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### MODELS of BLENDED LEARNING in HIGHER EDUCATION

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**Abstract.** This article compares traditional and blended learning system in higher education. The benefits and drawbacks of the traditional form of education are considered. The points of view of Kazakhstani and foreign authors on the definition of the concept of "blended learning" are given. The shortcomings of the traditional classroom based education system are revealed. It is concluded that these shortcomings can be eliminated by applying the technology of blended learning. Based on the analysis of pedagogical literature, the concept and models of blended learning are considered.

**Key words:** traditional learning, blended learning, blended learning models.

Introduction. For several years, the education system of Kazakhstan has been dominated by traditional education and there are various definitions of traditional education in the scientific and pedagogical literature.

First of all, the term "traditional learning" implies classroom-based learning, which developed in the XVII century on the principles of didactics presented by Ya.A. Komensky.

Zimnaya characterizes traditional learning as contact, communicating, based on the principle of consciousness, purposefully uncontrolled, built on the disciplinary-subject principle, non-contextual [1, 17].

In the pedagogical dictionary, this term is interpreted as follows: traditional learning is training in which the teacher's work is primarily focused on communicating knowledge and methods of action transmitted to students in a ready-made form and intended for reproducing assimilation. At the same time, the teacher is the only proactive actor in the educational process. Traditional education is mainly reproductive in nature.

Based on the above, it can be concluded that the purpose of traditional education is in the transfer of accumulated knowledge and experience for their use in the main activities [2, 271]. A mandatory element of traditional teaching is a lesson where the teacher always plays a central and active role in the educational process. Its task is to present educational information, and the task of students, in turn, is to demonstrate the learned content of the educational material. Classes are held according to the schedule according to a single annual plan and program.

Let's consider the advantages and disadvantages of traditional education. The undoubted advantage is the opportunity to equip students with knowledge of the basics of sciences and models of ways of activity in a short time. In addition, traditional learning contributes to the solid assimilation of knowledge and the rapid formation of practical skills. The management of the process of acquiring knowledge and skills, as well as the collective nature of learning, allow timely prevention of gaps in knowledge and identification of typical mistakes.

However, the practice of teaching in the system of classroom classes, which became the basis of the educational process, nevertheless did not meet the increased volume of knowledge. It did not allow the teacher to monitor and stimulate the learning of each student, which was a very huge and significant problem. Today, higher education is aimed, on the one hand, at increasing students' interest in acquiring knowledge, and on the other hand, at activating their activities to acquire this knowledge independently.

And the blended learning system will help us in this. Many problems of traditional education are successfully solved in a blended type of education. Next, we will define what blended learning is and identify its models.

### **Definition of blended learning**

It is considered that the concept of "blended learning" began to be used with the advent of the Internet in the late 1990s. For the first time, the term "blended learning" appeared in the pedagogical literature in 1999 [3]. At first, this concept did not have a single content: blended learning meant combinations of different methods used in the pedagogical practice.

In 2006, the first book about blended learning "The Handbook of Blended Learning: Global Perspectives, Local Designs" was published. It was written by American researchers Curtis J. Bonk and Charles R. Graham [4]. In it, this term has received a modern definition as "a system that combines face-to-face learning with computer-assisted learning."

However, the concept of "blended learning" is still interpreted differently in the world pedagogical practice, since it is used in a broad context.

For example, Purnima Valiathan understands by the term "blended learning" a combination of various methods of delivering educational content, such as courses based on Web technologies, EPSS and knowledge management techniques. He also uses this term to describe learning that combines different types of educational activities, including full-time education (face-to-face learning), online e-learning, as well as self-study [5].

D. Clark in his article "Blended Learning" refers to R. Schank and understands the use of classroom and e-learning in one way or another by blended learning [6, 23].

Pedagogical science in our country also pays great attention to the issues of blended learning. The technology of blended learning has received widespread only in 2020, when worldwide quarantine was declared in connection with the pandemic situation, before that such a training system was also covered and used, but not in such a wide range. New standards of education and Kazakhstan's entry into the Bologna Process and other international agreements presupposed the

implementation of blended learning into the educational process, and the Nazarbayev School and University were the first to introduce this and attempt to implement it into the education system in Kazakhstan.

According to Takizhbayeva and Asyrbekov, blended learning is an educational concept in which a student receives knowledge online, it means independently, and face-to-face with a teacher. This approach makes it possible to control the time, place, pace and way of studying the material.[7]

A. Y. Niyazova notes that blended learning is a promising learning system which combines the benefits of traditional and interactive learning. [8, 124]

Despite the different interpretation of the concept of blended learning, the essence of this technology is understood by both foreign and Kazakh researchers in approximately the same way. We have noticed that when defining the concept of "blended learning", Kazakh authors rely on the research and definitions of foreign scientists. In our opinion, this is due to the fact that the problem of blended learning was first investigated in the West.

Summarizing the experience of using blended learning technology in the pedagogical practice of foreign and Kazakh scientists, we can distinguish three main components of the blended learning model used in modern education.

- Full-time education is a traditional form of classroom instruction with direct teacher-student interaction.
- Independent work of students includes their individual work (for example, searching for information using the Internet).
- Online learning is a collaboration of teachers and students online, using Internet conferences, Skype or Wiki technology, etc.

