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APPLICATION OF ONLINE RESOURCES AND TOOLS IN THE ENVIRONMENT OF BLENDED LEARNING

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Many educational institutions in Kazakhstan have been still based mainly on traditional methods of teaching and learning, i.e., they follow the traditional setup of face-to-face lectures and practical hours in a classroom. Although many academic units have also started blended learning, still a lot of them are stuck with old procedures. The sudden outbreak of Covid-19 shook the entire world. The pandemic situation challenged the education system across the world and forced educators to shift to an online mode of teaching overnight. Many academic institutions that were earlier reluctant to change their traditional pedagogical approach had no option but to shift entirely to online teaching-learning. This article puts some light on how to deal with challenges associated with online teaching and will be useful for educators looking for new online tools and resources in order to modernize traditional teaching routines. The article analyzes the potential of online resources and suggests some ways how to use them in blended learning in order to increase the efficiency of education.

Keywords: COVID-19; online education; blended learning; online resources; online tools; learning environment.

ПРИМЕНЕНИЕ ОНЛАЙН-РЕСУРСОВ В УСЛОВИЯХ СМЕШАННОГО ОБУЧЕНИЯ

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Данная статья проливает свет на определённые проблемы и трудности, возникающие непосредственно в условиях онлайн-обучения и смешанного формата проведения занятий. Статья будет полезна тем преподавателям, которые находятся в поиске соответствующих онлайн-ресурсов и новых идей, с целью модернизировать (компьютеризировать) традиционную структуру лекций, практических занятий, домашних заданий, контрольных, а также творческих работ и т.п., потому что дальнейшее воплощение многих наработок прежних лет неуместно либо невозможно в сложившихся условиях после пандемии Ковид-19, потрясшей весь мир и опрокинувшей многие незыблемые институты. Статья проводит анализ потенциальных и популярных на данный момент онлайн-ресурсов, предлагая несколько вариантов их применения в обучающей среде, что способно поддержать и усилить интерес студентов к занятиям, решить проблему асинхронного обучения и увеличить эффективность образовательного процесса в целом, за счет приобщения обучающихся к самостоятельности и ответственности за результаты обучения.

Ключевые слова: Ковид-19; онлайн-обучение; смешанное обучение; онлайн-ресурсы; обучающая среда.

ОНЛАЙН РЕСУРСТАРДЫ АРАЛАС ОҚЫТУ ЖАҒДАЙЫНДА ҚОЛДАНУ

Ахметкалиева Р.А. – гуманитарлық ғылым магистрі, шет тілдер филологиясы кафедрасының оқытушысы, Ахмет Байтұрсынов атындағы Қостанай өңірлік университеті

Осы уақытқа дейін Қазақстандағы көптеген оқу орындары дәстүрлі оқыту әдістеріне негізделген, яғни, дәрістер мен практикалық сағаттарда аудиторияларда әдеттегі нақты қарым-қатынас жолымен жүрді. Жақында кейбір мектептер аралас оқытуды жүзеге асыра бастаса да, олар бұрынғы үлгіден әлі алыс емес. Кенеттен бүкіл әлемді шарлап шыққан Covid-19 жағдайды түбегейлі өзгертті. Пандемиялық қауіп планетаның білім беру жүйелерін шұғыл түрде онлайн-оқытуға көшуге мәжбүр етті. Осы уақытқа дейін дәстүрлі педагогикалық процеске өзгеріс енгізуден бойын аулақ ұстаған көптеген оқу орындары таңдау қалмағандықтан онлайн режимінде сабақтарды оқытуға көше бастады. Бұл мақала тікелей желіде оқыту жағдайында туындайтын белгілі бір қиындықтарды жарыққа шығарады және сабақтың дәстүрлі құрылымын жаңарту мақсатында жаңа өзекті онлайн-ресурстар іздейтін мұғалімдер үшін пайдалы болады. Мақалада әлеуетті интернет-ресурстар талданады және оларды аралас оқыту ортасында пайдаланудың кейбір нұсқалары ұсынылады. Бұл тұтастай алғанда оқу процесінің тиімділігін арттырады.

Түйінді сөздер: Ковид-19; желілік оқыт; аралас оқыту; желілік ресурстар; оқу ортасы.

Introduction

The infectious disease Covid-19 has deeply affected not only Kazakhstan, but all global issues throughout the world including the education sector as schools, colleges, and universities have been temporarily closed. Educational institutions can no longer maintain in-person teaching, so they are struggling to find options to deal with this challenging situation. The whole world has experienced an overnight shift to full-scale online learning and teaching for survival in the short term. Meanwhile, this is also a good time to plan for the long term. One day the crisis will be over and we should be careful to keep and develop the obtained knowledge. Our task is to apply new approaches we have just learned to rethink and re-engineer the traditional educational process.

