

**ORGANIZATION OF THE EDUCATIONAL PROCESS
IN HIGHER EDUCATION INSTITUTIONS
USING BLENDED LEARNING TECHNOLOGY FOR GRADUATE STUDENTS**

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The article discusses the problem of organizing the educational process in institutions of higher education of the Republic of Belarus for graduate students. The author proposes to use blended learning technology when organizing the educational process for graduate students. As a result of an analysis of sources of scientific and practical literature on the topic of blended and e-learning, a list of recommendations was compiled for the effective use of blended learning.

Keywords: *blended learning, educational process, institution of higher education, students, teachers, e-learning.*

Today's final year student of a higher education institution (HEI) of the Republic of Belarus, studying full-time in an engineering and technical profile, tries to combine university studies with an internship or employment with partial employment from 0.25 to 0.5 in specialized organizations/enterprises. For this reason, students try to manage their time as rationally as possible. The administration of the HEI meets the students' desire for professional self-determination and search for a future place of work. The organizations/enterprises themselves, from among the customers of young specialists, try to hire not a ready-made graduate with a diploma, but a senior student who is still studying, and then will undergo pre-graduation practice and write a diploma project. Taking into account the above circumstances, it is advisable to organize the educational process in the HEI for senior students using the blended learning technology, which is a combination of traditional and e-learning. The use of blended learning technology in the educational process at higher education institutions can help solve the following problems:

- the possibility of saving money by increasing the level of efficiency of the teaching staff of higher education institutions;
- the possibility of teaching more students;
- intensification of educational activities to enable students to engage in professional development;
- reduction of the workload for teachers by automating routine activities.

Students of higher education institutions consider blended learning technology as a way to master educational material at their own pace and rhythm, taking into account personal educational needs, interests and abilities. The electronic component of blended learning is a platform for students to promptly consult with teachers in order to overcome difficulties

in studying and working through educational material and eliminate knowledge gaps. In this way, independence, social activity, and motivation for cognitive activity of students of higher education institutions are increased.

Blended learning technology makes changes to teaching. The teaching staff of higher education institutions must constantly improve their skills in the use of information and communication technologies and digital didactic methods in their work. Teachers have the opportunity to organize work with highly motivated and successful students at the proper level. In general, blended learning technology allows you to transform the teacher's style from knowledge transfer to interactive interaction with students. The professional activity of a teacher consists of coordinating the activities of students both in the classroom and remotely in the e-learning system in the conditions of a high-tech information and educational environment of a HEI [1].

Figure 1 below shows the author's development of a scheme for organizing the educational process in a HEI using blended learning technology.

