



## CENTRAL ASIAN JOURNAL OF SOCIAL SCIENCES AND HISTORY

Journal homepage: <https://cajssh.centralasianstudies.org>



### Blended Learning as a Way to Increase the Effectiveness of the Educational Process

**Abilkassimova Gulzam**

Candidate of Pedagogical Sciences, Associate Professor, Professor of the Russian Academy of Natural Sciences, Academician of the International Academy of Informatization, Academy «Bolashaq»,  
Karaganda, Kazakhstan

**Kebekpay Alua**

Master student, faculty of «Foreign language: two foreign languages», Academy «Bolashaq»,  
Karaganda, Kazakhstan

#### Abstract:

The article deals with the problem of blended learning as a way to increase the effectiveness of the educational process. The study of scientific material on this problem allowed the authors of the article to state that blended learning is a new and modern technology that meets all the requirements of modern education, allows the teacher to keep up with the times, facilitates the work of both the teacher and the student, is aimed at the effective organization of time in the classroom and at home. Taking into account this opinion, the authors reveal the content of modernization and computerization of education, that the subject "foreign language" is no exception, where students studying the subject in this way, learn independence, creativity, responsibility and initiative.

#### ARTICLE INFO

##### *Article history:*

Received 09-Jan-23

Received in revised form 15-Jan-23

Accepted 07-Feb-23

Available online 29-Apr-2023

**Key word:** education, blended learning, learning process, distance learning, online learning, students, model, inverted classroom, foreign language, information technology.

#### Introduction

In the modern conditions of the formation of educational activity, society needs specialists with high mobility and independence, who are able to quickly extract and analyze information, able to improve their professional skills. In this regard, it is necessary to consider other approaches to the organization and implementation of the educational process. Educational activity in the era of innovative technologies involves the transition to a model of the educational process that integrates the

possibilities of traditional and electronic forms of learning. To the model where the student acts as a subject of learning, that is, only he to himself influences to his development, the educational process is aimed at the formation and development of a free personality.

During the global pandemic, the Ministry of Education and Science of the Republic of Kazakhstan developed «Requirements for educational organizations to provide distance learning and rules for organizing the educational process for distance learning» (02.04.2021) [1].

A. Aimagambetov stated that distance and online learning has indeed become a serious challenge for the education system in Kazakhstan. But to what extent is the format of online education a problem if the entire world community is inevitably moving towards the concept of universal digitalization? [2].

To understand the problem, first of all, it is necessary to understand whether it really exists? The fact is that many people do not understand the difference between distance and online learning. Associate Professor of the Higher School of Education of Nazarbayev University, Dr. Duishon Shamатов explained and replied to the editorial board of Kazpravda.kz answered the most popular questions related to online education, and also gave small recommendations on choosing a training program for those who plan to improve their qualifications and master new skills useful for the profession [3].

## Methods and materials

Unlike distance learning, online learning is the acquisition of knowledge and skills using a computer or other gadget connected to the internet in the «here and now» mode (synchronously) or «when the student is comfortable» (asynchronously). This training format is also called e-learning or «электронное обучение», and it is considered a logical continuation of distance learning. And the word «online» only indicates the method of obtaining knowledge and communication of the teacher with the students.

Why is it so important to let the student choose his own pace, path, time and place? Firstly, it helps to take into account the individual characteristics of the child. Secondly, everyone wants to raise independent adults who can work without coercion and external control. Freedom allows you to develop a child's self - regulation skills, teaches him to make an informed choice, develop will and responsibility.

Therefore, mixed learning is a combination of traditional forms of learning with electronic ones, then we will list the main electronic educational resources (EOR) that are applicable in the educational process, including secondary specialized schools: electronic textbooks, virtual laboratories, various multimedia resources, electronic survey systems, electronic control, electronic assessment. In addition, the electronic component includes a set of online technologies, in particular, the use and work with learning management systems (learning management system - LMS), or distance learning systems.

The Clayton Christensen Institute studied the work of more than two hundred schools implementing blended learning and identified the mandatory elements of high - quality blended learning.

Personalization. Giving the student the right to choose how, when, how and (to some extent) what he will do.

Mastery - based learning. This criterion corresponds to one of the provisions of the theory of complete assimilation of knowledge developed by the American psychologist B. Bloom. It says that in order to move on to a new topic, children must demonstrate perfect mastery of the material being studied.