Of course, "online teaching" or so called "blended learning" is not new. There were plenty of articles in the past years claiming the necessity of making education digital, for example, the article called "Digitalization of education: theoretical and sociological aspects" by Puzikov R.V. and Maksimova I.M., both the candidates of legal sciences. In their work, they call online teaching and learning "a paradigm shift in how we think, act, communicate with the environment and each other. Technology is a tool, not a goal. [...] The productive use of technologies, the engagement of students into independent search, the selection of information, and participation in project activities form the competencies of the 21st century." [1, p. 208]. A great number of foreign articles also emphasize the advantages of online education. "Most of the terms (online learning, open learning, web-based learning, computer-mediated learning, blended learning) have in common the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, anytime, in any rhythm, with any means" [2, p. 3]. Online learning can be termed as a tool that can make the teaching–learning process more student-centered, more innovative, and even more flexible. Online learning is defined as "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.). In these environments, students can be anywhere and, thus, independent to learn and interact with instructors and other students" [3, p. 289-306].

After many years of persuasion to give online resources a try, the educators all over the world have experienced a forced overnight shift of traditional classrooms into online-classrooms. During this tough time, the concern is not about whether online teaching and learning methods can provide quality education, it is rather how academic institutions are able to adopt online tools in such a massive manner [4].

In this regard, the goal of the article is to analyze the potential of online resources and to suggest some ways how to use them in online and traditional teaching in order to increase their efficiency.

To do this, the following objectives were developed:

- to make a quick overview of traditional educational activities that require reorganization;
- to categorize and describe modern online resources and tools useful for teaching and learning;
- to suggest new approaches of presenting educational material.

Methodology and research methods. The theoretical basis for the research is domestic and foreign articles dealing with online education. In the work, there were employed generally accepted standard research methods: analysis, synthesis, and categorization.

Main part

Online teaching requires a price to be paid for. Efforts, syllabus, time, etc. are the first on the list. If in the beginning there is strong confidence in keeping a usual pace and mode of teaching (habitual resources, books, software) but the more one dives into online teaching, the more they realize that everything they are accustomed to is possible only partially or becomes completely impossible. As a result, some teachers start with rewriting the syllabus, apply popular techniques like SMART goal or Bloom's taxonomy to make a new teaching strategy precise and short. Others find that there are surprisingly many tools available for online education and master the Internet. This point is really important, but sometimes online tools and resources can create a lot of difficulties. These difficulties and problems associated with modern technology range from downloading errors, issues with installation, login problems, issues with audio and video, and so on. As for students, sometimes they find online learning boring and unengaging. After all, it turns out that online teaching requires more creativity than pedagogical skills and the last but not least - computer literacy. A person with little or no computer literacy is not able to employ the whole variety of modern teaching websites that the Internet is able to propose. Some users may find it difficult to operate on foreign websites, although they can always turn on automatic translation. It is not the best option, but at least it can give general comprehension. Anyway, while changing to the online teaching mode, the syllabus should be altered for a more rigid framework where some topics could be combined or eliminated for good. New plans require creativity and flexibility. However, some handicaps will soon appear on the way due to any plan is theoretical. It can never predict and adjust itself to the learning pace of students, technical problems like not stable Internet connection or shortage of electricity and other emergencies. A great role, in this case, is given to a specially elaborated educational platform storing topics, books, exercises, and tests in one place. Not only the students who are absent from the class for some reason can benefit from it, but all the rest students as well, thus, have an opportunity to reread/relisten the information once again for better understanding.

Nowadays, teaching process is divided into synchronous and asynchronous parts. The synchronous

learning environment is structured in the sense that students attend live classes. There are real-time interactions between educators and them, and there is a possibility of instant feedback. When an educator has found a new suitable teaching way for online classes there is time to think about home tasks and assignments. They should be better done partially or totally automated. To prepare and to check home work is a really time and energy consuming thing. There is not always enough time during online classes to check all the tasks. Let's keep in mind that distance learning, in fact, is more about asynchronous environment, where learning content is not available in the form of live lectures or classes. It is available at different learning systems and platforms. Instant feedback and immediate response are not possible under such an environment [2, p. 5]. Also asynchronous learning means that students have to take responsibility for their education and learn a great part on their own. They should come to classes having a pretty broad picture of the topic in their minds just for a deeper insight, maybe with a couple of questions, and with their mistakes already corrected. Otherwise there will be neither enough time, nor physical potential to spend lots of extra hours in front of computer. Your eyes and back will hurt, your health could be in danger. So, in order to automatize home tasks, educators can use special web-tools developed for teaching. Home assignments may be rather large and comprehensive including rules, terminology, instructions, tasks, and of course, tests. Gamification can be a good solution to engage students into the learning process. For example, instead of looking through a glossary or reading a text, they can be sent on a quest to learn new vocabulary step by step and to investigate the topic. When carefully designed and orchestrated even online learning promotes and supports student engagement and achievement.

