COMPARATIVE ANALYSIS OF THE EFFICIENCY OF ONLINE AND TRADITIONAL FORMATS OF TEACHING A FOREIGN LANGUAGE

*Zyryanov V.[1], Smagulova M.[2], Zhaxylykova A.[3]
*[1]MA, Senior-Lector, Kazakh Ablai khan UIRandWL, Almaty, Kazakhstan, e-mail: forvladislav@mail.ru
[2]MA, Senior-Lector, Astana IT University, Astana, Kazakhstan, e-mail: moldir.smagulova@astanait.edu
[3]MA, Senior-Lector, Kazakh Ablai khan UIRandWL, Almaty, Kazakhstan, e-mail: a.zhaxylykova@gmail.com

Abstract. The modern world is developing quite rapidly, affecting absolutely all spheres of human activity. The education system was no exception. Today's realities dictate their own conditions for the existence and functioning of higher education. One of these conditions is education with the use of special information and communication platforms. E-learning is as of now one of the effective catalysts for the development of the educational process. This is often basically due to the inventive nature of data and communication advances, on the premise of which present day e-learning is creating. E-learning learning has many shapes, and the present-day e-learning is rather developing concept which in fact has not been defined as stable term yet. The active use of this type of education with all its pros and cons took place during the period of the coronavirus pandemic. The article discusses the implementation of blended learning in the educational process. The purpose of the article is to consider the encounter of presenting blended learning innovations into the educational process in the first-year students. Between fully online courses and conventional format of education authors state that blended learning is the optimal mode of learning presently. As a result of comparative analysis which was applied between e-learning modes such as MOOCs and Blended learning has concluded that MOOCs are not as efficient as blended learning. The methodological base for the investigation was a survey among the students. The survey included detailed questionnaire to grade the satisfaction of students with blended learning compared to face-to-face and fully online modes. It was identified that through blended learning students are persuaded for individual advancement and self-determination in the process of education.

Keywords: blended learning, higher education institution, e-learning, electronic educational platform, online learning, MOOC, mixed learning technologies, higher education

Basic provisions

When considering the advantages and disadvantages of different educational formats it should be noted that despite the words of philology or pedagogy experts and specialists, the concept of "better" or "worse" is always subjective. This means that what is "better" for some people may not necessarily be the same for another ones.

However, it is possible to compare the peculiarities of these formats themselves, based on existing experience, to give their assessment.

Also, when determining the effectiveness, it is necessary to take into account the volume and body of knowledge and skills that students receive during classes.

Introduction

The quantity of educational institutions offering distance learning has risen in recent years, owing in part to the Covid pandemic. The benefits of e-learning mediums such as flexibility of time and space have allowed it to rise to prominence [1]. The need in the online education is shaped by several reasons such as:

-flexibility and self-paced learning, because it allows any learner from any spot in the world to get a full access to the studied materials, getting feedback from the instructor at any time the learner want [2].

-self-motivation as many students must manage their time and responsibilities throughout the learning process to achieve the academic success.

As the current situation around the world related to epidemic restrictions require the implementation of a balanced mode of education the Blended learning is seen as the only option available to all the instructors and educational institutions around the world.

The history of online education dates to at maximum to twenty years back when the technological advancements allowed people to get the education without stepping out from their homes. Mostly people were online educating themselves for personal skills and qualifications development and the traditional format of education prevailed over the fully online [3].

The situation started to slowly shift in the past two years as many institutions and educational platforms started to provide online format of educations on the regular and mixed basis trying to meet the requirements of a newborn digitalized society, educational platforms and institutions are highly expected to offer more flexibility and individualization in a way that learners can get the chance to adjust into the learning process to their own requirements and individual life phases [4]

As it was mentioned above blended learning is a new concept with no clear limitations for the accurate definition as it is in the process of developing itself and the researchers have varying definitions trying to shape and frame it [5]. *In a general sense we can suggest our own definition to blended learning as a mode of education with the use of technologies prone to both online and traditional formats of education, borrowing the best techniques from both modes.*

