

В настоящее время усиливается давление с целью открыть систему образования в ближайшие недели. Правила могут меняться в зависимости от уровня заболеваемости в том или ином районе или населенном пункте.

Детские сады и I-II классы школ выйдут из карантина первыми, как обычно, с той наполняемостью групп и классов, как и была.

III-IV классы выйдут через 2 недели после I-II классов и будут учиться очно, но в «капсулах» – постоянных группах по 18 человек. Численность каждого класса не может превышать 18 детей.

Что касается остальных классов, то прогноз возвращения пока не ясен.

В качестве альтернативы предлагаются различные идеи: обучение по очереди в небольших группах, составленных по уровню учеников, акцентированное обучение основным предметам.

И в заключение хотелось бы процитировать великого Зига Зиглара: «Вы не можете влиять на все ситуации в своей жизни, но вы, несомненно, можете влиять на ваше отношение к ним».

Iryna Tymofieieva, Elyzaveta Novytska, Svitlana Novytska (m. Mariupol, Ukraine)
BLENDED LEARNING: FOREIGN EXPERIENCE

Blended learning – a formal education program in which students receive both online and face-to-face instruction – is becoming an important fixture in the American educational landscape. According to the Innosight Institute's seminal report, *The Rise of Blended Learning* (Horn & Staker, 2011), in 2000, 45,000 K-12 students used digital content. In 2009, there were approximately 3 million students using digital content. Greene and Hale's 2016 review of the literature indicates that as many as 9 million students could be involved in blended learning today [1].

Many scientists and researchers divide blended learning into models. Let's consider Heather Staker and Michael B. Horn's classification [2]. They divide blended learning into 4 models. The name of the first model is Rotation model.

I. Rotation model – a program in which students rotate personal communication between the teacher and students (full-time component) with the interaction of participants in the educational process, using IT-technologies, within the same subject and class

a. Station Rotation – a program in which students work in the classroom and on a schedule separate stations. Students work in different types of activities: group work, project work and work with a teacher. Some of the tasks they must perform online. Stations can cover both individual or group work and classwork. This model is very flexible, so groups can change and vary during the training.

In this model students work in small groups, so the teacher can pay more attention to every student.

b. Lab Rotation – a program in which students study among locations on the brick-and-mortar campus. The Lab-Rotation model differs from the Station-Rotation model because students rotate among locations on the campus instead of staying in one classroom for the blended course or subject.

c. Flipped Classroom – a program in which within a given course or subject (e.g., math), students rotate on a fixed schedule between face-to-face teacher-guided practice (or projects) on campus during the standard school day and online delivery of content and instruction of the same subject from a remote location (often home) after school.

d. Individual Rotation – a program in which students rotate on an individually customized, fixed schedule among learning modalities, at least one of which is online learning. An algorithm or teacher(s) sets individual student schedules. The IndividualRotation

model differs from the other Rotation models because students do not necessarily rotate to each available station or modality.

II. Flex model – a program in which content and instruction are delivered primarily by the Internet, students move on an individually customized, fluid schedule among learning modalities, and the teacher-of-record is on-site. The teacher-of-record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring. Some implementations have substantial face-to-face support, while others have minimal support. For example, some flex models may have face-to-face certified teachers who supplement the online learning on a daily basis, whereas others may provide little face-to-face enrichment. Still others may have different staffing combinations. These variations are useful modifiers to describe a particular Flex model.

III. Self-Blend model – describes a scenario in which students choose to take one or more courses entirely online to supplement their traditional courses and the teacher-of-record is the online teacher. Students may take the online courses either on the brick-and-mortar campus or off-site. This differs from full-time online learning and the Enriched-Virtual model (see the next definition) because it is not a whole-school experience. Students self-blend some individual online courses and take other courses at a brick-and-mortar campus with face-to-face teachers.

IV. Enriched-Virtual model – a whole-school experience in which within each course (e.g., math), students divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Many EnrichedVirtual programs began as full-time online schools and then developed blended programs to provide students with brick-and-mortar school experiences. The Enriched-Virtual model differs from the Flipped Classroom because in Enriched-Virtual programs, students seldom attend the brick-and-mortar campus every weekday. It differs from the Self-Blend model because it is a whole-school experience, not a course-by-course model.

Wan Fatimah Bt Wan Ahmad , Afza Bt Shafie and Josefina Barnachea Janier [3] consider, that some students prefer an individualized or less structured environment. In other words, they need self-paced learning material. At the same time, educators are now facing with the challenges of integrating traditional and emerging technology as to balance various students learning styles. Students experience difficulties in studying Mathematics since they have to understand the theories and memorize the formulae.

