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DISTANCE AND BLENDED LEARNING IN THE EDUCATIONAL PROCESS OF HIGHER EDUCATION INSTITUTIONS WITH SPECIFIC LEARNING CONDITIONS

The purpose of this article is to discuss the transformative potential of blended learning in the context of the problems facing higher education. Based on the description of blended learning, its potential to support deep and meaningful learning is discussed. From here, there is a transition to the need to rethink and rebuild the educational experience and analyze its transformative potential. Administrative and leadership issues are considered and an action plan for implementing distance learning approaches is presented. The conclusion is that distance learning is consistent with the values of traditional higher education institutions and has proven potential to increase both the efficiency and effectiveness of a meaningful learning experience model.

At first glance, distance learning sounds like a dream come true for students and teachers. Theoretically, class time is reduced, and the learning process is streamlined through the use of technology. However, distance learning presents unique challenges that can become barriers to learning. Blended learning is a combination of e-learning and traditional classes. These two elements co-exist and influence the experience of teachers and students, but blended learning is a successful combination of e-learning, traditional classroom and offline learning. It has been gaining popularity in recent years in response to the amazing spread of online learning on the one hand and the enduring strength of the traditional school on the other. Some may think of blended learning as a compromise. Indeed, neglecting the fact that we live in the 21st century has been the definitive factor stopping many major initiatives. However, destroying a battle-hardened educational system with its strong methodology, academic reserve, powerful teachers and developed intellectual and psychological connections is hardly a smart thing to do.

Benefits include: enhanced collaboration tools. Online discussions, quick messages and teacher and peer feedback, increased accessibility, classes available 24/7 – anytime, anywhere; improved communication; better communication between faculty and part-time students. The automatic assessment offered by many teaching systems is also a great relief for the teacher. If students come across a particular topic, they can turn to additional web resources or get quick help from their teacher.

Increased cognitive loads, steep learning curve for conservative teachers, lack of direct supervision are considered as one of them.

Purchasing software technologies and equipment for blended learning can be expensive. Technological resources used in blended learning must be reliable, easy to use and unanimously accepted by all stakeholders of the learning process. Otherwise, the initiative is likely to collect dust until the distant milestone is reached.

Another issue is IT literacy, which can be a significant barrier for teachers rather than students. Having reliable technical support and trainers is absolutely essential. It is also important to develop a mixed learning community to promote the value of learning technologies.

The next is the negative impact on teachers. It is difficult to disagree with the fact that a significant amount of additional work of the teacher is involved in the initial stages. The teacher using blended learning must choose the right curriculum, the right balance between in-person and online learning, and as far as we know, there is no universal recipe for this. The Web Quest model might be worth checking out as an example of successful «hybridization». In addition, technical training is key. The broader your horizons, the easier it is to find the best solution.

Regarding the negative impact on students, this is a cognitive load. A new program can be a friend if tailored to the individual student's needs, and an enemy if applied in bulk, as is usually the case with traditional classroom teaching.

Each teaching methodology has its own advantages and disadvantages. As usual, you need to compare your requirements with the options available. Will the combination of e-learning technologies with personal instruction and self-study work in your audience's favor? Or do the benefits outweigh the risks? Are your students ready to embrace a new way of thinking and learning? An unrestrained and diverse educational environment can be an invaluable motivator for some and a source of cognitive dissonance for others.

The disadvantages of blended learning exist, but they are unsurpassed. Negative impacts can be minimized or even channeled into productive activities if the instructor monitors student feedback, improves technology skills, and delivers quality courses.

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ОСОБЛИВИЙ ПІДХІД ДО ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ У ЗВО МВС УКРАЇНИ

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