There could be a solid conclusion among the overpowering number of methodologists and professionals of e-learning that developments in instruction based on advanced data innovations ought to *not supplant conventional shapes of instruction but to complement them.* Undoubtedly, formal, conventional instruction - whether at school, college, or at the college level - could be a steady framework, cemented by an interconnected set of rules, requirements, understandings, strategies for creating educational module, organizing and supporting the instructive prepare, guaranteeing the correct quality and viability of it comes about, i.e. everything that stands up to any outside changes. We suggest that "mixed learning", which includes "combining genuine learning" face-to-face with an instructor within the classroom and intuitively opportunities is the most in demand form of education. Therefore, the study aims to define and evaluate effectiveness of blended learning opposed to fully online MOOCs. The benefits of Blended learning are proven by carrying out a survey and observation among first year students and analyzing the feedback from them.

As of now, the innovation in request is the "versatile learning" innovation, which permits the utilize of instructive data from individual computerized gadgets (smartphones, tablets, etc.). When educating online, instructors utilize such innovation as the "Course Administration Framework". This innovation comprises of apparatuses (computer program) that give the educator with the opportunity to plan instructive courses and put them online. Of great significance in advanced learning is the e-learning framework, which has different applications-innovations and forms that empower understudies to utilize instructive materials.

MOOCs

In the modern scientific and methodological literature devoted to the problems of e-learning development, the attention of researchers, as a rule, is still focused mainly on discussing and analyzing the ways and methods of using various information technologies and Internet services in the educational process, and not those new didactic opportunities that these technologies and services provide-they're being insulted. At the same time, it should be noted that e-learning itself is increasingly being considered as a specific integrated didactic system based on the use of distance learning technologies. The emerging rethinking of the role and place of modern information technologies in further improving the innovative aspects of e-learning has become possible thanks to the emergence and rapid development of "massive open online courses" (MOOC). MOOCs have firmly entered the main professional lexicon of modern e-learning in higher education and therefore deserve more detailed consideration and evaluation.

In the professional literature, the opinion is mainly supported that for the first time the "MOE movement" originated in Canada in 2008 and quickly spread to the United States and other developed countries. In addition to the Massachusets Institute of Technology, which initiated open access to its own electronic educational resources back in 2001 (the OpenCourseWare project), other key adaptors of its own e-learning systems and electronic educational resources (ESR) supported by them to the tasks of the MOE were Stanford University, Duke University, the University of Pennsylvania, the University of Michigan, the London Open University and the University of Edinburgh. Each of them has made a certain contribution to the development of the MOE as an innovative form of presentation of electronic educational content.

While these, as well as some other universities, were engaged in research on a new form of delivery of educational content, including issues of training specialists, the development of specialized software and learning technologies, etc., a number of commercial companies actively filled the emerging gap in distance education services for a wide range of users armed with modern information technologies and numerous software Internet applications.

As a result, several successful independent MEP projects, such as Udacity, Coursera, EdX, Udemy, FutureLearn, NovoEd, Open2Study very quickly became the focus of attention of both the academic and media public sphere, collecting a wide range of opinions, ranging from enthusiastic approval [6]. At the same time, it should be emphasized that such close attention to the MOE, observed in the academic press,

automatically means that their significance is perceived differently by different specialists. Some of them believe that "mass courses", first, provide unique opportunities for the diversification of university education, while others focus on the possibilities of forming global self-organizing student communities with the help of the MOE, sharing the proposed educational ideas, resources, and best practices. Still, others consider the MOE mainly as a tool that significantly expands access to education.

However, fully online courses provided as MOOC platforms despite having many positive sides does not allow students to fully immerse into the education process as it heavily relies on students' ability of concentration or the lack of thereof. It claimed that going fully online deprives the students of sense of the classroom community and it does not engage students to the collaborative environment. Many students having MOOC courses on fee-based platforms have self-motivation challenges which is in turn is an obstacle in the pursuit of educational goal [7]

Blended Learning. The educational paradigm has changed its direction, but at the same time, there is a need to preserve and improve the quality of education. With the introduction of new technologies in the past 20 years educational processes transformed from the traditional format to fully online format. The emergence of new technologies boosted the development of ways of education throughout the world. *Blended learning* is seen as the middle ground between the traditional and online formats as it is a combination of traditional forms of classroom learning with elements of e-learning, which uses special information technologies such as computer graphics, audio and video, interactive elements etc. The learning process in blended learning is a sequence of phases of traditional and e-learning, which alternate in time.

