

## Analysis of Lesson Organization Models Based on Blended Learning

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**Abstract:** The article describes the development of mixed education methods, types of mixed education methods, and their advantages and disadvantages. E-learning technologies, which are widely used in the higher education system today, and recommendations for their effective use by modern pedagogues were discussed. Considerable practical and theoretical studies on the role of blended learning technology in the educational system of developed countries and the development of our country in the field of higher education have been reviewed.

**Key words:** Blended learning, flipped classroom, online, offline, independent education, electronic education, online communication, virtual class, active student, technology, computer.

**Annotation:** V state predstavleno razvitie smeshannyx metodov obucheniya, vidy smeshannyx metodov obucheniya, ix preimushchestva i dostastki. Obsujdeny tekhnologii elektronno obucheniya, kotorye shiroko ispolzuyutsya v sisteme vysshego obrazovaniya, i rekomendatsii po ix effektivnomu ispolzovaniyu sovremennymi pedagogami. Рассмотрены значительные практические и теоретические исследования технологии мешанного обучения, ее role v sisteme obrazovaniya razvitykh stran i razvitiya nashey strany v sfere vysshego obrazovaniya.

**Key words:** smeshannoe obuchenie, perevernuty class, online, offline, samostoyatelnoe obuchenie, elektronnoe obrazovanie, online-obshchenie, virtualnyy class, active student, technology, computer.

**Abstract:** This article presents the development of mixed education methods, types of mixed education methods, and their advantages and disadvantages. E-learning technologies, which are widely used in the higher education system today, and recommendations for their effective use by modern pedagogues were discussed. Considerable practical and theoretical studies on blended learning technology, its role in the educational system of developed countries and the development of our country in the field of higher education have been reviewed.

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### INTRODUCTION

In the last 10-15 years, mixed education has not only become widespread in the higher education and general education system and has rapidly covered new sectors of inclusive, additional and corporate education but has also become one of the most promising directions.

Many experts associate the future of the education system in the 21st century with this. Currently, there is a classification of mixed education based on two parameters. The first is about the model of lesson organization, and the second is about the relationship between traditional and online elements.

According to the model of lesson organization, blended learning can be implemented at two levels at the level of the class-lesson system, that is, at the educational institution, and at the level of the student who received not only compulsory but also additional education.

Blended learning is one of the most exciting innovations of recent years.

It is difficult to ignore the increasing impact of information technology on education.

## LITERATURE ANALYSIS AND METHODOLOGY

Historically, in the 1920s and 1930s, teachers and students in US schools began to communicate through electronic correspondence. In the 1970s, this form of interaction between the participants of the educational process began to be used in the practice of many open world universities [17, 63]. These actions can now be exemplified by the concept of "blended education".

The term "blended learning technology" was first introduced in 1999 in a publication by the Interactive Learning Center of the United States and was proposed by them to be called EPIC learning. In the media materials, it is said "...We use our Blended learning methodology and provide software for online education." Initially, the term "mixed education" in Russia did not have a clear definition. Several terms with similar meanings are used in the literature: "blended learning", "hybrid learning", "technology-mediated learning". technology-mediated instruction and mixed-mode instruction.

However, in 2006, the situation changed with the publication of the Handbook of Blended Education. Blended learning was clearly defined as a combination of face-to-face instruction and computer-assisted instruction. The report "Defining Blended Learning" defines blended learning as "the range of opportunities offered by combining the Internet and electronic media with forms that require the physical presence of teachers and students in the classroom." A number of definitions of blended learning have been proposed in the literature. The Sloan Consortium defines blended learning as a course that combines in-person and online delivery, where 30-79% of the content is delivered online. In comparison, there are more specific definitions that refer to mixing media or the educational process. Blended learning is defined as "a combination of tools and techniques used in an e-learning environment, or a "mix of different didactics.

A 2008 study commissioned by the US Department of Education to study distance education in the US defined blended learning as follows. Blended learning is "reducing classroom time for students through a combination of online learning and traditional learning" (Lewis & Parsad, 2008, p. 1). Using this definition, the study found that 35 percent of higher education institutions offered blended courses and 12.2 million, or 12 percent, chose documented distance learning courses.

YS Zair-Bek, YS Polat, OV Pustovalova, IV Robert, PV Sisoyev, MA Tatarinova, SV Titova, engaged in

YA Avdeeva, O. Bezverkhaya, PM Gorev, ON Zhukova, NA Kopilova, DD Magdich, KM Moskvina, IY Mishota, IA Nagayeva, with the problem of using mixed education in general, higher and secondary vocational education. VG Nesterenko, YA Polyakov, II Prosvirkina, IA Rudneva, NN Selyavkina, NN Skripnikova, VV Utemov, IO Filippova, VO Chepurnaya, YI Chirkova, LV Chistobaeva, Y. Banados, S. Bonk and others were involved.

