

## HYBRID EDUCATIONAL TECHNOLOGIES: TREND OR NEW REALITY?

**D.O. Kambaralieva**, *Lecturer*

**K. Zhusupaliev**, *Lecturer*

**Z. Attokurova**, *Senior Lecturer*

**A.K. Zulpukarova**, *Lecturer*

**Osh State University**

*(Kyrgyzstan, Osh)*

DOI:10.24412/2500-1000-2023-5-2-66-69

**Abstract.** *The article deals with the problem of organizing the work of a teacher in the so-called hybrid form of education. Authors reveal the role of e-learning in the educational process, focusing on the actualization of hybrid technology, and offer a set of rules for creating a successful hybrid learning environment. Also possibilities and prospects of application of mixed and hybrid educational technologies in education institutions are being considered. Models of mixed and hybrid learning and possibilities of their integration into the educational process are investigated.*

**Keywords:** *education, hybrid technology, blended learning, hybrid education, e-learning, interactive learning.*

Due to the active process of informatization of all spheres of public life, the modern system of education is undergoing significant transformations in organizational and content relations. Much attention is paid to information and communication technologies that penetrate into the modern educational process and improve the quality of education. Due to this, there is a need to create and introduce new forms of education.

The hybrid model, or, as it is also called, technology, is an integration of methods and techniques of distance and full-time forms of education. It combines full-time work with a teacher at an educational institution and correspondence work online.

The hybrid learning model for Kyrgyz education is new, unlike distance learning, which is often used in universities, and its introduction into the educational process is at an early stage. This is largely due to the fact that most Kyrgyz educational institutions currently do not have a sufficient level of technical and software equipment to implement this learning model [1].

Hybrid learning combines face-to-face learning with asynchronous learning methods, where students work on online exercises and watch instructional videos in their free time. Hybrid learning is a method of teaching in which teachers teach students full-time and

remotely. In hybrid learning models, asynchronous learning methods can be used in addition to synchronous face-to-face learning.

Many teachers choose hybrid learning because of the variability: a rolling learning schedule, home-based or classroom instruction, a different format of cooperation and communication between students and teachers.

Let's consider the main components of a hybrid learning model:

1. Lectures: lecture materials are designed in the form of presentations or an online course.

2. Seminars (face-to-face sessions): classes can be combined with lectures. Discussion of the most important topics of the discipline, as well as the development of practical skills.

3. Educational materials of disciplines (textbooks and manuals): the materials are presented in printed and electronic form, various multimedia applications are used.

4. Online communication with teachers and students.

5. Individual and group online projects (collaboration): development of Internet skills, analysis of information from various sources, working together with a group, distribution of responsibilities and responsibility for the performance of work.

6. Virtual classroom: communication of students with the teacher using various means of Internet communication.

7. Audio and video lectures, animations and simulations [2].

Online learning gives a certain amount of freedom. Those students who succeed in self-organization and independent learning will only benefit from these opportunities: the freedom to study anywhere of their choice, the freedom to review educational materials any number of times at any pace and the freedom to develop their knowledge in depth by conducting an asynchronous dialogue.

Hybrid learning helps to use resources more efficiently. For example, you had to come to a meeting where you were told the report that could have been sent by e-mail - at least, you spent time personally attending the meeting at a possibly inconvenient time for you and money for travel to the place. The same is true with training, what is the point of coming to a university if information on this particular lesson can be obtained in another place and at another time. When planning the curriculum and schedule, which classes will be held online and which in the classroom, you need to take into account what resources will be required for each lesson, and plan accordingly, optimizing the use of resources.

In a foreign language lesson, hybrid learning, which can be called a tool within the framework of a differentiated approach to students, allows you to create "the foundations for the formation of interest in improving the level of proficiency in the foreign language being studied", expand the linguistic horizons and vocabulary through interactive interaction between the student and the teacher [3].

To determine the best strategy for both the teacher and the student, it is necessary to clearly understand the difference between hybrid and blended learning. The similarity of these methods lies in the fact that they both provide and complement the educational process with the help of information technology. However, with mixed learning, students are not allowed to attend classes virtually, and the teacher does not record or post lectures on the Internet. Hybrid learning, on the contrary, allows you to conduct classes

online, interacting with the teacher (asynchronous learning).

The implementation of online learning in teaching a foreign language is possible in different modes: classroom - extracurricular; at different stages of the lesson. The study showed that the key tasks performed using the resources of the Internet environment (for example, the author's blog) and aimed at increasing motivation, and, as a result, at the formation and development of a particular skill, competence, universal educational actions. For example, online lectures on YouTube or Ted conferences, audio and video podcasts, Power Point Presentations [4].

