

SCI-CONF.COM.UA

**MODERN DIRECTIONS
OF SCIENTIFIC RESEARCH
DEVELOPMENT**



**PROCEEDINGS OF IV INTERNATIONAL
SCIENTIFIC AND PRACTICAL CONFERENCE
SEPTEMBER 28-30, 2021**

**CHICAGO
2021**

MODERN DIRECTIONS OF SCIENTIFIC RESEARCH DEVELOPMENT

Proceedings of IV International Scientific and Practical Conference

Chicago, USA

28-30 September 2021

Chicago, USA

2021

UDC 001.1

The 4th International scientific and practical conference “Modern directions of scientific research development” (September 28-30, 2021) BoScience Publisher, Chicago, USA. 2021. 493 p.

ISBN 978-1-73981-126-6

The recommended citation for this publication is:

Ivanov I. Analysis of the phaunistic composition of Ukraine // Modern directions of scientific research development. Proceedings of the 4th International scientific and practical conference. BoScience Publisher. Chicago, USA. 2021. Pp. 21-27. URL: <https://sci-conf.com.ua/iv-mezhdunarodnaya-nauchno-prakticheskaya-konferentsiya-modern-directions-of-scientific-research-development-28-30-sentyabrya-2021-goda-chikago-ssha-arhiv/>.

Editor

Komarytskyy M.L.

Ph.D. in Economics, Associate Professor

Collection of scientific articles published is the scientific and practical publication, which contains scientific articles of students, graduate students, Candidates and Doctors of Sciences, research workers and practitioners from Europe, Ukraine, Russia and from neighbouring countries and beyond. The articles contain the study, reflecting the processes and changes in the structure of modern science. The collection of scientific articles is for students, postgraduate students, doctoral candidates, teachers, researchers, practitioners and people interested in the trends of modern science development.

e-mail: chicago@sci-conf.com.ua

homepage: <https://sci-conf.com.ua>

©2021 Scientific Publishing Center “Sci-conf.com.ua” ®

©2021 BoScience Publisher ®

©2021 Authors of the articles

23.	<i>Твердохлебова Н. Є.</i> ПСИХОЛОГІЧНІ АСПЕКТИ БЕЗПЕКИ ПРАЦІ.	141
PHYSICAL AND MATHEMATICAL SCIENCES		
24.	<i>Джсала Р. М., Джсала В. Р.</i> ТРИЄДИНА МАТЕМАТИЧНА МОДЕЛЬ ЕЛЕКТРОМАГНІТНОГО ПОЛЯ ПІДЗЕМНОГО ТРУБОПРОВОДУ.	147
ARCHITECTURE		
25.	<i>Horielov D. A.</i> MINIMALISM IN ARCHITECTURE.	152
PEDAGOGICAL SCIENCES		
26.	<i>Filon M. M., Makhno M. V.</i> VIRTUAL REALITY IN THE EDUCATIONAL PROCESS.	156
27.	<i>Grinko V., Yefremova A.</i> MIXED LEARNING AS A PRIORITY FORM OF DISTANCE LEARNING IN PHYSICAL EDUCATION IN UKRAINIAN STATE UNIVERSITY OF RAILWAY TRANSPORT (UKRSURT).	161
28.	<i>Ranferova I.</i> VALUE AND TARGET FOUNDATIONS OF MODERN EDUCATION.	165
29.	<i>Андріянова В. А.</i> КОНТЕНТ-АНАЛІЗ МЕТОДІВ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ ФІЗИЧНОГО ВИХОВАННЯ У США. І.	172
30.	<i>Боса В. П.</i> ДІАГНОСТИЧНИЙ ІНСТРУМЕНТАРІЙ ОЦІНЮВАННЯ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФІЛОЛОГІВ.	184
31.	<i>Василенко О. М.</i> МЕТОДИ ЦИФРОВОЇ ОСВІТИ В ФОРМУВАННІ ПРОФЕСІЙНОГО ІМІДЖУ МАЙБУТНІХ СОЦІАЛЬНИХ ПРАЦІВНИКІВ.	191
32.	<i>Заверико Н. В., Москалюк Т. Д.</i> З ДОСВІДУ ВИКОРИСТАННЯ НЕТРАДИЦІЙНИХ ВИДІВ МАСАЖУ ПРИ КОРЕКЦІЇ АНАРТРІЇ.	197
33.	<i>Мацкевіч Ю. Р., Махукова Т. В.</i> ПЕДАГОГІЧНІ ТЕХНОЛОГІЇ У РОБОТІ З ДІТЬМИ З ОСОБЛИВИМИ ОСВІТНИМИ ПОТРЕБАМИ.	203
34.	<i>Муляр Н. М.</i> ПЕДАГОГІЧНІ УМОВИ ПРЕВЕНТИВНОГО ВИХОВАННЯ УЧНІВ У НОВІЙ УКРАЇНСЬКІЙ ШКОЛІ.	209
35.	<i>Пелех Ю. В., Коняхін Ю. О.</i> ЦІННІСНИЙ ІНТЕЛЕКТ ЯК ПРОФЕСІЙНА ОЗНАКА КЕРІВНИКА ЗАКЛАДУ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ.	216

UDC 796.015.12

**MIXED LEARNING AS A PRIORITY FORM OF DISTANCE LEARNING IN
PHYSICAL EDUCATION IN UKRAINIAN STATE UNIVERSITY OF
RAILWAY TRANSPORT (UKRSURT)**

Grinko Vitaliy

Teacher

Ukrainian State University of Railway Transport

Kharkiv, Ukraine

Yefremova Anzhelika

PhD, Senior Teacher

Ukrainian State University of Railway Transport

Kharkiv, Ukraine

Abstract. Physical education is an integral part of the educational process in higher education institutions in Ukraine. However, the global pandemic and the introduction of quarantine measures impose certain restrictions on the full educational process. But new times set new challenges that push for the development and improvement of the learning process. Teachers of the Department of Physical Education and Sports were faced with an urgent question: how to provide distance learning for students of UkrSURT in the discipline of physical education and how to organize and involve students in daily physical exercises in quarantine.