Now, let's have a look at some ways how to reorganize traditional teaching into modern and more efficient classes. If we need to give lectures online, there are several ways to introduce a new topic. The easiest is video (prerecorded screencast, resources from YouTube cut if necessary to be relevant for the theme and added by inclusive mini-tests, animated videos that educators can easily make by themselves). Recorded voice attached to a traditional presentation is also a good choice. In the article "Can Lecture Capture Contribute to the Development of a Community of Inquiry in Online Learning," the authors report on their investigations into the role of recorded lectures in building a sense of community in online learning environments. Although their study did not reveal any significant impacts of lecture recordings, in themselves, on the development of a community of inquiry in online learning, they do report that online learners are enthusiastic about the opportunity to learn vicariously from a recording of the live lecture. This is known to be especially useful in areas such as online language learning, where conversation among peers is a key part of the learning process [5, p. 453-455]. Live lectures can be complemented either by simple presentations, or animated and video-presentations, or idiography. Idiography summarizes background knowledge and can be used before introducing a new topic to refresh memory, for example, it also can present new material in a structured way or reemphasize main points of instruction. With the help of online facilities educators are able to prepare different types of lectures - lectures with mistakes, problem-based lectures, etc.

When time comes for group questioning educators may face a new problem - either they can not see some of the students because of technical problems, or staying distant from the class students lose their usual engagement and are prone to keeping a low profile. In this case, surveys and online boards or walls are the best choice. You can easily count the number of answers to check participation or let everyone be heard.

The learning process cannot reach its full potential until students practice what they learn. Sometimes, online content is all theoretical and does not let students practice and learn effectively. Mediocre course content is also a major issue. Students feel that lack of community, technical problems, and difficulties in understanding instructional goals are the major barriers for online learning [2, p. 6]. The goal for an educator here is to give online practical classes the greatest potential. Online practice may contain exercises, tests, quizzes made by the means of certain web-sites. The biggest pro is that such online tools reduces time of correction work and save precious minutes for feedback. Students can click the button and see their mistakes immediately. Listening and Reading skills can also be trained on the same automated web-sites. Whereas Writing and Speaking are much more difficult in this way. If there seems to be no automated choice in terms of Writing for educator has to read and evaluate essays, compositions, and reproductions, but there is a way for Speaking to make the learning experience more thrilling and engaging. Rather than assigning a simple recorded monologue educator can set a Resolution and get the students to organize asynchronous debates where everyone can participate, discuss, analyse, persuade. On the one hand, this practice is exciting for students who usually adore arguments, on the other hand, there are elements of peer-evaluation, as well as short video-answers of 1-5 minutes long are easy to check on smartphones while even standing in a queue in a supermarket.

Below, there is a table containing useful online tools and resources that can improve online and traditional classes and increase their efficiency.

Table 1 - Online tools and resources useful to construct efficient classes

№	Type of work	Online tools	Example activities
1	Lecture	Clideo.com Ezgif.com Playpos.it Genial.ly Peardeck.com Prezi.com	- cuts ready videos, cuts out extra fragments; - a multitask tool to transform videos; - adds questions / tests into videos; - makes video-lectures, infographics; - makes interactive presentations; - adds visual effects into presentations.
2	Group questioning	Mentimeter.com Wheelofnames.com Padlet.com Peardeck.com	- enables polls, short quizzes, open-ended answers; - automatically puts students into a random order; - gives an immediate feedback in a graphical form; - contains interactive questions.
3	Practice	Nearpod.com Padlet.com Wordwall.net H5p.org Studystack.com Socrative.com Readworks.com	- enables individual work; - promotes writing and creative thinking; - provides a great variety of individual tasks; - organizes students into groupwork; - a drilling vocabulary trainer; - enables to watch the progress of tests; - reading with a separate block of questions;
4	Gamification	Genial.ly Kahoot.it Quizizz.com Baamboozle.com Wordwall.net Puzzle-maker.com	- provides a number of popular games; - interactive tests with an immediate feedback; - individual or group tests; - group games; - maze games and quizzes even with time pressure; - an automatic puzzle-maker.
5	Home assignment	Liveworksheets.com Nearpod.com Socrative.com Flipgrid.com Kahoot.it Quizizz.com	- interactive worksheets with feedback; - student-paced number of tasks; - test / quiz; - video-discussion, debates, etc.; - student-paced quizzes; - student-paced quizzes.

