

HYBRID TRAINING AS A GUARANTEE TO ENSURE CONTINUATION OF EDUCATION

The article refers to the study of the hybrid learning model, and presents the advantages of hybrid learning.

Based on the research, it is proposed to enshrine the hybrid education model in the RA Law on General Education, as a guarantee for the realization of the right to education and the continuation of education.

The application of the hybrid learning model will enable smooth transition to distance learning in force majeure situations, to ensure the continuity of education.

Keywords: education, training, hybrid learning, distance learning, continuing education, guarantee.

At present, one of the main priorities in human development policy is to ensure the quality, accessibility and efficiency of education, as it is education through which the strategic problems of the state can be solved, such as sustainable economic development, poverty alleviation, national security, democratic society and knowledge-based society.

There is a widespread understanding around the world that new approaches to learning need to be introduced to improve education systems. In order to ensure quality education, it is necessary to review the teaching-assessment methods, the roles of teachers and students in the educational environment.

The Republic of Armenia declares and guarantees the progressive development of the field of education as a key factor in strengthening the statehood. The guarantees of the right to education are enshrined in Articles 15, 38 of the Constitution of the Republic of Armenia, և 13 of Article 86.

The most important guarantee in the field of education is Article 38 of the RA Constitution, which states: "Everyone has the right to education."

It is very important today to create equal opportunities in the field of ensuring the right to education, so that education is related to human abilities and not to material wealth. According to the RA Law on Education, the Republic of Armenia ensures the right to education, regardless of nationality, race, sex, language, religion, political or other views, social origin, property status or other circumstances. "The state ensures the right to education through the normal operation of the education system, by creating socio-economic conditions for receiving education" (Article 6).

Since independence, the Republic of Armenia has adopted a number of laws¹, implemented a number of organizational measures to guarantee the right to education, to

¹ RA Law on Education (adopted on April 14, 1999), RA Law on Higher and Postgraduate Professional Education (adopted on 14.12.2004), RA Law on Preschool Education (adopted on 15.11.2005), RA Law on Education of Persons with Special Educational Needs (adopted on 25.05.2005), RA Law "On Primary Vocational (Vocational) և Secondary Vocational Education" (adopted on 08.07.2005), RA Law on State Education Inspectorate (adopted on 15.11.2005), RA Law on General Education (adopted on 10.07.2009):

ensure the regulation of the education sector in new conditions. The issues of state policy in the field of education have changed significantly. If in the first years of independence the main task was to maintain the existing education system in the conditions of economic crisis and blockade, to ensure the further development of the education system, then, due to the coronavirus (Covid-19) epidemic, the 2020 declaration of state of emergency in the Republic of Armenia, after the decision of the Government of the Republic of Armenia N 298-N of March 16, 2006, one of the most serious issues of the state policy in the field of education was to ensure the continuity of education by creating equal opportunities. Naturally, the only solution to the problem in this situation was the organization of distance learning.

Moreover, if in the case of universities the law related to the implementation of distance learning was regulated by law², then there was no legislative basis for the implementation of distance learning under the RA Law on General Education.

First of all, it was necessary to provide a legal basis for distance learning in secondary schools. The RA Law on Making Amendments to the Law on General Education, adopted on March 6, 2020, defined the legislative bases for distance learning, on the basis of which Order No. 09-N of May 20, 2006 by the Minister of Education and Science 2020 approved the "Procedure for organizing distance (online) education in general education institutions", Article 8, which guarantees the continuity of education through the implementation of distance learning, both in case of emergency in force majeure (paragraph 8 (2)) and in a number of cases: if the institution does not have a specialist in the relevant subject, until the filling of the vacancy of a teacher on a competitive basis (sub-item 1 of item 8)); for parents (legal representatives) who have worked in diplomacy or children temporarily staying with parents (legal representatives) in foreign countries, if the right to education has not been exercised in that country, for children who need long-term treatment that makes existing education impossible; for children who take part in international subject or sport Olympiads or tournaments and are often absent from the country; for those who have to take external exams to obtain a basic or secondary education diploma; for children of families living in the Diaspora, as well as those living in the Diaspora wishing to return to the Republic of Armenia, who intend to master basic programs for inclusion in general education in the Republic of Armenia through additional education (sub-items 3-7 of point 8).

Thus, in the context of guaranteeing the right to education, as well as ensuring the quality of education, the use of distance technologies is imperative. The availability of information and communication technologies (ICT) allows to continue learning when face-to-face communication is no longer possible. However, in order to ensure the effectiveness of teaching, it is necessary for both teachers and students to be familiar with information technologies and their application.

To assess the readiness of teachers and students for online lessons, it is necessary to find out how often these technologies were used in the classroom before the crisis.

