

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

**Conference Proceedings of
the 7th International Scientific Conference**

April 4 – 7, 2018

Opole 2018

The Academy of Management and Administration in Opole (Poland)
Berdyansk State Pedagogical University (Ukraine)

Donbas State Pedagogical University (Ukraine)
Institute for the Study of Spatial Development
(Ukraine) Katowice School of Technology
(Poland)

National University of Civil Protection of Ukraine (Ukraine)

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)



Інститут
дослідження
просторового
розвитку



PROBLEMS AND PROSPECTS OF TERRITORIES' SOCIO-ECONOMIC DEVELOPMENT

Conference Proceedings of the 7th International Scientific Conference

April 4 – 7, 2018

Opole, Poland

ISBN 978 – 83 – 62683 – 25 – 3

Conference Proceedings of the 7th International Scientific Conference *Problems and Prospects of Territories' Socio-Economic Development* (April 4 – 7, 2018, Opole, Poland). The Academy of Management and Administration in Opole, 2018; ISBN 978-83-62683-25-3; pp. 345, illus., tabs., bibls.

Reviewers:

Marian Ciepaj – D.Sc, Professor, Head of the Department of Law and Administration, the Academy of Management and Administration in Opole (Poland)

Pavlo Zakharchenko – D.Sc, Professor, Head of the Department of Finance and Credit, Berdyansk State Pedagogical University (Ukraine).

Editorial Office:

Wyższa Szkoła Zarządzania i Administracji w Opolu
45-085 Polska, Opole, ul. Niedziałkowskiego 18
tel. 77 402-19-00/01
E-mail: info@poczta.wszia.opole.pl

Publishing House:

© Wyższa Szkoła Zarządzania i Administracji w Opolu
45-085 Polska, Opole, ul. Niedziałkowskiego 18
tel. 77 402-19-00/01

The conference proceedings of the 7th 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.

Authors are responsible for content of the materials.

PROGRAM COMMITTEE

Ihor Bohdanov – DSc in Education, Professor, Rector of Berdyansk State Pedagogical University, Berdyansk (Ukraine)

Viera Cibákova – CSc, Professor, Ing., Rector of School of Economics and Management in Public Administration in Bratislava (Slovakia)

Marian Duczmal – prof. zw. dr hab., Rector of the Academy of Management and Administration in Opole (Poland)

Andrzej Grzybowski – prof. WST dr inż. arch., Rector of Katowice School of Technology (Poland)

Tetyana Nestorenko – PhD, Associate Professor, Head of the Institute for the Study of Spatial Development, Berdyansk State Pedagogical University (Ukraine)

Svitlana Omelchenko – DSc in Education, Professor, Rector of Donbas State Pedagogical University (Ukraine)

Jana Péliová – doc. Ing., PhD, Vice-Rector of the University of Economics in Bratislava (Slovakia) **Volodymyr Sadkovyi** – DSc, Professor, Rector of National University of Civil Protection of Ukraine (Ukraine)

Tadeusz Pokusa – Dr, Vice-Rector of the Academy of Management and Administration in Opole (Poland)

Oleh Semeniuk – DSc in Philology, Professor, Rector of Volodymyr Vynnychenko Central Ukrainian State Pedagogical University (Ukraine)

ORGANIZING COMMITTEE

Natalia Afanasieva – PhD, Associate Professor, National University of Civil Defence of Ukraine (Ukraine)

Nadiya Dubrovina – CSc, the University of Economics in Bratislava (Slovakia)

Wojciech Duczmal – Dr, Vice-Rector of the Academy of Management and Administration in Opole (Poland)

Stanislav Filip – doc. Ing, PhD., Vice-Rector of School of Economics and Management in Public Administration in Bratislava (Slovakia)

Russell Gerrard – PhD, Cass Business School of City University (UK)

Vladimír Gonda – PhD, Professor, Ing., the University of Economics in Bratislava (Slovakia) **Tetyana Kolgan** – PhD, Associate Professor, Dean of the Faculty for Advanced Studies of Pedagogical Staff, Donetsk Regional Institute of Postgraduate Education (Ukraine)

Igor Lyman – DSc in History, Professor, Coordinator of International Relations of Berdyansk State Pedagogical University (Ukraine)

Tamara Makarenko – PhD, Associate Professor, Dean of the Humanitarian and Economic Faculty, Berdyansk State Pedagogical University (Ukraine)

Oleksandr Nestorenko – PhD, Associate Professor, the Institute for the Study of Spatial Development (Ukraine)