Blended learning as practice shows, despite being actively introduced into the educational process is still rather a new approach in learning. In fact, blended learning has not been mentioned before the beginning of the XX century. The technology of blended learning is no in demand all around the world right now. It has boosted in the past few years with spread of COVID pandemic which led to the search of a satisfactory formats of teaching without putting at risk the academic achievement of students and health.

The informatization of society gives a powerful impetus to the development of innovations in the educational process of higher schools. Teaching is moving to another level, new technologies are emerging in teaching, striving to optimize the educational process in terms of reducing the classroom load and increasing the share of independent work of students, while trying not only not to lose the quality of education, but also to make it better. Researchers and scientists considered the issue of education development and concluded that within the framework of the new educational paradigm, the most effective learning format will be Blended Learning.

Blended Learning is considered one of the most effective both in Kazakhstan and abroad. Kazakhstan's Ministry of Higher education prompted the educational institutions on the compulsory and higher-education levels to shift the educational process into the fully online format at the beginning of the pandemic and then to half online and half traditional format, the letter is exercised until today. As it is early to

make firm conclusions if the Blended learning has proven itself as the ideal option for educating process, nonetheless it has not proved itself otherwise as teacher all over the world both at schools and tertiary education environments continue to distribute the knowledge. The research such as case studies, surveys, comparative studies carried out by authors throughout the past twenty years indicated that blended learning format is the promising direction for education [8]. The effectiveness and convenience of the mixed educational environment was discussed in the study carried out by Knine and Lourdusmay [9] the educational course which was delivered in the "blended" way as a compilation of fac-to-face and online classes with the use of multimedia. The study involved 250 students who gave feedback on the process of learning through the blended approach the overall outcome revealed that students were satisfied with this approach both for academical and non-academical reasons. It is noted that the success of mastering the material depends on student's motivation and discipline. Mixed learning models have been established, each of which can be used in the educational process. In Kazakhstan, blended learning has common goals: improving the quality of teaching, increasing the flexibility and accessibility of courses, and more rational use of funds and resources. As an example, the use of the multifunctional electronic platform Moodle was given, which allows the teacher to quickly adjust the educational direction of students through the provided tools.

So, among the advantages of blended learning, there is an opportunity for each student to choose a convenient learning format. Everyone can plan and understand what results from this training should bring. Below we will talk about the fact that e-courses allow students to see the goals, objectives, and future results of mastering the discipline. Training, at the same time, is equipped with the necessary tools that optimize the process. The time and financial costs of training are reduced without losing the advantages of the traditional approach.

Methods and materials
The methods of study are: 1) theoretical: analyses of literature on e-learning and ways of using various information technologies and Internet services in the educational process; 2) empirical: observation, survey, questioning.

Students of AITU of the first year were having blended-mode learning through the trimester consisting of 10 weeks and they have been observed by teachers. Three fifty minutes face to face lessons (synchronous lessons) were conducted in conventional mode with a teacher. During the first lesson teachers explained the new material to students, and other two lessons were dedicated to in-class practice. Students had two quizzes on the fifth and tenth weeks subsequently.

Two independent self-study lessons (which are called asynchronous subsequently) were assigned on electronic educational portal with step-by step instructions and a link to a material comprehension quiz. Students were told that getting less than half of the answers right for one quiz got them one class missing mark. According to syllabus rules when student gets more than 30% of classes as "absent" that student is not allowed to pass exams and automatically retakes the course. The deadline for each independent study tasks were the Sunday midnights of

each week. So, students had the motivation to complete the asynchronous (independent study) assignments with full seriousness and determination. The survey was arranged to track the satisfaction with blended-learning mode and as result hundred percent of students were satisfied with blended mode. Students were asked about the reason for blended learning mode approval. At the end of the trimester students did a survey on the effectiveness of the blended learning and a hundred percent of students stayed satisfied of the blended mode of learning. Students were provided with a task to answer the following questions to assess their challenges when completing the tasks asynchronously as following:

-approximately how long they had spent on each activity
-if the material for self-study was difficult or easy to comprehend
-how would they assess their academic achievements between blended learning, online and face-to-face learning.
-if they lack the sense of the classroom interaction (open ended question).
The observations were made by the teachers on the following variables:
-the participation of students on the online lessons via tools as MS Teams and Moodle platform.
-The interaction in activities between students
-The comprehension of the material presented by the teacher.