First of all, it should be noted that the possibility of using ICT is fixed in the legal sphere. In particular, Article 5, Point 4 of the RA Law on General Education stipulates that the state guarantees the promotion of creative work in educational institutions, ensuring the principle of priority of students' analytical and critical thinking, independent acquisition and application of knowledge, and the priority principle of skill improvement in information technologies. In order to ensure the application of the mentioned principle, ICT is defined as a

²Article 10 of the RA Law on Higher Postgraduate Professional Education, Article 1 of the Procedure for Distance Learning of Higher Postgraduate Professional Professions.

part of the content of general education programs by the 4th sub-item of the 15th point of the "Procedure for the formulation and approval of the state standard of general education" approved by the RA Government Decision N 136-N of February 4, 2021:

2nd sub-point of the 33rd point (c) stipulates that "Information and communication technology education in 2-6 school classes for is presented in a separate or integrated curriculum that enables the use of digital devices and programs, in school classes 7-12, through the study of applications, a separate subject that develops the necessary computer skills that meet the needs of life and future education, work activities".

However, the challenges posed by the epidemic crisis have shown that one in five students is unable to use information technology or has no access to digital learning tools or the Internet. In addition, there is no common platform for organizing training, no set of tools, the teaching staff does not have the necessary level of skills in the use of ICT³:

Although schools have done a great deal to distance learning, school leaders acknowledge that there is huge work to be done to ensure the participation of all students in the learning process.

Results from Teaching and Learning International Survey (TALIS) show that 56% of teachers in OECD⁴ countries have reported that the use of ICT for teaching purposes was included in their formal education or training. 67% of teachers felt that they could support student learning through the use of digital technologies (e.g. computers, tablets, smart boards)⁵.

The use of ICT for teaching purposes is not enough to ensure effective distance learning. Indeed, as learning technologies are characterised by a rapid pace of change, it is imperative for teachers to get continuous training. 60% of teachers in OECD countries have reported that ICT skills for teaching were included in their professional development activities. At the same time, 18% of teachers have reported a high level of need for professional development in ICT skills for teaching.

In Finland, for example, 20% of principals have reported that the lack of digital technologies is hampering quality education. Insufficient internet access was also registered.

Data from the 2018 cycle of the Programme for International Student Assessment (PISA) provide further insights into schools' capacity to enhance teaching and learning using digital devices. According to that information, in OECD countries, 54% of students were enrolled in the schools where an effective online learning support platform is available.

The coronavirus crisis forces us to radically reconsider teaching approaches, to think "outside the box", to come up with innovative and pragmatic solutions to ensure the continuity of distance education.

Moving to online environment is not just about distance learning, it is about introducing solutions that enable students and pedagogues to use educational technologies smoothly when needed. Because the future is still uncertain, we need a systematic, sustainable approach to overcoming any unpredictable circumstances. There is a growing demand for information and communication means in the educational process in the world today, the

³ <https://escs.am/files/files/2020-07-08/7d2cd52ba1106d36cc35bdf5eaabc0ee.pdf>

⁴ The Organisation for Economic Co-operation and Development (OECD) is an intergovernmental economic organisation with 38 member countries, founded in 1961 to stimulate economic progress and world trade.: <https://www.oecd.org/about/document/ratification-oecd-convention.htm>

⁵ https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&as_ylo=2022&as_vis=1&q=member+countries+of+teaching+and+learning+international+survey&btnG=

demand for hybrid (combined or mixed) format classes, when some of them are held in the classroom, and some online.

Hybrid learning, which incorporates elements of both online and traditional education, is a new direction in education. This type of training combines the benefits of both traditional and face-to-face online education.

Hybrid learning is a relatively "young" term coined by foreign researchers. In particular, Pete Sharma, Curtis Bonk, Barney Barrett, Martin Oliver first tried to define the concept of "hybrid learning", and then to implement the idea of this model in science.

Initially, hybrid learning was considered as a learning method based on e-learning technology. It was mainly used in large teams whose employees needed professional training.

The first results of the application of the hybrid learning model in educational institutions appeared in Randy Gerson's and Norman Vogan's «Blended Learning in Higher Education: Framework, Principles, and Guidelines»⁶, Curtis Bonk's and Charles Graham's Global perspectives, local designs»⁷ manuals.

"Blended Learning System" by Curtis Bonk and Charles Graham means learning systems that are a synthesis of face-to-face learning and computer learning:

Russian researchers have tried to define this model. For example, by Yu. Mishota "mixed learning" is means "mixed course", which "combines real-time e-learning with face-to-face learning"⁸. According to other authors, "hybrid learning" is a combination of both traditional and e-learning formats⁹.

