

ABSTRACTS

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I.R. Puchkov

USING BLENDED LEARNING WHILE TRAINING PRIMARY SCHOOL TEACHERS

The present time demands from universities the opportunity to provide students with qualified education using all modern information and communication technologies. The modern educational process is required to create the comfortable educational and informational environment that is impossible without using BLENDED learning.

At the State Higher Educational Institution "Donbas State Pedagogical University" from 2015 – 2016 the lecturers and educators use the distant form of teaching together with the traditional methods and forms.

The author has characterized the features of blended learning: availability of the teacher, organization of his/her own schedule of extracurricular classes, the teacher control of the learning process, the constant improvement of the course materials by the teacher, the individual approach to students.

The students were divided into two groups of 10 students in each group. One group was involved in blended learning, the other was taught traditionally. Both groups attended lectures and performed laboratory works using computers in university classrooms. The group involved in blended learning had access to the distant course.

The results prove that on average the points for the first, second and third content modules were, accordingly, by 16%, 11% and 20% higher in the group that was involved in blended learning. This confirms our hypothesis concerning the feasibility of using blended learning. The reliability of the results is confirmed by the t-criteria by Student; the results of calculations show the statistical significance at the level of $\alpha=0,05$.

Thus, introducing blended learning into the educational process has given quite positive results.

Key words: blended learning, distant learning, information and communication technologies, structure of distant course, testing gadgets, chat, forum, glossary, individual work of student.