Hybrid classroom has several important advantages:

- a student can continue the educational process, even if he is ill, has left the city or cannot attend class due to other circumstances;

- the student can choose the most convenient form of participation in the lesson and interaction with other students (geographically and psychologically);

- the educational process becomes safe even during a pandemic and a high level of morbidity [5].

Blended learning supports students' involvement in the educational process, improves their cognitive abilities, and also helps teachers to learn in a timely manner about areas where students have difficulties in mastering the material.

With the implementation of hybrid educational technologies, most of the course is taught online. In contrast to blended learning, the hybrid learning scenario assumes a preponderant interaction of the learner with an educational online resource, while communication with the teacher largely serves a consultative or supportive function.

Highlight the features of the educational process when implementing the model of mixed learning:

- 1) The role of the teacher, who acts as a tutor-mentor, coordinating and guiding the independent educational activity of students in the process of mastering the educational program, is changed. Mastering the lecture material goes into online mode, as well as receiv-

ing most of the answers to students' standard questions.

2) The student develops independence. Interaction with electronic means of training is carried out at a convenient time and in a convenient place for him. The student purposefully searches and analyzes the necessary information, which contributes to the development of critical thinking and analytical abilities, as well as increases the motivation and craving for knowledge.

3) Online communication skills between students and teachers are formed and developed intensively. With mixed learning, many issues are solved by remote interaction online. The skills of remote group work aimed at joint implementation of projects, participation in webinars, online discussions and other educational activities are formed and developed [7].

It has already been mentioned that there are many factors that can affect the choice of the optimal system for your educational institution. For an ideal hybrid learning, first of all, you need to choose a video conferencing platform that will meet the requirements of your educational institution and allow your

students to gain knowledge remotely, wherever they are.

When creating an optimal learning environment, it is necessary to take into account some other elements of EdTech technologies:

- laptops;
- video conferencing equipment;
- interactive whiteboards;
- screen display;
- electronic boards;
- learning management systems;
- educational applications.

Hybrid learning is a completely new way of organizing the educational process in conditions that are constantly changing due to the global pandemic, when self-isolation can literally save lives. Hybrid learning removes barriers and makes education accessible to anyone with a smartphone or PC with an Internet connection. For schools, universities and private teachers, the opportunities provided by videoconferencing technologies are really important, as they provide an innovative learning experience for students, regardless of where they are and what device they use.

### References

1. Dede C., Ketelhut D.J., Whitehouse P., Breit L., McCloskey E.M. A Research Agenda for Online Teacher Professional Development // *Journal of Teacher Education*. – 2009. – Vol. 60. №1. – P. 8-19.
2. Muilenburg L. Y. and Berge Z. Students' Barrier to Online Learning: A Factor Analytical Study // *Distance Learning*. – 2005. – №26 (1). – P. 29-49.
3. Pinto M. and Doucet A. V. An Academic Portal for Higher Education Information Literacy: The e-COMS Initiatives // *Journal of Academic Librarianship*. – 2007. – №33 (5). – P. 604-611.
4. Helms M., Jackson M. Student perceptions of hybrid courses: measuring and interpreting quality // *Journal of Education for Business*. – 2008. – №84 (1). – P. 7.
5. Smith L.C., Lastraand S., Robins J. Teaching Online: Changing Models of Teaching and Learning in LEEP // *Journal of Education for Library and Information Science*. – 2001. – Vol. 42. №4. – P. 356.
6. Mishota I.Y. The use of "mixed" learning ("blended learning") in the educational process at universities // *Proceedings of the Historical and Archival Institute*. – 2012. – Vol. 39. – Pp. 452-456
7. Bonk C.J., Graham C.R. *The Handbook of Blended Learning: Global Perspectives, Local Designs*. Pfeiffer. – 2006. – 624 p.

---

## ГИБРИДНЫЕ ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ: ТРЕНД ИЛИ НОВАЯ РЕАЛЬНОСТЬ?

*Д.О. Камбаралиева, преподаватель*

*К. Жусупалиев, преподаватель*

*З. Агтокурова, старший преподаватель*

*А.К. Зулпукарова, преподаватель*

**Ошский государственный университет  
(Кыргызстан, г. Ош)**

***Аннотация.** В статье рассматривается проблема организации работы преподавателя при так называемой гибридной форме обучения. Авторы раскрывают роль электронного обучения в образовательном процессе, акцентируя внимание на актуализации гибридных технологий, и предлагают набор правил для создания успешной гибридной образовательной среды. Также рассматриваются возможности и перспективы применения смешанных и гибридных образовательных технологий в образовательных учреждениях. Исследуются модели смешанного и гибридного обучения и возможности их интеграции в образовательный процесс.*

***Ключевые слова:** образование, гибридные технологии, смешанное обучение, гибридное образование, электронное обучение, интерактивное обучение.*