The course was aimed at helping students to focus on basic skills in academic writing, reading, listening, and speaking with an emphasis on the rules of academic English style, research and academic vocabulary and academic language use so that the students can successfully apply their knowledge and skills gained in the course in other subjects, demonstrate their Academic English language competence (citing sources, appropriate use of grammatical structures and vocabulary etc.), and successfully accomplish the Astana IT University coursework assignments. Based on the aims the following competences were identified to be developed in students:

Table1 - Competences, skills, and course outcomes

Skills & Competences	1. Reading and understanding a range of authentic texts
	2. Listening to lectures, presentations and interviews
	3. Participating in group discussions
	4. Accessing and taking part in informal discussions
	5. Writing academic texts
	6. Recognizing and using academic grammar and vocabulary
	7. Developing self-study skills
	8. Developing research skills and critical thinking
	9. Developing self and peer evaluation skills
Course Learning Outcomes:	By the end of this course, students should have developed the following results: **Reading outcomes:** • Read academic texts and identify text types, the structure and the purpose of texts • Read academic texts and understand the general idea and specific information • Apply critical reading skills **Writing outcomes:** • Write summaries of academic literature • Know the key components of an Academic Essay, including: - How to construct effective Thesis statement - How to build clear topic sentences

	- How to paraphrase and how to conclude your essay **Listening outcomes:** • Listen and follow a range of formal and informal discussions in academic contexts • Listen and follow lectures and presentations • Take notes from aural input for further study purposes **Speaking outcomes:** • Participate in formal and informal classroom discussions and conversations • Ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions • Interact with peers to give and receive constructive feedback

The assessment rubric for the students' graded assignments in the traditional educational format encompassed the following competences:

Table 2 - Assessment rubric based on the gained competences, skills and knowledge.

Letter Grade	Percentage	Speaking Criteria	Writing Criteria
A	95-100	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.
A-	90-94	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.
B+	85-89		
B	80-84	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.
B-	75-79	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence
C+	70-74		
C	65-69	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".
C-	60-64		
D+	55-59		
D	50-54	Can produce simple mainly isolated phrases about people and places.	Can write simple isolated phrases and sentences
FX	30-49		
F	0-29		

As a part of Blended learning's online lessons students were given for self-study presentations with lesson materials based on the De Chazal, E., & Moore, J. (2021). *Oxford EAP: A Course in English for Academic Purposes* (Advanced/C1, B2

by Oxford University Press) and Paterson, K. (2017). *Oxford Grammar for EAP by* *(*Oxford University Press). The lesson materials included vocabulary and grammar tasks within the framework of Academic English. Having studied the materials independently students were to take the MS Teams Quiz consisting of 10 questions each week. If students got lower than 50% of answers correct- students attendance rate decreased as students got marked as 'absent'.

The results of the quiz taken by students interpreted as follows:

Table 3 - Asynchronous quiz results interpretation rubric.

	Quiz results	Interpretation of results
1	5-10	Comprehended the material at a level sufficient to interpret and critically analyze with subsequent application of the acquired knowledge and competences.
2	0-4	Requires one or more revision of the lesson material. Student did not comprehend material on the sufficient level to complete the assignments and can not apply the gained knowledge freely.

Results

At the first stage was done the following:

• a theoretical analysis of the implementation of e-learning tools in teaching at universities.