Wan Fatimah Bt Wan Ahmad , Afza Bt Shafie and Josefina Barnachea Janier [3] notes, that results obtained from the study involving the blended learning approach have shown that students demonstrate positive perceptions towards learning. Therefore, with the help of technology, BL can be used as an alternative approach in teaching and learning mathematics in order to motivate students.

Yullys Helsa and Ary Kiswanto Kenedi [4] recommend using «Edmodo». The Edmodo design arrangement was based on the results of the needs analysis and consultations from learning media experts and mathematical material experts. This design stage consisted of drafting material and a virtual class at Edmodo. The draft material was in the form of display design and material presentation, while the draft virtual class at Edmodo included informational draft, display of virtual classes, material insertion, and setting system for lecturers and students. At this stage, researchers must focus on designs that were made to fit the goals.

Scott A. Crossley, Shamyia Karumbaiah, Jaclyn Ocumpaugh, Matthew J. Labrum, Ryan S. Baker [5] note that interest is an important complement to self-concept when defining math identity since its development is known to improve self-regulatory strategies and other factors related to identity formation. Students with a stronger interest in a subject are more

likely to persist when confronted with frustrating challenges, so that strengthening skills in mathematics is a self-feeding cycle. In particular, enjoyable or pleasant experiences with a subject are likely necessary to develop the persistence needed to become an expert in that subject.

In conclusion, the results did show a significant effect of the program in students attitudes toward mathematics and computers in all the items.

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Грыбанова Ж. М. (г. Магілёў, Беларусь)

ФОРМЫ ПЕРАЕМНАСЦІ ДАШКОЛЬНАЙ

І ПЕРШАЙ СТУПЕНІ АГУЛЬНАЙ СЯРЭДНЯЙ АДУКАЦЫІ

Дашкольная адукацыя з'яўляецца падмуркам адукацыйнай сістэмы, якая вызначае далейшы шлях развіцця дзіцяці. Перад педагогічнымі работнікамі устаноў дашкольнай адукацыі стаіць задача пабудавання сваёй работы так, каб яна адпавядала запытам грамадства, забяспечвала захаванне самакаштоўнасці, непаўторнасці дашкольнай перыяду дзяцінства.

На працягу некалькіх стагоддзяў падрыхтоўка дзяцей дашкольнага ўзросту да школы прызнаецца важнай задачай. Упершыню яна была пастаўлена Я. А. Коменскім у сувязі з вылучэннем ім ідэі ўсеагульнага навучання дзяцей дашкольнага і малодшага школьнага ўзросту.

Пераход дзіцяці дашкольнага ўзросту на I ступень агульнай сярэдняй адукацыі з'яўляецца пераломным момантам у яго жыцці. Пачынаецца новы этап у яго развіцці. Дзіцяці трэба будзе асвойваць не заўсёды падобныя на ранейшыя формы дзейнасці (у дашкольным узросце вядучай дзейнасцю з'яўлялася гульнявая, а ў малодшым школьным – вучэбная дзейнасць), выпрацоўваць іншы стыль адносіны з аднагодкамі і дарослымі, фізіялагічна перабудоўвацца.

Вядома, што працэс пераемнасці – гэта двухбаковы працэс: у дашкольны перыяд закладваюцца фундаментальныя асобасныя якасці дзіцяці, што з'яўляецца асновай паспяховасці школьнага навучання, а I ступень агульнай сярэдняй адукацыі як пераемнік падхоплівае дасягненні дзіцяці-дашкольніка і развівае назапашаны ім патэнцыял. Такім чынам пераемнасць – гэта не толькі падрыхтоўка да новага, але і

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Редакционная коллегия:

Жудро М. М., ректор учреждения образования «МГОИРО»,

кандидат экономических наук, доцент;

Гостевич Т. В., заведующий кафедрой методики преподавания математики учреждения образования «МГУ имени А. А. Кулешова», кандидат педагогических наук, доцент;

Петронюк И. С., доцент кафедры педагогики и андрологии федерального государственного бюджетного образовательного учреждения дополнительного профессионального образования «Институт непрерывного образования взрослых»,

кандидат педагогических наук;

Тимофеева И. Б., доцент кафедры педагогики и образования Мариупольского государственного университета, кандидат педагогических наук, доцент;

Демьянович Н. М., начальник центра дошкольного, начального и специального образования учреждения образования «МГОИРО»

Рецензенты:

Когачевская Т. И., кандидат педагогических наук, доцент, заведующий кафедрой педагогики и психологии учреждения образования «МГОИРО»;

Леценко Л. В., доцент кафедры методики преподавания математики учреждения образования «МГУ имени А. А. Кулешова», кандидат педагогических наук, доцент

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