An environment of high expectations. Such an environment should be individualized in relation to each student. Every child has a goal to which he aspires, and he knows how to fit educational activity into the route of movement towards this goal.

Personal responsibility. Children should understand that they make decisions themselves, and the results are their area of responsibility. A serious problem of traditional education is the lack of motivation, personal meaning of learning: children do not understand why they study this or that subject and study at all. In high - quality blended learning, personalization is associated with setting goals and developing personal responsibility. When a teacher helps a student to build a path to their goals through available opportunities, school education acquires a personal meaning for everyone, which allows students to form a stable motivation.

It should be noted that the following principles are characteristic of mixed learning:

1. Consistency. First of all, the student must study the material himself, then get theoretical knowledge from the teacher and only then apply and consolidate them in practice.
2. Visibility. Thanks to modern electronic resources in the learning process, it is possible to form a knowledge base that will always be at the student's fingertips. Unlike the classical learning model, with mixed learning, the student has access to methodological materials - video tutorials, simulators and books.
3. Practical exercises. Already at the stage of self - study, there is an opportunity to apply the knowledge gained, exercise self - control in order to discuss incomprehensible moments and sort out mistakes in full - time.
4. Continuity. Due to the availability, the student can go to the learning portal at any time and get a new portion of the material. The online environment provides an opportunity to control the time, pace, path and place of study by yourself.
5. Support. At any stage, the student can ask the teacher a question and get an answer to it, without waiting for the next full - time lesson. There are about 40 models of mixed learning, all of them have their positive and negative sides.

Thus, mixed learning for us is a «sum» of learning technologies inherent in traditional, classroom - based pedagogy, and technologies inherent in the so - called electronic pedagogy (we consider mixed learning as part of electronic). In addition, we should not forget about the four basic models of blended learning.

Each of the models, in our opinion, can be applied in the educational process of secondary school.

We will briefly describe each model based on the guide «Step of the school into mixed learning», developed by N.V Andreeva, L.V Rozhdestvenskaya, B.B Yarmakhov [4]:

1. The «Inverted classroom» model: students at home, having access to the Internet, independently study a portion of new material in an online environment or consolidate previously reviewed and studied material. After that, the lesson is organized in such a way that the student presents the independently reviewed material, fixes it, applying the knowledge gained as a result of solving practice - oriented tasks.
2. The «station rotation» model: the lesson is organized as follows: the class is divided into parts, the student, respectively, too, during the entire lesson, the transition from one part to another is carried out

by a group of students. The parts, as a rule, are: a station for working with a teacher, a station for working in an online environment, a station for working in a group (project execution). Unlike the «inverted class» model, various electronic devices (tablets, smartphones, etc.) will be required.

3. Flexible model: to organize classes within this model, each student will need an electronic tool. To conduct classes in a flexible model, it is recommended to use an auditorium with an area larger than the average classroom. The audience is divided into several zones, for example: a discussion zone, a group activity zone, an online work zone, a laboratory zone, and a socialization zone. The number of zones may be different in different educational organizations. The flexibility of the model lies in the unlimited time allocated to a particular type of activity, as well as in the unlimited time of the lesson as a whole and even the topics of the lessons. Each students gets the opportunity, working within the framework of this model, to regulate his personal educational route.

4. The model of «laboratory rotations»: a laboratory is understood as a computer classroom. This model implies the organization of classes in a computer classroom 1-2 lessons per week, either one separate class, or parallel classes. Parallel teachers form a single educational area, students work in an online environment in the main subjects to the «inverted classroom» model, the main difference is that students do not work at home. The LMS system is a special service that provides users with various educational materials: from online lessons to full - fledged annual courses.

## Results and discussion

As can be seen from the description of the main models of blended learning, in each case an electronic tool is used (tablet, smartphone, laptop, etc.), electronic educational and information - educational and digital resources are used.