Among Russian scientists, the following scientists conducted research on the issues of mixed education: YI Kapustina ("Thesis "Pedagogical and organizational conditions for the effective combination of full-time education and the use of distance education technologies"), MN Mokhova ("Dissertation "Active methods in mixed education in the additional pedagogical education system", MS Orlova ("Dissertation "Mixed education system in programming aimed at the formation of professional

communicative competence"), VA Fandei ("Mixed learning of a foreign (English) language at the Language University dissertation "theoretical and pragmatic foundations of using the form of teaching".

Researcher AS Fomina notes "Blended education is a combination of online education with traditional education, integration of traditional forms with electronic technologies." According to AS Fomina, the main elements of mixed education are "top-down" construction (that is, regulated); discreteness; it is implemented technologically through the LMS (Learning Management System), which combines the didactic and organizational functions of the educational process; specially organized support and management; and organization of independent work of students in the electronic environment.

VA Fandey states that "... blended learning is a combination of full-time and distance learning elements, one of which is the main one depending on the preferred model." This point of view is close to the position of AM Evseeva, who states that mixed education "...is a rational combination of traditional and electronic forms of education, which makes it possible to use their strengths and minimize their weaknesses." [1]. The structure of blended learning can be different, and there are many forms and methods of organizing blended learning. The Clayton Christensen Institute has identified more than 40 blended learning models, but not all are equally effective[2].

The best models include personalization, the development of personal responsibility for their own knowledge, and the transition to learning new material only after each child confirms that he has mastered the previous material. An important role in mixed education is played by project-oriented work (not only individual but also collective).

The Clayton Christensen Institute identifies the following main models for implementing blended learning in schools: station rotation, lab rotation, a la carte model (on request), and a flexible model. Three of them allow maximum results to be achieved[3].

## **DISCUSSION**

The name "inverted class" or flipped classroom was not chosen by chance - here it is understood that everything is not like in a regular class. According to this concept, students learn theory at home before class. In addition, in the lesson itself, under the guidance of the teacher, they develop it in practice.

This method was invented in 2007 by American school chemistry teachers Jonathan Bergman and Aaron Sams. Later, other science teachers started using it.

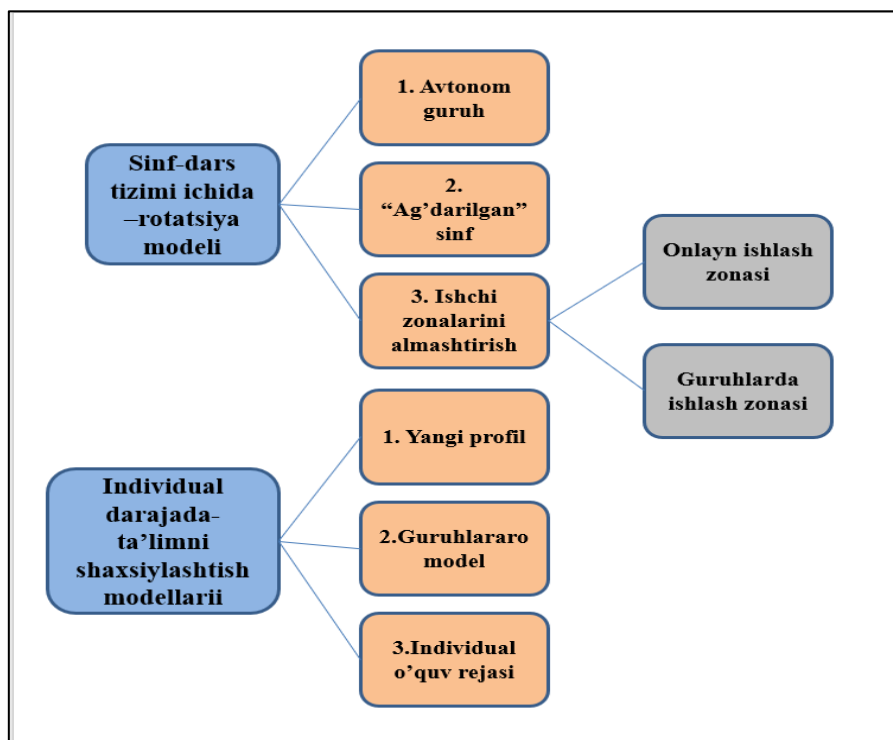
This model is the simplest of the models, and the modified classroom does not always meet the high standards of blended learning because not all teachers are ready to conduct lessons in the classroom in a practical, interactive format. Students work in an online learning environment using their electronic devices with internet access at home to learn new material or to reinforce existing material. Lessons are reinforced and acquired knowledge is updated, which can be conducted in the form of seminars, role-plays, project activities and other interactive forms.

