reduced to the provision of temporary (scheduled hours for an online course) and spatial (a room with a computer and Internet access) resources, as well as to the provision of psychological and, if necessary, pedagogical support. Under certain conditions (the layout in the schedule of subjects implying university attendance in the form of a cluster), a student can master online courses outside the university [6]. The models of this group differ only in the way training groups are formed:

– inside the parallel of one university with a fixed set of courses for studying online — "New profile";

– inside the parallel of one university with a different set of courses for studying online — "Individual curriculum";

– inside the parallels of the same age of different universities for studying a certain online course — "Interuniversity group".

This model facilitates scheduling when working on individual study plans [7].

With the use of blended learning, the student has a number of additional opportunities:

● increasing the motivation of cognitive activity;

● the possibility of implementing individual curricula with an unlimited choice of subjects, the level of their development and methods of organizing educational activities;

● the possibility of maximum objectification of the evaluation procedure and results;

● the implementation of individual requests for the level of educational achievements using the situation of success;

● the possibility of intensifying educational activities in order to save time for the implementation of other educational and cultural needs;

● the possibility of obtaining individual consultations of the teacher to overcome difficulties in mastering the educational material and eliminate gaps in knowledge. For a teacher:

○ professional development;

○ improving the effectiveness of pedagogical activity in order to achieve new educational results;

○ the use of new types of control and communication in the pedagogical process;

○ overcoming the "digital gap" between the teacher and students;

○ the opportunity to work with highly motivated students.

Conclusion

Our analysis of the possibility of using blended in Kazakstani educational system showed us that it can be adapted and should be used. From our perspective, the use of blended learning can become one of the most important means of addressing existing issues in our educational system. We can significantly simplify the solution to the problems by utilizing blended learning technology.

Bibliography:

1. Виртуальная образовательная среда: http://elms.eoi.ru/Pages/Default.aspx

2. Костина Е.В. Модель смешанного обучения (Blended learning) // Известия вузов. Серия Гу манитарные науки. 2010. № 1(2). С. 141-144.

3. Кривопалова И.В. Современные технологии информатизации образования // Вестник Там бовского университета. Серия Естественные и технические науки. Тамбов, 2010. Т. 15. Вып. 6. С. 1963-1965.

4. Десятова Л.В. Использование модели смешанного обучения (blended learning) для создания и апробирования курса ИКТ для поддержки обучения по базовой программе. М.: Издательский дом "Первое сентября"// Английский язык. 2010. № 13. С. 7.

5. Желнова Е.В. 8 этапов смешанного обучения: обзор статьи "Missed Steps"Дарлин Пейнтер // Training & Development. URL: http://www.obs.ru/interest/publ/?thread=57

6. Clarc D. Blended Learning: An EIC white Paper. Brighton, 2003. P. 23.

7. Dudney G., Hockly N. How to. . . Teach English with Technology // Harlow: Pearson Education Zdt., 2007. P. 15.