The main advantages of blended learning for profiling the system of secondary general education, in our opinion: centralization to the student; a high degree of autonomy; a high degree of feedback; a high degree of independent work, including self - training and self - study; building and regulating your own educational route; the impact and influence of the above factors contributing to improving the quality of subject learning (component «in - depth study of individual disciplines» in our case, the subject «English»); preference of high school students to use electronic forms of conducting surveys aimed at identifying professional inclinations, a combination of virtual and traditional forms of conducting excursions to enterprises, institutions and organizations

N.Kern considers the advantage of blended learning to be flexible, integrative opportunities in relation to the program, educational materials, the venue of classes and forms of interaction between teacher and student [5]. The technology also assumes a variety of resources used. This fact can have both positive and negative values. The implementation of the principle of individualization and the possibility of «fine - tuning» to specific learning conditions are accompanied in this case by the need to choose resources from a huge number of possible ones, which can increase the time spent on the preparation and implementation of the training course. This problem can be leveled by the classification of resources, their description and the development of methodological recommendations for use.

The modern conditions of the rapid development of the world and the process of globalization, during which there is an active exchange of cultural and social experience between countries, as well as a reduction in the number of hours for learning a foreign language, lead us to realize the need to

intensify the process of teaching a foreign language at school. One of the generally recognized ways to intensify learning is to view audio and video files downloaded from the site. The content of these audio - video files is a set of didactic manuals, which is designed for auditory, visual or visual - auditory perception of information [6].

Since the use of technology in the educational process is not an innovation, and distance education is becoming more common, various models of blended learning can occur in almost any subject.

Classes take place as follows: students attend traditional classroom classes and receive tasks for independent work in a special program or on an online platform. Remote work on the topic can be carried out both individually and with groups of students. At the same time, the role of the teacher is minimal, who partially controls and, if necessary, advises the student. In general, the main task of a teacher when implementing a training course in a mixed learning format is to work on compiling the content of the training course and distributing the training material, that is, it is necessary to determine which tasks will be performed when working in the classroom and what the student will study independently, which tasks are suitable for individual classes, and which are for group work and etc. Traditional classes can take place in various formats: project defense, presentations, discussions (between students or with the participation of a teacher), debates, round - table discussions, etc.

## Conclusion

One of the directions of research in the field of blended learning remains the establishment of the relationship between the student's academic performance, their personal characteristics and the use of blended learning technology. The dispute as to what has a greater positive impact on learning - teaching as such (the skill of the teacher) or the means of teaching (visibility, information technology, etc.) - continues to this day. There is also an opinion that computer - mediated learning, as opposed to traditional, has a positive effect on the student's academic performance. Other researchers argue that these are not so much teaching tools as teaching strategies and teaching materials, which are crucial in the educational process.

The variety of educational activities used when using the technology of mixed foreign language teaching in school is realized through a combination of various methods, a far from detailed list of which is given below: off - line seminar (conference); presentation; transfer of authority; rotation; work on a project; work with cases; training; independent work; participation in projects; individual project protection; group project protection; exam; webinar; video conference; mentoring; control work; business game; master class, etc.

Thus, observing the latest trends in education, which relate to the modernization and computerization of education, we can say with confidence that blended learning is a new and modern technology that meets all the requirements of modern education, allows the teacher to keep up with the times, facilitates the work of both teachers and students, is aimed at effective organizing time in class and at home. This technique is applicable to all school subjects, the subject «foreign language» is not an exception. A foreign language teacher shows a creative approach to language learning, and students, studying the subject in this way, learn independence, creativity, responsibility and initiative.

## References:

1. The Law of the Republic of Kazakhstan "On Education" with amendments and additions as of 28.08.2021 [https://online.zakon.kz/Document/?doc\\_id=30118747](https://online.zakon.kz/Document/?doc_id=30118747)
2. Aimagambetov A. Distance learning in Kazakhstan

<https://ru.sputnik.kz/education/20200415/13696574/kazakhstan-distantcionnoe-ohtml> accessed 08.03.2021

3. What does online teach us and why the future belongs to mixed learning // Kazakhstanskaya Pravda. November 23, 2020. <https://kazpravda.kz/n/chemu-nas-uchit-onlayn-i-pochemu-budushchee-za-smeshannym-obucheniem/>
4. Andreeva N.V. Step of the school into mixed education / N.V. Andreeva, L.V. Rozhdestvenskaya, B.B. Yarmakhov. - Moscow: "National Open School", "EdCrunch", "Rybakov Foundation", 2016. - 280 p.
5. Tanu R. Kellnerova. How to teach mixed-ability classes // Insight Intermediate How to ... guides. Oxford: Oxford University Press, 2014. pp.23-29.
6. Bukhtiyarova I.N. Information technologies as a factor in the development of an inclusive society // Humanities, socio-economic and social sciences. - 2015. - No. 6. - 354 p.