

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**

**ОДЕСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ  
(УКРАЇНА)**

**ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ ДАНАНГСКОГО УНІВЕРСИТЕТУ  
(РЕСПУБЛІКА В'ЄТНАМ)**

**ВАРШАВСЬКА ПОЛІТЕХНІКА (РЕСПУБЛІКА ПОЛЬЩА)**

**КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ  
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**ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ВИЩОЇ ОСВІТИ:  
ПРОБЛЕМИ ТА ПЕРСПЕКТИВИ РОЗВИТКУ**

**(збірник матеріалів V Міжнародної науково-методичної конференції)**

**3-4 лютого 2022 р.**

*Центр підвищення кваліфікації  
та сучасних освітніх технологій*

**Одеса ONEU 2022**

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**У збірник увійшли тези доповідей учасників конференції, які відповідають тематиці конференції та містять науково-методичні розробки з питань забезпечення якості вищої освіти.**

**У рамках роботи конференції представлені такі тематичні напрями:**

- 1) ефективний менеджмент освітньої діяльності та інтелектуалізація праці науково-педагогічних працівників для забезпечення якості вищої освіти;**
- 2) студентоцетрований підхід у навчанні: сучасні методики викладання, засоби та методи досягнення програмних результатів навчання;**
- 3) інноваційні моделі розвитку науково-педагогічної компетентності викладачів у системі вищої освіти;**
- 4) діджиталізація систем та технологій навчання в закладах вищої освіти в сучасних умовах.**

**Тези друкуються в авторській редакції.**

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## **MODERN EDUCATIONAL TECHNOLOGIES AND BLENDED LEARNING INNOVATIONS**

Blended learning can be defined as the combination of multiple approaches to pedagogy or teaching, e.g., self-paced, collaborative, tutor-supported learning or traditional classroom teaching. Blended learning often refers specifically to the provision or use of resources which combine e-learning with other educational resources [1].

First of all, we discuss briefly innovations of modern learning and teaching in higher educational system. Distance learning, online learning and blended learning are used in collaboration with the pedagogical approaches in the organisational process of providing modern educational models. Nowadays blended learning is provided by online and distance learning technologies. Non-formal or informal learning is one of the components of modern educational global system, which includes the acquisition of new knowledge about different aspects of life by using various courses and educational platforms. As a rule, no diplomas or certificates are required for starting online education as well as there are no preferences for place, time, methods and forms of training. As a result, more people are involved in educational informal process. Their goals are to receive new knowledge in various fields of modern life technologies and the possibility to get a certificate. Thus, distance learning uses online resources, it can also include elements of asynchronous mode. With the ability of distance learning programs students can complete their desired courses anytime from anywhere. Modern technologies give opportunities for working students to complete assignments and take lessons at convenient time without interfering with their job schedule.

It is vital to emphasize that distance learning allows students to interact through discussion boards, chat rooms or video conferencing software, but anyway it has particular lack of social face-to-face interaction. But at the same time distance or blended learning programs requires improvement of personal skills, help students to become self-motivated and teach them how to meet deadline for effectiveness of their constant involvement in the educational process. Successful and effective learning is always related to the degree of implication of the learner in the learning process [1].

The next thing to discuss is the purpose of the use of blended learning nowadays and choose an appropriate type of blended learning model for students. As digital and social media become more and more prevalent in the life of learners, it was only a matter of time before learning became 'blended' by necessity [2].

As a matter of fact, there are a lot of different frequently used blended learning models in the field of innovative educational programmes:

- Station rotation (requires fixed schedule);
- Lab rotation (provides flexible schedule and the use of computer labs);
- Enriched virtual or Remote blended learning (involves individual remote study and a tutor);
- Flex (includes individual or small-group tutoring, group projects, flexible schedule, online classes);
- Flipped classroom (self-education and practice lessons, supported by a teacher and peers are required);

- Individual rotation (includes individual schedule and personalization of students` needs);
- Project-based (includes collaboration of supported project-based learning and self-learning, provided by online education);
- Self-directed (the use of combination of online and face-to-face learning for students personalized inquire);
- Inside-out (the main goal is e-Learning; requires psychological support and expert guidance from tutor);
- Outside-in (the process of getting education starts in digital environment and ends by face-to-face learning, including feedback from tutor during the course);
- Supplemental (provides supplementing: online + additional face-to-face learning or instead, face-to-face + online learning);
- Mastery-based (the process of education entirely rotates between online and face-to-face learning).

From all the above, we came to the conclusion, that blended learning provides a great deal of modern resources and different types of innovative combinations of getting various methods to get education. So, this system of learning is provided by using special information technologies such as computer graphics, audio and video, interactive elements in different ways, as we can see from the above. We can consider, that the blended learning process as a sequence of phases of traditional and e-learning methods. To increase the effectiveness of being successful in getting education we should choose the right Blended learning principles.

1. Sequence – the student must learn himself, then receive theoretical knowledge from teacher and finally apply this knowledge in practice. (This principle intersects with the Flipped classroom model).

2. Visibility – using modern e-learning tools, we can create a knowledge base. So, a student has access to methodological materials, for example: video tutorials, books, audio etc.

3. Practice – as we know, practical training is required to master the theory.

4. Nonstop training – Blended learning is partly based on the principles of microlearning. Due to the availability of the material, the student can always visit educational portal and get a new modern information.

5. Support – A student can always ask a teacher to explain some questions and get feedback without waiting for the next full-time lesson.

The main goal of Blended learning system, obviously to improve the effectiveness of modern teaching and learning process by choosing the correct methods of achieving results with the help of a particular form of e-learning model. Nowadays each teacher can create its own course with the help of modern technologies and be sure that every student manages to work online at his/her convenience.

#### *References:*

1. Sonja Trapp. Blended Learning Concepts – a Short Overview/2006 // URL: <http://ceur-ws.org/Vol-213/paper7.pdf>
2. 12 of The Most Common Types of Blended Learning // URL: <https://www.teachthought.com/learning/12-types-of-blended-learning/>