From the table above we can see that some online tools like Genail.ly, Wordwall.net, Nearpod.com are universal and can be used in a variety of activities. Most of the tools have a paid content, but even on a free basis there are plenty of options.

Of course, the value of the face-to-face instruction cannot be totally replaced by any other means, but online tools can be used together with the traditional methods to bring in efficiency, effectiveness, and competitive edge over other competitors by imparting quality education [2, p. 8]. Digging deeper into the potential of blended learning, there appear lots of advantages. First of all, educators can make automated tasks or record lectures once and for years, i.e. they will last long. Online format can save time for much better options than routine check of long home exercises. Instead educators can dwell on feedback - they can show the automatic table of results and look for some common mistakes and make valuable comments.

Conclusion

The key to successful classes is that they should be made dynamic, interesting, and interactive. This can help in creating a collaborative and interactive learning environment where students can give and get their immediate feedback, ask questions, and learn. Of course, online education has certain weaknesses. The greatest one can hamper the communication between the learner and the educator, i.e. direct communication and human touch are lost. Educators can use a combo of audio, videos, and text to reach out to their students to maintain a human touch to their lectures or practical classes. One more obstacle is student’s nonserious behavior in terms of time and flexibility. All students are not the same, they vary in degrees of their capabilities and confidence level. Some do not feel comfortable while studying online, which can lead to increased frustration and confusion. So, for home assignments educators should set time limits and reminders for students to make them alert and attentive. Started as a forced measure, blended learning has opened the door to an incredible and amazing world of modern technologies. Online resources save time, increase involvement and attention, provide instant feedback, develop self-evaluation and self-control as students are able to see the fruit of their studies immediately, they can see their problems and become better motivated in such a quick-paced format. It can teach students to take care of themselves, to learn on their own. Online resources can make classes more progressive and effective in future teaching work. It will

lead education to the next stage. A lot of tools are available, teachers are just required to choose the best ones and implement them to impart education to their students. A step-by-step guide can be prepared by academic institutions that can guide educators and students on how to access and use various online tools and how to cover curriculum content via these technologies thereby reducing digital illiteracy.

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АРНАЙЫ БІЛІМ БЕРУДЕ АҚПАРАТТЫҚ-КОММУНИКАТИВТІ ТЕХНОЛОГИЯЛАРДЫ ҚОЛДАНУДЫҢ ТҮЗЕТЕ-БІЛІМ БЕРУ МҮМКІНДІКТЕРІ

Бегежанова Р.К. – педагогика ғылымдарының магистрі, А.Байтұрсынов атындағы Қостанай өңірлік университетінің оқытушысы

Мақала арнайы білім беру жүйесінде ақпараттық-коммуникативті технологиялардың түзете-білім беру мүмкіндіктеріне арналған. Мақалада білім алуда ерекше қажеттіліктері бар балаларды оқытуда ақпараттық-коммуникативті құралдарды қолдану мақсаты, міндеттері, принциптері, тиімділігі және артықшылықтары (дәстүрлі жағдайда баланың қабылдауын елестету мүмкін емес объектілерді модельдеу, ақыл-ой және практикалық іс-әрекеттерді үйретудің тиімді жағдайларын жасау, оқу процесін қосымша көмекші құралдармен, тіректермен қамтамасыз ету және т.б.) көрсетілген. Білім алуда ерекше қажеттіліктері бар балаларды оқытуда ақпараттық-коммуникативті технологияларды қолданудың негізгі бағыттары (демонстрациялық-энциклопедиялық бағдарламалар; Power Point презентациялар бағдарламасы, тренинг – түрлі оқыту бағдарламалары, зертханалық жұмыстар, бағалаумен тестілеу, бақылау бағдарламалары, электронды, дамыту бағдарламалары), компоненттері (бағдарламалап оқыту құралдары: компьютер, бағдарламаланған оқулық, киножаттықтырғыш және т.б.), білім алуда ерекше қажеттіліктері бар балаларды арнайы оқытудағы оқыту бағдарламаларының сызықты, тармақталған, бейімделген түрлеріне сипаттама беріледі. Қазіргі заманғы оқыту құралдарының бірі – электрондық білім беру ресурстарын қолдану негізінде қазіргі заманғы оқу материалдарының кешенін құру жайлы баяндалады. Сонымен қатар, мақалада арнайы білім беру жүйесінде ақпараттық-коммуникативті