Keywords. Blended learning, educational process, physical education, information and communication technologies.

At the present stage, education in higher education institutions is determined by the high integration of information and communication technologies in the learning process, which allow transforming the forms and methods of the traditional approach to learning and intensifying the learning process. Recently, the model of blended learning in physical education is becoming increasingly popular in UkrSURT. Despite the growing interest of teachers of the Department of Physical Education and Sports of the University to this form of education, there is still no common

understanding of the interpretation of the term “blended learning”. There are different interpretations of this concept, but the essence of blended learning is that it is a rational combination of traditional and electronic forms of learning, which allows you to use their strengths and minimize weaknesses [1, p. 83]. Blended learning is an educational concept in which learning combines the traditional form of learning and modern information and communication technologies, which allows him to control the time, place, pace and method of learning the material. At the moment, UkrSURT at the Department of Physical Education and Sports already exists and tests various models of blended learning, so the main task is to select and systematize the necessary content that meets the requirements of the program, students' knowledge and use this material in the model that most suitable for the teacher [5, p. 8]. Many teachers have difficulty in compiling a blended course, especially those who do not have sufficient theoretical training and practice.

Blended learning is the best way to save teacher time while meeting the needs of each student. This form of learning combines different technologies: students work with a teacher, learn something online, sometimes using combined forms of knowledge. In this case, the listener himself controls the pace, rhythm, nature of learning, chooses the time for learning, he does not “fall out” of the learning process during the illness or in other cases [4, p. 2].

There are six models of blended learning with different goals, needs and costs. The teacher's task is to choose the optimal model. Face-to-face Driver (a model aimed at reinforcing traditional learning). The teacher personally provides the bulk of the curriculum, including online learning as ancillary as needed. This model often includes classroom and laboratory work on computers.

Rotation Model. There is an alternation of traditional full-time classroom training and independent online training in an individual mode (for example, via the Internet according to the plan of links made by the teacher; on a special site).

Flex Model. The online platform is used largely; the teacher assists students as needed, from time to time working with small groups or with one student individually. Online Lab. The online platform is used to conduct the entire course of

study in the classroom. Such training takes place under the guidance and control of the teacher. This program can be combined with the traditional one within the usual schedule.

Self-Blend Model. The student decides for himself which of the traditional courses he needs to supplement with remote online classes.

Online Driver Model (mostly distance online learning). This model involves online learning through a platform and remote contact with the teacher. However, optional face-to-face classes and meetings with the teacher may be added as an option or on request. The main distance learning systems and tools for creating blended learning courses that exist today are MOODLE, Camtasia Studio, Adobe Captivate, Articulate Storyline, etc.

In today's space, it is important to improve the quality and accessibility of the educational process, including physical education, through the creation of a single information environment that performs educational functions. The key link here is the teacher, who at a new stage of professional development will be a visual expert, tutor, will be able to ensure maximum effect in learning, based on the advanced achievements of modern science [2, p. 17]. To date, blended learning in physical education is a priority form of distance learning in UkrSURT. This method has great potential and prospects, as it creates a new environment with a number of specific features, compared to the traditional model of learning. First, we should talk about the development of student learning autonomy. They become more active, show interest in the subject and teaching methods, learn to critically evaluate their skills and abilities by participating in-group discussions. Learning autonomy of students provides a transition to individualization of learning, which is characterized by a high level of motivation [3, p. 1731]. Summarizing all the above, it should be noted that when developing courses in physical education for blended learning, the teacher must take into account the requirements of the program, the level of students, choose the appropriate model of learning, and conduct a systematic reassessment of the course adequate to all current trends.

REFERENCES

1. Grinko V, Kudelko V. Distance learning and introduction of new forms in teaching the discipline of physical education in blended learning in UkrSURT. The X International Science Conference «Implementation of scientific foundations in practice», April 19 - 21, 2021, Turin, Italy. 157 p.
2. Grinko V, Yefremova A, Kudelko V. Research of the level of physical fitness of first-second year students of the Ukrainian State University of Railway Transport. Sports games. Sports games. Sports games. HDAFK: H., 2020; 4 (18), p. 14-21. doi: 10.15391 / si.2020-4.02.
3. Grinko V.; Kudelko V.; Yefremova A.; Klokova S. Effect of aerobic direction on the flexibility of students. Dynamics and forecasting. The Journal of Physical Education and Sport (JPES). Romania, June 30, 2020, pp. 1727-1733. DOI:10.7752/jpes.2020.04234.
4. Grinko V. (2021) Blended learning and introduction of new forms in teaching the discipline of physical education in Ukrainian state university of railway transport. Journal of Social Studies and Humanities; 2(1): 1-2. [https://gudapuris.com/articles/JSSH-2\(1\)-103.pdf](https://gudapuris.com/articles/JSSH-2(1)-103.pdf)
5. Grinko V.; Kudelko V. Aspects of Organization of Physical Education Classes in Modern Higher Education in Ukraine. Journal of Sports and Games. USA, Volume 2, Issue 2; 11, 2020, PP 05-13.