

**PROBLEMS AND PROSPECTS  
OF TERRITORIES' SOCIO-ECONOMIC  
DEVELOPMENT**

**Conference Proceedings of  
the 7<sup>th</sup> International Scientific Conference**

**April 4 – 7, 2018**

***Opole 2018***



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(Ukraine) Katowice School of Technology  
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School of Economics and Management in Public Administration in Bratislava (Slovakia)  
University of Economics in Bratislava (Slovakia)

Volodymyr Vynnychenko Central Ukrainian State Pedagogical University (Ukraine)



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**Editorial Office:**

Wyższa Szkoła Zarządzania i Administracji w Opolu  
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The conference proceedings of the 7<sup>th</sup> International Scientific Conference *Problems and Prospects of Territories' Socio-Economic Development* includes modern theories, their practical aspects, tools for analyzing and managing complex socio-economic, educational and medical problems of society development, as well as new research directions are presented. Grounded systematic methodological concept and design principles of socio-economic, educational and medical research, taking into account the features of social determinants in constructing models of social systems at various levels, the purpose of which is to substantially increase the efficiency of such systems. Separate attention is paid to the study of the educational and medical, financial and economic instruments of society's development in the spatial coordinate system.

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# **BLENDED LEARNING IN UKRAINIAN EDUCATION: THEORY AND PRACTICES**

*Inna I. Kurlishchuk<sup>1</sup>, Oksana R. Aleksieieva<sup>2</sup>  
Luhansk Taras Shevchenko National University  
Starobilsk, Ukraine*

*<sup>1</sup>innakurlishchuk@gmail.com, <sup>2</sup>alekseevaoksana36@gmail.com*

Being in the process of modernization and reformation, the Ukrainian educational space is undergoing significant changes in its basic principles of development and policy in the whole. The Concept of Development of Education in Ukraine for 2015-2025 is focused on the fact that one of the priorities of the national educational policy should be an effective system of national education construction. It is obvious that using new efficient educational models play a key role in this process. In modern conditions educators often mix traditional teaching technologies and methods with online activities for creation the educational model that individualizes instruction based on student needs and helps to engage every student in the progression of their own learning. For many educators such educational model is blended learning. Thus, blended learning as the innovative learning experience that combines traditional classroom teaching and online learning becomes more and more popular. Its main idea is humanization and liberalization of the learning process, formation student-focused learning environment that integrates students' interests and skills.

Today there is a quite number of works devoted to the study of blended learning. The phenomena of blended learning has been attracted the attention of such researchers as N. Andrieieva, D. Bath, C. Bonk, K. Buhaychuk, L. Jeffrey, V. Kukharenko, O. Rafalska, L. Shaprana, O. Spirina, E. Stacey, Ye. Zhelnova. Nevertheless, a number of important aspects of the problem are still uncovered.

The purpose of the paper is to make the theoretical analyse of contents of wide – spread blended learning definitions and to substantiate the benefits of using this educational model in Ukrainian education.

The number of modern pedagogical scientists provides blended learning as the integration of traditional learning with web-based online approaches. Today there are many different definitions of blended learning and different terms such as hybrid, mixed, integrative learning, technology-mediated instruction, web-enhanced instruction, mixed-mode instruction which are used for describing this model of learning.

E. Stacey and J. Mackey (2009) defined blended learning as „the combination of technology and traditional face to face instruction”.

V. Kukharenko (2016) considers that blended learning is „a model of learning in which traditional in-class learning supplemented by online resources <...> It includes face-to-face and online learning activities; traditional timetabled classes with different extra-classes activities; teaching technologies such as lecture, discussion, practical trainings, individual/group student project work etc.” and agrees that “blended learning

efficiently combines teaching and learning methods from both off-line and online learning”.

C. Dziuban et al. (2004) emphasize that it “blended learning combines the effectiveness and socialisation opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment”.

In the context of modern Ukrainian educational space the concept of blended learning is rooted in the idea of life-long learning. The growing number of pedagogical studies (O. Korotun (2016), Ya. Sikora (2016)) shows that blended learning is one of the efficient educational model that really plays an important role in forming the educational space, in which a person easily engages positive experience of learning. Among the main benefits of blended learning are: 1) broaden the traditional spaces of learning; 2) using the online space; 3) flexibility of time and place of student learning; 4) high degree of student engagement and challenge; 5) blend of individual and team group work; 6) providing multiple forms of feedback; 7) supporting and motivation students through interactivity and collaboration etc.

Conclusions. It should be stressed that nowadays the phenomena of blended learning is widely distributed in the educational systems of different countries, including Ukraine. It is realized in teaching and learning environments where there is an effective integration of different models of teaching and styles of learning.

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