• comparing different tools

• observation

• questionnaire

The result of the study shows that blended learning is highly effective even though the observations made by teachers during the lessons which were carried out synchronously showed that students synchronous attendance rates were higher that at asynchronous ones. Observations made during 10 weeks of study have found that students attendance rate dropped by 7% since by the end of the course [picture 1]. Although, their attendance did not influence the academic performance rate as all the sessions were recorded and place in cloud storages. Students had the opportunity to review materials later.
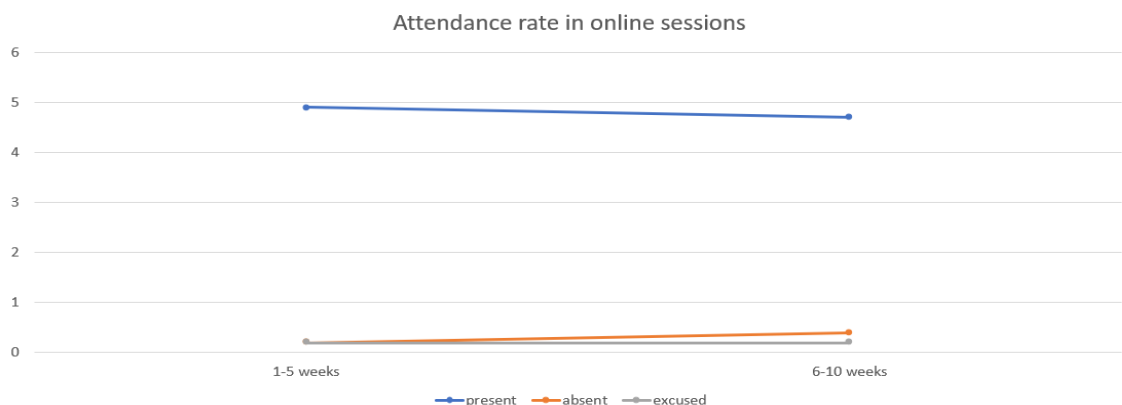
Picture 1 - Attendance rate in online sessions

As for the academic performance rate students did not demonstrate the dramatic drop in achievements. The grades students got for face-to-face lesson assignments and independent work of students correlated proportionally. The highest average grade ranged from 80 to 85 [picture 2].
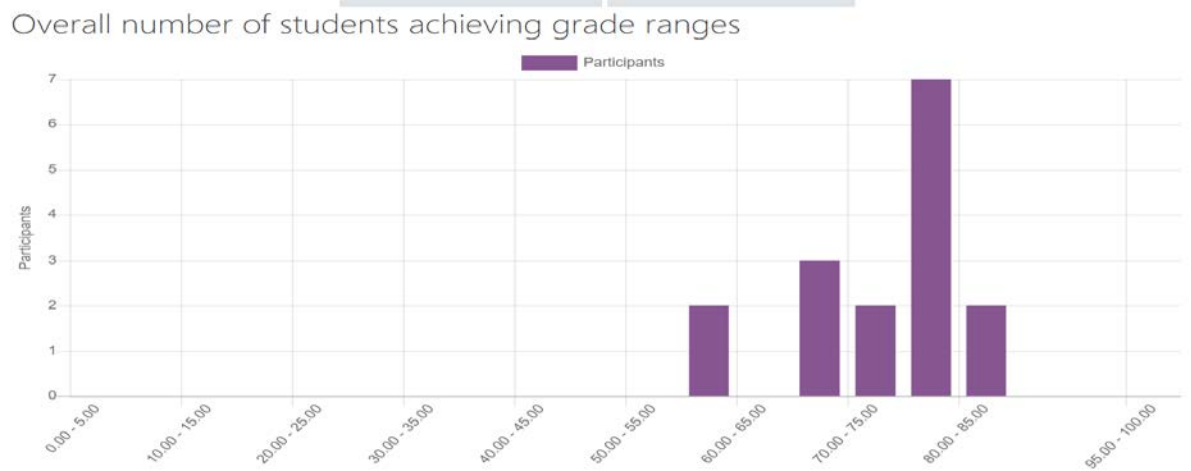
Picture 2 - Grade ranges at the end of blended learning course retrieved from Moodle platform

