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FEATURES OF PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF THE EDUCATIONAL PROCESS IN CONDITIONS OF MIXED LEARNING

In recent years, the education sector has received numerous challenges caused by external objective reasons – the pandemic and the state of war, which forces the educational process to be transformed, and all its participants to adapt to forced changes. In order to ensure the safety of the participants in the educational process, training takes place in various formats: face-to-face, remote and mixed, each of which involves the creation and maintenance of specific organizational conditions and psychological-pedagogical support in order to be not only safe, but also high-quality. The educational institution chooses the form of education independently depending on the conditions of operation.

The article analyzes the positive sides and disadvantages of the mixed education system, advantages over the distance form. Various models of implementation of such a system and prerequisites for their implementation are described. Teaching strategies in mixed learning conditions are systematized: visualization, cooperative learning, differentiation, behavior management. The educational institution is considering a variant of the mixed learning model at the stage when the distance technologies available in it do not fully satisfy the needs of the participants of the educational process and the need for optimization and transition to the system level is ripe.

Blended learning differs from the distance form of organizing the educational process because it involves live communication for its participants. At the same time, the implementation of blended learning is not a mechanical process of bringing selective types of educational interaction or individual educational components to the online environment, but the correct planning of the use of real and digital educational

environments in order to most effectively meet the needs of education seekers. At the same time, the role of the teacher is changing, and the relationship between the participants of the educational process is being transformed.

There are different models of implementation of blended learning. The majority of educational institutions choose a combination of face-to-face and remote form of organization of the educational process, and the implementation has differences at different educational levels. For example, in preschool education institutions, the forced use of the remote form leads to an increase in the participation of parents in the process of children's education, and accordingly, parents need advisory support, certain pedagogical and psychological knowledge, and systematic support. In particular, alternative means of communication and resources should be recommended to parents. In the case of a mixed form of education, it is necessary to observe the sanitary and hygienic requirements of working with various gadgets.

Educators-researchers distinguish the following teaching strategies in conditions of mixed learning:

1) visualization: educational content is presented in the form of photos, videos, audio files using modern media (interactive whiteboards, tablets, PC monitors) and direct observation (excursions, experiments);

2) cooperative learning: work in pairs, work in groups both face-to-face and in remote synchronous mode; when communicating, students express their conclusions and ideas, receive feedback from fellow students, thanks to which they acquire communicative competence, critical thinking skills and teamwork;

3) differentiation: offering tasks of different complexity to education seekers depending on their level of training and the need for its correction (improvement); it is traditionally implemented face-to-face with the help of differentiated tasks on separate worksheets or the creation of separate workplaces for different groups thanks to the mobile transformation of the educational space; in the online format, it is easily implemented thanks to the submission of tasks both in online groups and individually (using the possibilities of zoom, classroom, google forms, etc.); adaptive materials are effective;

4) behavior management: the strategy is crucial for attracting respect to the learners and providing everyone with an equal chance to reveal their full potential; self-control of the students of education becomes important.

The management of the educational institution must take into account the human factor, because the transition to a mixed format increases the burden on the teacher, especially when it is necessary to work simultaneously in two formats (face-to-face and remotely).

In the system of mixed learning, the use of integrative models becomes particularly productive. Scientists interpret psychological-pedagogical support as an integrative technology of pedagogical support and psychological assistance for education seekers and connect it with a personally oriented model of education. The idea of integrating various means of psychological influence lies in the essence of personally oriented pedagogy. Many researchers describe the disadvantages, negative and positive aspects of blended learning. Among the shortcomings, the dependence on the reliability and relevance of technical means of education is mentioned. This way of organizing the educational process is based on the following values: responsibility; mutual trust and respect, integrity. A number of studies have shown that a properly organized mixed form of education increases the motivation of education seekers to acquire knowledge, and therefore improves the effectiveness of education. Thus, from the experience of implementing a mixed education system in educational institutions of various levels, it is important: 1) a priori desire to change the organization of the educational process in those who teach and in those who study; 2) to change the approach to teaching and learning (in the philosophical, organizational, methodical and technological sense), 3) to take into account the individual needs of education seekers using all available resources; 4) use intermediate control to correct and prevent disruptions in the educational process. This system of organization of the educational environment has advantages (flexibility, autonomy of the student of education, increase of his educational motivation, improvement of information competence and development of soft skills of the participants of the educational process) and at the same time technical (provision of modern digital technology) and personal (level of responsibility and self-organization of students) risks education)

character. In mixed education, they began to actively use the capabilities of artificial intelligence. Researching the positive sides and highlighting the risks that such an innovation can lead to can become the direction of our next research.