Given the above, it is possible to define blended learning as:

- a learning system that combines the most effective aspects and benefits of classroom learning and interactive or electronic online learning.;
- blended learning, which is a certain system that consists of various parts that function in constant interrelation with each other, forming a single whole.

In other words, blended learning is a combination of face-to-face and e-learning. The technology of blended learning makes it possible to qualitatively change the educational process in education and bring the joint activity of a student and a teacher to a priority level, personalize the educational activity of each student taking into account his cognitive needs.

#### **Blended learning models**

Modern pedagogical practice, there are variety of models of blended learning and ways to classify them. We rely on the classification of the American educator M. Horn (Michael B. Horn), who is actively engaged in the implementation of the concept of blended learning in education [9].

According to this classification, blended learning models include:

- Face-to-face model;
- Rotation model;
- Flexmodel;
- Online lab model;
- Self-blend model;
- Online driver model.

Let's briefly consider each of these models.

*Face-to-Face model.* In this model, students receive the main part of the curriculum personally from the teacher when studying in the classroom. Nevertheless, teachers can sometimes use e-learning as an addition to the main educational material. In this case, students can study at home or in a computer lab.

*The rotation model.* This model assumes the alternation of classroom learning and e-learning. At the same time, the student independently chooses for himself an individual mode of work (in a computer classroom or at home).

*Flex model.* In this model, most of the learning process takes place in an interactive environment. Full-time classroom instruction is still available, but for small groups or individually, as needed.

*Online-lab.* In this model all educational materials are presented online and training is also carried out online, but students work in a computer classroom (laboratory). Interaction between students and the teacher is conducted online (using pre-recorded video materials, Internet conferences, discussion forums and by e-mail).

*Self-blend model.* This model assumes a completely individual approach, students choose online courses from the offered options. Most of the learning process is carried out online, but the student also attends classroom classes with a teacher.

*Online driver model.* With this model, students work mainly online in a remote location (possibly at home) and attending classroom classes is not mandatory, but it is possible as needed.

Each model of blended learning has its own characteristics. When choosing a blended learning model, it is advisable to be guided by the goals and objectives of each specific course of study. In each of the models considered by us, the main components of the blended learning are matched. When choosing a blended learning model, the level of motivation of students, their psychological characteristics and the level of formation of information and communication competence should be taken into account.

The analysis of the Horn and Stacker's classification of blended learning models shows that a combination of three mandatory components is common to all models: contact classes in the classrooms, an online component, face-to-face and remote support for the student's independent work. At the same time, the transfer of educational material and interaction with the teacher can take place in both environments: face-to-face and online. It is important that all the components were pedagogically interconnected and created a personally meaningful learning context. [10, 12]

This means that in addition to combining online and contact components, personalization can be called as another essential characteristic of blended learning models. Blended learning, in whatever model it is implemented, assumes as mandatory elements pedagogical accompaniment of time, place, pace, method of educational activity.

The degree of elaboration of these components in the design and implementation of the course reflects the level of its personalization. Personalization of learning, which manifests itself in where, when and how learning takes place, is the basis of the training course implemented in the context of blended learning. In contrast to the individualization of the education, when the individual characteristics of students are taken into account by the teacher, the personalization of education means the management of their education by the student himself, who has his own personal plan based on his own unique educational experience: his own goals, interests, etc. [11] S. Downes believes that currently the task of education is personal training, such an educational system where the decision about what to teach, when, how and where to teach is made by the student himself, and the role of the educational organization and the teacher is just to support the student's decision. [12] Blended learning as a pedagogical approach combining the possibilities of socialization of contact learning with the technological capabilities of the online environment to strengthen the active position of the student is able to answer this challenge.

### **Conclusion**

Our analysis of the problem of blended in foreign and Kazakstani pedagogical practice has confirmed that the use of elements of a blended model has a number of advantages over the traditional form of education.

In our opinion, the use of blended learning can become one of the key means of solving existing problems in the educational sphere. As a result of using the technology of blended learning, we can significantly simplify the solution of the problems of traditional education listed above.

In the future, we plan to implement these models of blended learning in the educational process to optimize and improve the effectiveness of the process of learning a foreign language.

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### DIGITAL LITERACY OF THE STUDENTS IN A CASE OF ONE CAPITAL SCHOOL

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**Аннотация.** Цифровая грамотность – это способность человека находить, оценивать, использовать, распространять и создавать контент при помощи компьютерных технологий и Интернета. Внедрение программ развития цифровой грамотности в школьное образование позволяет школьникам научиться отбирать нужную информацию из огромного массива данных, понимать, как работает виртуальный мир, и не подвергать себя опасности в цифровой среде. Цель исследования: обосновать необходимость формирования цифровой грамотности у школьников 6-х, 8-х и 10-х классов, определить ее компоненты, уровни сформированности. В данной статье рассматриваются основные опасности, которые подстерегают наших детей в Интернете и алгоритм действий родителей по обеспечению безопасности во избежание негативных последствий. Научить детей быть информационно грамотными, объяснить им важность безопасного информационного и образовательного пространства.

**Ключевые слова:** Цифровая грамотность, цифровые навыки, образование, кибербуллинг.