The survey was arranged to track the satisfaction with blended-learning mode and as result hundred percent of students were satisfied with blended mode. Students were asked open-ended questions also questions with optional answers were provided. The carried-out survey revealed that the most students stayed satisfied with the blended mode of learning for several reasons including [picture 3]:
- flexible time for completing the tasks
- the pace of the learning was up to student's choice
- they had the opportunity to revise the asynchronous materials whenever they had doubts on the proper comprehension of them.
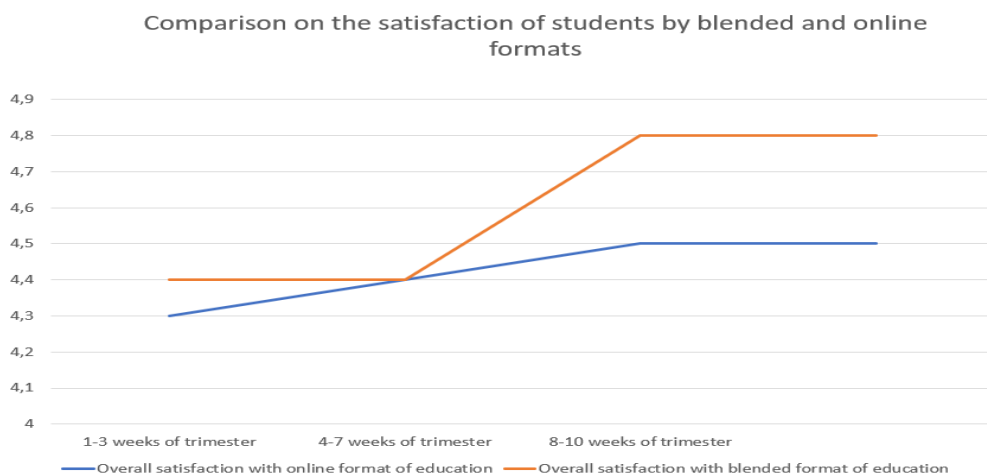
Picture 3 - Comparison based on survey with the satisfaction levels by two modes

Discussion

Although methodologically it is a challenge to assess the between the different aspects of learning process, carried out surveys shed a light of clarification on the learning process. The analysis of the answers allowed to conclude that the blended (online and face-to-face) learning environments provide students with a wider range of opportunities to interact with each other and with their teacher. In the mixed learning mode environments students, did not lack the socialization, sense of connection with others, or academic development, thereby exhibiting a stronger sense that educational goals are achieved by membership in a community. Technology and teaching complement each other. Communication with the teacher can be carried out almost constantly. The teacher exercises individual control over the training. At the same time, without creating an additional burden for yourself due to the tools provided by electronic systems. Among other things, mixed learning contributes to the natural development of modern means of work organization and communication by students. Electronic platforms also integrate online and offline educational and methodological content for multiple uses. Thanks to the use of electronic platforms in teaching, the flexibility of the educational direction is realized.

Therefore, it is sufficient to say that blended learning environment doesn't harm the educational process rather supplements it and gives both students and teachers the opportunity to have classroom discourse interactions to match with the independent online studies which in turn contributes the academic success of the students the same way as the traditional format of education.

Conclusion

The conducted study showed that the so called "middle ground" has proven itself once again. By "middle ground" we mean Blended learning mode. However, despite all the advantages of blended learning, it is worth mentioning the challenges that still need to be resolved soon. The success of mastering the material depends on the student's motivation and discipline. Constant access to educational results, that is, the opportunities acquired by students after completing the course, allows them to motivate them for further training. Tests for self-control and preparation for the classroom are also available on Moodle. The teacher, thanks to this form of testing, can get instant results and correct gaps in the educational direction of students in time.

As we have already said, the number of independent work students is gradually increasing. Blended learning responds to this trend and reduces the number of classroom sessions through systematic substitution of types of interaction in an electronic environment. So, the classroom lecture is replaced by a lecture in an electronic environment with testing, video materials, work with information. Admission to laboratory work is carried out through an electronic environment. Practical group tasks can be performed in the same environment.

To sum up, it is evident that the experience of implementing blended learning technologies both in Kazakhstan and abroad show positive results, most students react positively to Blended Learning, which is confirmed by their educational results.

