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BLENDED LEARNING APPROACH: DEVELOPMENT PERSPECTIVE

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Abstract. *In the article Blended Learning Approach is analyzed within development perspective. The elements of a productive blended learning were defined. Among them are: - envision the curriculum as a series of modules, or units, that ultimately fit together for the aims of the class. Each element of instruction — either set out in a time sequence or a series of achieved expertise/experience — should scaffold the learner to the next step forward. Every module of a blended learning unit need be steeped in interactive technology; - use classroom time for guided technology, showing not only exemplars of the tools available and work completed with technology, but also some hands-on exploration in the presence of the teacher and peers; self-directed inquiry-based learning by the student should be encouraged as much as possible. Blended learning experiences lend themselves nicely to the concept of differentiated instruction because students can explore and create at their own pace, away from peer pressures and perceived classroom expectations. It is incumbent on the instructor to have in place multiple paths, however, so that the top student is as challenged as the struggling one; the element of design of any online space component in blended learning is critical. The last thing an educator wants is a student confused by the navigation within a site.*

Keywords: *blended learning, approach, classroom environment, classroom equipment, teacher's role.*

It is known that blended learning is a student-centered approach to creating a learning experience whereby the learner interacts with other students, with the instructor, and with content through thoughtful integration of online and face-to-face environments. As technology becomes more prevalent and accessible for students and educators, the concept of "blended learning" is becoming a more common idea. Blended learning is the concept of integrating face-to-face instruction with

technology-infused environments that are geared towards constructive interactions among peers and student-to-teacher. Unlike the idea of a virtual high school, for example, where students hail from all parts of the world but only inhabit an online space for learning, blended learning environments are built on the foundations of teachers knowing their students — strengths and weaknesses — in the classroom as well as online. The inquiry of the students is at the heart of blended learning, as they explore interests within a framework established by the teacher. A well-designed blended learning experience thoughtfully organizes content, support materials, and activities via synchronous and asynchronous learning events, all of which are delivered in a variety of modes ranging from traditional lecture to online tutorials. Communication and collaboration are necessary functions of a blended approach. Because formative assessment is embedded throughout learning events, the learner assumes responsibility for his or her learning.

The analysis of recent publications (Clarc D., Dubney G., Purnima V., Rosset A. and others) says that in contrast to teacher-centered, rote-learning approaches, blended learning environments provide multiple ways to access content and to demonstrate mastery. As a result, they lend themselves more readily to differentiation of content and process. A blended approach also gives the learner the opportunity to be more responsible for his or her learning, which creates a learning situation that may be more meaningful on an individual level. Because the learner comes to construct knowledge through personal effort, she or he is more likely to demonstrate understanding beyond rote memorization, and to transfer what she or he has learned to new settings.

The aim of the research is to define the perspective of a blended learning approach and a teacher's role in it.

So, blended learning environments are not haphazard places. A teacher should not set up an online space, open the door for students, and stand back and wait for learning to take place, as if by magic. Instead, the teacher should be thoughtful in the construction of the online component, creating complementary blocks of instruction that utilize the affordances of the technology and medium, whether that is in the form of research, multi-modal composition, or some other element of instruction. Successful and rich blended learning environments are built around the possibilities now available with technology, so that, for example, a student learning about cells in science class can later conduct research, create her own animation of cellular mitosis, share that animation as a file in the online

environment, reflect on the experience through chats with the teacher, and become the expert on mitosis within a class that reaches both in the school and beyond.

Here, the teacher acts as a mentor, laying the groundwork for knowledge first in a live classroom and then guiding the inquiry along in the online space. A key component is that communication in a blended learning environment is both asynchronous and synchronous in nature, allowing students of various learning abilities to enter the conversations at various points. In the case above, the teacher might encourage a synchronous (real-time) conversation among students in the class to generate questions for the interview with a scientist (or invite the scientist to take part in the conversation within the learning space) and have the student reflect upon each step of the project in an asynchronous (threaded archive) log.

Blended learning as a concept indicates a learning environment where students are using a variety of tools to engage in learning. This could be as simple as using a calculator, learning stations around the room, or mobile devices. Historically, technology was not necessarily even part of blended learning. More and more, however, the idea of a blended learning environment has meant the use of technology to inform instruction as opposed to a teacher giving a lecture with students stuck in the role of passive listeners and learners. Blended learning engages students to become active in the inquiry process. Universities in particular began to experiment with blended learning by adapting the concept of distance learning in earnest in the 1990s, particularly at community colleges whose enrollment included many students with full-time jobs and/or families to take care of during the day. Today, most institutions of higher education have courses that supplement classroom instruction with online involvement by students, using such technology as Blackboard and other interactive platforms. This hybrid model is one form of blended learning.

More and more high schools are now starting to follow that same path. Teachers are more apt to create class-specific social networking sites, use course management software, or expect students to continue their engagement in their learning beyond the walls of the school and beyond the hours of the school day.

Blended Learning is an approach to learning and teaching which combines and aligns learning undertaken in face-to-face sessions with learning opportunities created online.

A Blended Learning approach is one, which in most cases, will enhance and extend the learning opportunities for modern students.

Blended Learning is a blanket term for an approach, and the University sees that the following types of blend will be most useful in providing a complete learning environment for our students. These are:

- full provision of module related documents in electronic format;
- regular formative assessment with feedback,
- opportunities to learn from each other collaboratively,
- electronic personal development planning,
- the opportunity to submit all appropriate summative assessments electronically,
- and that all face to face learning is interactive,

The rationale for supporting each of these perspectives on blended learning is that every learner is able to:

- have 24/7 access to all learning content, and to ensure equality of access;

- gauge their progress against the learning outcomes, to receive supporting feedback on this progress, and for staff to have information on student progress;

- participate in, and engage with interactive learning opportunities in her or his face-to-face learning sessions. There is no expectation that this need necessarily involve the use of technologies.