When working with new material, using an LMS (learning management system) such as Moodle allows the teacher to immediately check students' understanding of the new material. All that is required is to create the relevant tasks and upload them to the LMS.

Information about the success of mastering new material at home allows each student teacher to quickly correct the lesson script.

For example, a teacher can organize a role-play for students who have successfully mastered new material and at the same time work at home with a group of students who have not been introduced to or understood the new material.

- ▶ Technical requirements for implementation: students have electronic devices connected to the Internet at home.
- ▶ Advantage: eliminates the need to introduce the whole class to the new material head-on, when using the LMS allows you to build a lesson taking into account the readiness of the students for the lesson.
- ▶ Disadvantages: The teacher must prepare test tasks for children.
- ▶ Requirements for the teacher: the ability to conduct lessons in an interactive form and the ability to work with LMS.
- ▶ Complexity of implementation: one teacher can implement from his subject.



### 1. Classification of mixed education according to the model of lesson organization

Regular classes have many disadvantages. Here are some examples.

If the student does not understand something from the theory, it is difficult to complete it. In the lesson, the teacher is in a hurry to present the material to catch up with everything. Often, this is not enough to fully explain the topic, and the child does not match the pace of the teacher's explanation. Or, time is spent on organizational issues about discipline, etc., and he comes to a new topic only at the end of the lesson. Students go home with many questions - they ask their parents about the topic, contact tutors and try to understand the meaning of the topic and homework. The solution proposed by the flipped classroom is that the theory is presented before the class and the student can spend as much time studying it as is necessary - reviewing the lecture at least five times and taking important notes. This makes the material easier to understand.

**There is not enough time for practice.** This is more important than theory. An analogy can be made with any profession: for a surgeon, it is not the number of scientific articles read but the number of successfully performed operations that is important.

The solution offered by the flipped classroom is that each lesson is dedicated to practice. Schoolchildren do not have questions about how to solve homework problems because each of them is solved together with the teacher in the classroom. As a result, students can apply their knowledge in practice.

**Lessons are often structured in the same way.** Reading takes place in a boring circle: the teacher explains the topic, the child tries to do homework at home, many questions arise, and it is not clear who to ask. New methods and interactive methods are rarely used.

The solution offered by the flipped classroom: different methods and activities. Theory can be presented in the form of paragraphs, articles, videos, presentations, and links to relevant textbooks. Some teachers record their own video lectures and send them to students as theory so that they can analyse the topic at home and come prepared to class.

Some teachers, on the contrary, believe that children should search for information and learn to process it themselves and do not provide special materials for learning, only the name of the topic. Then, the student's task is to independently find theoretical material and come to class.

Practice can take the form of quizzes, games, workshops, projects, discussions, simulations, task and case analysis, experiments and experiences.

To date, there is not enough research on how effectively the flipped classroom solves problems. However, teachers working on the new system say that students have decent academic results[4].

#### **Advantages and disadvantages of the reverse classroom method**

##### **Advantages:**

- ✓ Students learn the material at a comfortable pace. A modified class allows you to study as much time as you need to understand the subject. A student can pause or undo a lecture at any time.
- ✓ In a modified classroom, independence and the ability to get to the bottom of things develop.
- ✓ School students are more adapted to solve practical problems than theoretical positions. They clearly know how to apply knowledge in practice.
- ✓ If you miss a lesson in a flipped classroom, you will gain knowledge by learning the theory at home.

##### **Disadvantages:**

- ✓ "Orally appointed means not appointed." If a child is not very familiar with the concept of a flipped classroom, he may not be accustomed to rearranging
- ✓ The concept means that you truly need to prepare for the lesson. You cannot just come to class and expect everything to be explained to you.
- ✓ You cannot quickly ask the teacher a question while watching a lecture at home.

#### **CONCLUSION**

The flipped classroom model has not taken permanent root either in the West or in Russia. However, there are experimental classes where teachers work on such a system. Everyone decides how to organize their studies.

It is believed that this method compensates for the shortcomings of the traditional education system: in particular, the lack of time to explain the theory and students' inability to apply knowledge in practice are both problems.

The success of the flipped methodology depends on the synergy between the teacher and the students and requires constant motivation before, during and after the training. In the coming years, this concept is appearing everywhere, and it is already gaining popularity.

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