In the future, mixed learning technologies will be developed and implemented in all higher educational institutions. As the practice of rapid implementation of the technologies under consideration shows, the problems we have identified will be rapidly resolved. Thus, considering the practice of using blended learning in universities allows us to say that Blended Learning gives the university an increase in the quality of education, an increase in resource efficiency, the teacher - optimization of work, liberation from routine, the student - involvement in the learning process through new communicative educational models.

REFERENCES

[1] Yavuzalp N., Bahcivan E. A structural equation modeling analysis of relationships among university students' readiness for e-learning, self-regulation skills, satisfaction, and academic achievement. //Research and Practice in Technology Enhanced Learning. – 2021. – №16 (1), article #15.

[2] Barnett R. Conditions of flexibility: Securing a more responsive higher education system. – Higher Education Academy, York, UK. – 2014. – 88p.

[3] Orr D., Luebcke M., Schmidt J.P., Ebner M., Wannemacher K., Ebner M., et al. From lines of development to scenarios Higher education landscape 2030: A trend analysis based on the AHEAD international horizon scanning. – Springer International Publishing, Cham. – 2020. – pp. 5-24

[4] Barnett R.. The Philosophy of Higher Education. – 2021. – Access mode: URL: https://www.taylorfrancis.com/books/mono/10.4324/9781003102939/philosophy-higher-education-ronald-barnett [Date of access: 10.11.2022]

[5] Hrastinski S. What do we mean by blended learning? – TechTrends. – 2019. – pp. 1-6.

[6] Pappano, L. The year of the MOOC. The New York Times. – 2012. – Access mode: URL: http://www.nytimes.com/2012/11/04/education/edlife/massive-open-onlinecourses-are-multiplying-at-a-rapid-pace.html?pagewanted=all&_r=0 [Date of access: 01.11.2022]

[7] García Espinosa B.J., Tenorio Sepúlveda G.C., Ramírez Montoya M.S. Self-motivation challenges for student involvement in the Open Educational Movement with MOOC. – Int J Educ Technol High Educ. – 2015. – №12. – pp. 91–103. Access mode: URL: https://doi.org/10.7238/rusc.v12i1.2185 [Date of access: 06.11.2022]

[8] Bliuc A.M., Goodyear P. & Ellis R.A., Research focus and methodological choices in studies into students' experiences of blended learning in higher education. *Internet and Higher Education*. – 2007. – №10. – pp. 231–244

[9] Khine M. S., & Lourdusamy A. Blended Learning approach in teacher education: combining face-to-face instruction, multimedia viewing and on-line discussion. British Journal of Educational Technology. – 2003. – №34(5). – pp. 671−675

ШЕТ ТІЛІН ОНЛАЙН ЖӘНЕ ДӘСТҮРЛІ ФОРМАТТА ОҚЫТУ ТИІМДІЛІГІНІҢ САЛЫСТЫРМАЛЫ ТАЛДАУЫ

*Зырянов В.К.[1], Смагулова М.М.[2], Жаксылыкова А.Б.[3]

*[1]магистр, аға оқытушы, Абылай хан атындағы ҚазХҚжӘТУ, Алматы, Қазақстан, e-mail: forvladislav@mail.ru.

[2]магистр, аға оқытушы, Астана IT Университет, Астана, Қазақстан. e-mail: moldir.smagulova@astanait.edu

[3]магистр, оқытушы, Абылай хан атындағы ҚазХҚжӘТУ, Алматы, Қазақстан. e-mail: a.zhaxylykova@gmail.com