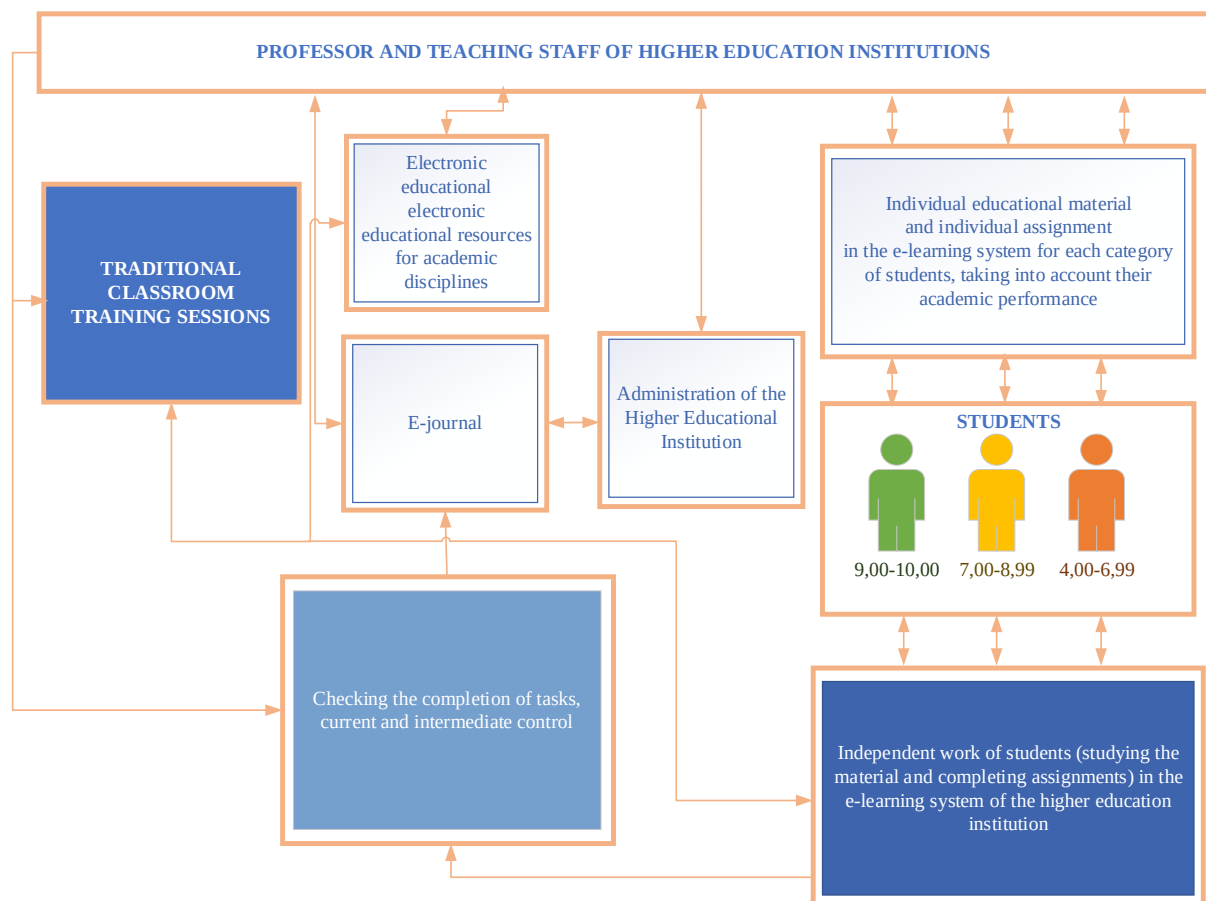


Figure 1. – Organizational diagram of the use of blended learning technology in the educational process of a higher education institution

Teachers develop individual teaching materials for students taking into account their educational needs and level of knowledge. The organization of independent work of students in higher education institutions of the Republic of Belarus is carried out in the Moodle LMS electronic learning system [2]. As can be seen from the figure, the educational process using

blended learning technology can easily be monitored in real time for teaching activities and student activity, and this in turn improves the quality of the educational process of higher education institutions.

Some traditional classes in the classrooms of higher education institutions are transferred to the Moodle LMS electronic educational environment. Teachers need to develop methodological support for the blended learning program. For the electronic component of blended learning, interactive tools for educational planning of teaching activities can be used [3]. The most effective tool in the digital toolkit of teachers is the Padagogic Wheel (formed from the words "iPad" and "pedagogical") by A. Carrington, which allows you to correctly predict and effectively plan the use of electronic educational resources, based on the principles of consistency and consistency.

In the course of scientific research, the following authors' scientific works on blended and e-learning in higher education institutions were studied: V. A. Bogush, K. J. Bonk, C. R. Graham, Yu. I. Kapustin, N. V. Lomonosova, M. S. Medvedeva, O. A. Minich, M. N. Mokhova, M. S. Orlova, V. A. Fandey, E. N. Shneiderov and others. The analysis of sources allowed us to formulate some recommendations for the effective use of blended learning [4; 5; 6]:

- it is necessary to competently design a blended learning program for an academic discipline so that there are consistent transitions between different types of educational activities;
- there must be ongoing monitoring of students' academic performance and, if necessary, adjustments to the curriculum;
- before students begin studying an academic discipline, the teacher should analyze their academic performance and, taking into account the information obtained, issue an assignment for independent, guided work of students in the e-learning system;
- it is necessary to conduct a survey of students and find out their preferences and needs for learning;
- the teacher must have the ability to design different learning paths for different groups of students;
- the departments of the HEI where the teachers work must have all the documentation on the organization of blended learning (learning objectives; description of all the teaching methods used; timeframes allocated for the components of blended learning; technical means of supporting blended learning; requirements for the teaching staff).

Thus, it is advisable to organize the educational process at the HEI of the Republic of Belarus for graduate students using blended learning technology. This will allow achieving higher indicators of the quality of education in general and satisfaction of final-year students with the educational services provided by the HEI.

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