- use asynchronous collaborative learning which extends the face to face learning, creating supportive learning networks, managed by learners at a time and place best suited to their needs;

- understand better her or his learning process, act on feedback, so as to become more effective and successful, as well as collecting evidence on achievement to enhance our learners employability;

- save time and paper, and provide feedback quickly to each learner [3].

One thing remains as central in this hybrid model as the traditional classroom: The teacher remains an extremely important nexus for any classroom activity, whether using technology such as online spaces or not. A report by the International Association of K-12 Online Learning came up with four traits for teachers either considering, or being considered for, a blended learning environment.

A teacher should:

- Be able to facilitate interaction. As any news report will tell you, people can act differently in an online environment when social cues are

not visible. It is important for the instructor to be a guiding presence for fostering a positive environment.

- Be highly responsive. Young people need and expect timely feedback and responses, and a void of silence is a sure way to stifle the activity of a site.

- Know web-based technologies. A teacher in a blended environment would do well to be an explorer and user of technology her- or himself. It is only through experimenting themselves and reflecting on the possibilities that meaningful integration can occur.

- Be trained in both synchronous and asynchronous instruction. There's a certain skill to managing and following communication in these realms, and professional development around the use of real-time and archived discussions — and when to use which, for what purpose — is important [2].

The idea of blended learning is to synthesize a number of different approaches in order to create high impact learning. While a blended approach is not a new concept, many organizations are now combining on-line learning resources with classroom training or mixing the use of a self-paced workbook with one-to-one coaching. In this way, organizations are maximizing and optimizing the use of resources [1]. This combined approach to using resources and proving linked options to learning can often increase what is learned.

Blended learning is probably more relevant now. than ever before, and the complexities of creating the blend, with mobile learning and social learning with a range of collaboration tools has never been more challenging for the learning designer and more critical for the company.

We all know how effective classroom training can be. We also know how well e- learning can deliver basic skill instruction, procedural training and simulations to a wide and geographically dispersed audience. The value of on-the-job training, one- to-one coaching and a mentor cannot be denied either. We know the strengths and weaknesses of these resources, so what we try to do is blend using the most effective components from each approach. In this way, learners get the best bits from each resource in order to have relevant, high impact training.

Blended learning is therefore a combination of approaches to teaching and learning. Blended learning uses a variety of different delivery methods such as combining e-learning with more conventional instructor led training. Blended learning is important as it allows for a variety of different teaching modes and can address different learning needs and styles.

Blended learning is not about providing learners with a number of choices on how to complete their training. Nor is it about offering lots of choice or combining similar media to create one solution. Blended learning is mixing different kinds of media and resources in order to achieve an optimum training solution [4].

In general, skepticism of digital and online learning (and its many variants) is widespread, at least in part because many technology-enabled educational practices are still largely untested, and their educational utility and value remain in question. For example, one common argument made against online learning is that it lends itself to rote, formulaic tasks that do not promote the kind of higher-order thinking skills that lead to deeper and more meaningful learning for students (although such outcomes will depend largely on the quality of the specific program or model in question).

Critics of blended-learning experiences may also question whether the practice can provide students with enough personal attention, guidance, and assistance from teachers, especially for students who may not be self-directed, self-disciplined, or organized enough to learn effectively without regular supervision from teachers and adults. Without in-person supervision students could easily spend more of their study time using social media and chatting with friends than doing their schoolwork. Critics also question whether teachers have received or will receive adequate training in how to instruct students effectively in a blended-learning context, given that the practice requires teachers to use new technologies and, possibly, more sophisticated instructional practices. Some educators also express concern that blended learning is merely a way for states or schools to reduce labor costs by substituting technology for people, which could result in teacher lay-offs, higher student-teacher ratios, unforeseen educational deficits, and other potential negative outcomes. Still other critics may simply dismiss blended learning as a passing educational fad. Another complicating factor is the rapid proliferation of for-profit enterprises that are selling digital-learning packages and online-learning systems to schools—a trend that has raised significant concerns about the potential for profiteering and low-quality educational services and products.

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Tambovska K. V.
INTELLECTUAL CULTURE AS A CONSTITUENT OF FUTURE PRIMARY TEACHER'S COMPETENCE
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Abstract. *The article deals with the problems of intellectual culture as a constituent of qualitative education. An analysis of the definition "intelligence", "intellectual culture" has been represented in the paper. Intellectual culture of a person is one of structural components of personal culture as an integral and system phenomenon. Intellectual culture depends on and simultaneously influences the development of all specific subsystems of personal culture connected with each other. Intellectual culture is a result of intellectual upbringing and student's personal development. Intellectual culture of a human is being formed throughout life. The current level of public life, international relations and environmental situation have led to the emergence of fundamentally new problems and challenges, understanding and finding solutions to which require an entirely new future teachers' training. In this context the issues of education intellectualization, students' culture formation deserve particular notice.*

The efficiency of students' intellectual culture formation depends on such conditions as taking into account the specificity of academic disciplines; implementation of the didactic principles (scientific and rapid learning, availability, autonomy, positive emotional background and respect for the student's personality, academicism and educational training); a high level of assistant's professional and pedagogical skills; methodical supplying of students' learning process and creating favorable conditions for productive, creative and individual work; qualitative and systematic monitoring of teaching and learning activities.

Key words: *intelligence, intellectual culture, intellectual upbringing, personal culture.*

Under conditions of fundamental changes in socio-economic relations and integration of Ukraine into the European educational space professional education is aimed at providing a professional personal self-realisation, increasing a social importance and prestige of knowledge,