Аңдатпа. Заманауи әлем адамзаттың қызмет атқару өрісінің барлық салаларына әсерін тигізіп, қарқынды дамуда. Білім беру жүйесі де бұдан тыс қалмады. Осыған байланысты бүгінгі әлемдік жағдай жоғары білімнің өріс алып, дамуына өз шарттарын талап етеді. Осындай шарттардың бірі арнайы ақпараттық-коммуникативтік тұғырнамаларды қолдану арқылы жүзеге асатын білім беру жүйесі болып табылады. E-learning қазіргі уақытта білім беру үдерісін дамытудың тиімді катализаторларының бірі болып табылады. Бұл көбінесе деректердің және коммуникациялық жетістіктердің өнертапқыштық сипатына байланысты, соның негізінде бүгінгі күні электрондық оқыту жасалуда. E-learning оқытудың көптеген формалары бар және қазіргі электрондық оқыту - бұл әлі тұрақты термин ретінде анықталмаған, әлдеқайда дамып келе жатқан тұжырымдама. Білім берудің бұндай жолы оның артықшылықтары мен кемшіліктерін есепке алуымен бірге коронавирус індетінің кезінде белсенді түрде қолданылды. Мақалада аралас оқытуды білім беру үдерісіне енгізу қарастырылған. Мақаланың мақсаты – 1 курс студенттерінде аралас оқыту инновацияларын оқу үдерісіне енгізу мәселесін қарастыру. Толық онлайн курстар мен кәдімгі білім беру форматы арасындағы авторлар аралас оқыту қазіргі уақытта оқытудың оңтайлы әдісі болып табылады деп анықтады. MOOC және Blended learning сияқты электрондық оқыту режимдері арасында қолданылған салыстырмалы талдау нәтижесінде MOOC аралас оқыту сияқты тиімді емес деген қорытындыға келді. Зерттеудің әдістемелік негізі студенттер арасында жүргізілген сауалнама болды. Сауалнама студенттердің бетпе-бет және толық онлайн режимдерімен салыстырғанда аралас оқытуға қанағаттануын бағалау үшін егжей-тегжейлі сауалнаманы қамтыды. Аралас оқыту арқылы оқушыларды білім беру процесінде жеке ілгерілеуге және өзін-өзі анықтауға көндіретіні анықталды.

Тірек сөздер: араласқан оқу форматы, ЖОО, электронды оқу, электронды білім платформасы, онлайн оқу, ЖАОК, аралас оқу технологиялары, жоғары білім

СРАВНИТЕЛЬНЫЙ АНАЛИЗ ЭФФЕКТИВНОСТИ ОНЛАЙН И ТРАДИЦИОННОГО ФОРМАТОВ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

*Зырянов В.К.[1], Смагулова М.М.[2], Жаксылыкова А.Б.[3]
*[1]магистр, ст. преподаватель, КазУМОиМЯ им. Абылай хана, Алматы, Казахстан, e-mail: forvladislav@mail.ru.
[2]магистр, ст. преподаватель, Астана IT Университет, Астана, Казахстан, e-mail: moldir.smagulova@astanait.edu
[3]магистр, преподаватель, КазУМОиМЯ им. Абылай хана, Алматы, Казахстан, e-mail: a.zhaxylykova@gmail.com

Аннотация. Современный мир развивается довольно стремительно, влияя абсолютно на все сферы деятельности человека. Исключением не стала и система образования. Сегодняшние реалии диктуют свои условия для существования и функционирования высшего образования. Одним из таких условий является образование с применением специальных информационно-коммуникативных платформ**.** Электронное обучение на сегодняшний день является одним из эффективных катализаторов развития образовательного процесса. Это часто в основном связано с изобретательским характером данных и коммуникационных достижений, на основе которых создается современное электронное обучение. Электронное обучение имеет много форм, и современное электронное обучение является довольно развивающейся концепцией, которая фактически еще не определена как устойчивый термин. Активное применение такого вида образования со всеми его плюсами и минусами пришлось на период пандемии коронавируса. В статье рассматривается внедрение смешанного обучения в образовательный процесс. Цель статьи –

рассмотреть опыт внедрения инноваций смешанного обучения в образовательный процесс у студентов первого курса. Между полностью онлайн-курсами и традиционным форматом обучения авторы отмечают, что оптимальной формой обучения в настоящее время является смешанное обучение. В результате сравнительного анализа, который был применен между режимами электронного обучения, такими как MOOK и смешанное обучение (Blended Learning), был сделан вывод, что MOOK не так эффективны, как смешанное обучение. Методологической основой исследования послужило анкетирование студентов. Опрос включал подробную анкету и обзор учебного процесса преподавателями для оценки степени удовлетворенности студентов смешанным обучением по сравнению с очным и полностью онлайн-режимами. Выявлено, что посредством смешанного обучения учащиеся склоняются к индивидуальному продвижению и самоопределению в процессе обучения.