Aleksandr Ostenda – PhD, Dean of the Faculty of Architecture, Building and Applied Arts, Katowice School of Technology (Poland)

Erika Neubauerova – PhD, Ing., Deputy Dean of the Faculty of the National Economy, the University of Economics in Bratislava (Slovakia)

Iryna Ostopolets – Ph.D. Associate Professor, Donbas State Pedagogical University (Ukraine) **Olga Shevchenko** – PhD, Associate Professor, Deputy Dean of the Department of Physical Education, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University (Ukraine) **Nataliia Svitlychna** – PhD, National University of Civil Protection of Ukraine (Ukraine)

Sławomir Śliwa – Dr, the Academy of Management and Administration in Opole (Poland)

CONTENTS

SECTION 4 TRANSFORMATION IN EDUCATION: SECTORAL AND TERRITORY APPROACHES

<i>Lyudmyla B. Adaryukova. Self-education competence and professiogenesis (genesis of occupation) in the education of future cyber-security specialists.....</i>	292
<i>Tetiana Khrystova, Olexei Lysenko. Modern model of professional preparation of the future teacher of physical culture for sports-gaming activities.....</i>	294
<i>Yurii V. Koliada, Tetiana V. Kravchenko. Alternative of manager.....</i>	296
<i>Natalia M. Kozan, Volodymyr M. Voloshynovych, Julia Z. Kotsyubynska, Lyubomyr B. Danyliuk, Galyna M. Zelenchuk. Study of forensic medicine using the competent approach.....</i>	298
<i>Inna I. Kurlishchuk, Oksana R. Aleksieieva. Blended learning in Ukrainian education: theory and practices.....</i>	300
<i>Ruslan I. Litus. Method of the posture's correction at the lessons of the physical culture with the help of the exercises of the strength orientation for the pupils of the 15-17 years old.....</i>	302
<i>Daria Oleksyn. Budowa i funkcje skóry w aspekcie jej nadmiernego przetłuszczania się i powstawania trądziku.....</i>	304
<i>Yuliya O. Zhuravlova. The influence of decentralization to provide public goods.....</i>	307
<i>Наталія Б. Антонець. Історичний вимір трансформацій у сфері освіти України: колегіум як новий тип загальноосвітнього навчального закладу (1996-2010).....</i>	309
<i>Ольга Г. Бутенко, Светлана С. Попыченко. Педагогическая практика как фактор профессионального становления будущего педагога дошкольного образования.....</i>	312

BLENDED LEARNING IN UKRAINIAN EDUCATION: THEORY AND PRACTICES

*Inna I. Kurlishchuk¹, Oksana R. Aleksieieva²
Luhansk Taras Shevchenko National University
Starobilsk, Ukraine*

¹innakurlishchuk@gmail.com, ²alekseevaoksana36@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.

References

1. Dziuban, C. D., Hartman, J. L., & Moskal, P. D. (March 30, 2004). Blended learning. Educause Center for Applied Research, 2004 (7). Retrieved from <http://www.educause.edu/ir/library/pdf/ERB0407.pdf>.
2. Korotun, O. V. (2016) Metodolohichni zasady zmishanoho navchannia v umovakh vyshchoi osvity [Methodological Bases of Blended Learning in the Higher Education]. Informatsiini tekhnolohii v osviti. – Information technology in education, 3 (28), 117-129 [in Ukrainian].
3. Kukhareno, V. M., Berezenska, S. M., Buhaichuk, K. L., Oliinyk, N. Yu., Oliinyk, T. O., Rybalko, O. V., Syrotenko, N. H., Stoliarevska, A. L. (2016) Teoriia ta praktyka zmishanoho navchannia [Theory and Practice of Blended Learning]. Kharkiv: NTU «KhPI» [in Ukrainian].
4. Sikora, Ya. B. (2016) Realizatsiia zmishanoho navchannia u vyshchomu navchalnomu zakladi [Implementation of Blended Learning in Higher Educational Institutions]. Naukovyi Visnyk Uzhhorodskoho universytetu. Serii: «Pedagogika. Sotsialna robota». – Scientific Bulletin of Uzhgorod University. Series: "Pedagogy. Social work", 2 (39), 236-239 [in Ukrainian].
5. Stacey, E., Mackey, J. (2009) Researching blended learning practices for teachers' professional learning. Taipei, Taiwan: Quality Education Symposium 2009: Education and Research, 12-13 Jun 2009.

ISBN 978-83-62683-25-3