Foreign authors Chris Reed, Harvey Singh point out the undeniable advantages of this model and believe that it ensures the effectiveness of training, proper time management, and the ability to take an individual approach¹⁰:

In the last 10-15 years, hybrid education has not only gained significant popularity in the system of general and higher education, but also has become one of the most promising areas which many experts link the future of the education system to in the 21st century.

John Young, president of the University of Pennsylvania, US, believes that the combination of distance learning and face-to-face learning is the greatest, not yet fully accepted, trend in modern education¹¹.

In 2003 the American Association for Learning and Development considers blended learning to be one of the top 10 learning technologies based on a knowledge-based economy¹²:

According to the National Education Association of the United States, in 2000, about 45,000, in 2009 - 3,000,000, in 2011 - 4,000,000 students studied through distance learning

⁶ Garrison D. Randy. *Blended Learning in Higher Education: Framework, Principles, and Guidelines* / D. Randy Garrison, N. D. Vaughan; 1st edition, 1960.

⁷ Bonk C. J. *The handbook of blended learning environments: global perspectives, local designs* / C. J. Bonk, C. R. Graham. San Francisco: Jossey-Bass/ Pfeifer, 2006.

⁸ Мишота И. Ю. Применение «смешанного» обучения ("blended learning") в образовательном процессе в ВУЗах / И. Ю. Мишота // Сборник трудов Историко-архивного института: рецензируемый сборник научных трудов. М., 2012. Т. 39. С. 453.

⁹ Dede C., Ketelhut D. J., Whitehouse P., Breit L., McCloskey E. M. *A Research Agenda for Online Teacher Professional Development* // *Journal of Teacher Education*. 2009. Vol. 60. 1. P. 8–19.

¹⁰ Singh H. *A white paper: achieving success with blended learning* / H. Singh, C. Reed // *American society for training and development*, 2001.

¹¹ Young J.R. «Hybrid» teaching seeks to end the divide between traditional and online instruction. *Chronicle Of Higher Education*, 2002. Vol. 48, no. 28, pp. 33–34.

¹² Rooney J.E. *Blending learning opportunities to enhance educational programming and meetings*. Association Management, 2003, vol. 55, no. 5, pp. 26–32.

courses. In 2019 more than 50% of all high school courses are online¹³.

According to analysis on online learning strategies carried out by the US Department of Education, hybrid courses performed better than full face-to-face courses¹⁴.

Michigan schools enhance student academic experience by integrating online learning into school improvement programs to help meet student's special needs:

The Virtual University of Michigan (MVU) encourages school leaders to develop strategic plans that incorporate innovative models. The University has developed a Hybrid and Distance learning standards Manual to help school board members, administrators, teachers, parents, and others meet the needs of students¹⁵.

National education programs in Finland include training activities and research projects to develop ICT, e-learning, digital / media literacy skills in schools. In elementary and secondary schools, ICT is taught as a general tool for other subjects or as a tool for performing specific tasks in other subjects. For the purposes of ICT education, there are relevant acts that regulate the use of computers, electronic applications, information retrieval and the use of multimedia at both primary and secondary education [12]. Moreover, these acts stipulate that both teachers and students of the secondary school must use ICT in all subjects, both in the classroom and at home, when performing additional assignments.

The most important and difficult part of designing and teaching hybrid courses is the proper combination of face-to-face teaching and online teaching components. An effective hybrid course is not just adding a face-to-face component to an online course. The curriculum should take into account the content of the course, the interaction between students, as well as interaction between students and faculty.

The main advantages of the hybrid learning model are:

1. Innovation, new teaching approaches and tools;
2. Flexibility. the teacher can alter the material being studied and adapt it to the student's educational level;
3. Creative freedom of the teacher and possibility to transfer more information;
4. Active student participation and promotion of independence;
5. Opportunity to develop an individual approach to children.

The widespread use of online learning in the last decade has enabled educators to expand and deepen student learning through the use of new technologies while meeting the needs of a wider, multi-layered group of learners. In this sense, hybrid learning can be considered one of the most demanded and effective technologies in both schools and universities.

Based on the research, we conclude that it is necessary to enshrine the hybrid education model in the RA Law on General Education as a guarantee for the realization of the right to education and the continuation of education, to introduce a single remote platform, which will serve as a means of ensuring the acquisition of knowledge (test tasks, assignments, tasks, individual work, group work), transfer of materials, test of knowledge during the organization of the existing learning process. This will enable a smooth transition to distance learning in force majeure situations, to ensure the continuity of education.

¹³ *Great Public Schools for Every Student*. URL: www.nea.org. National Education Association [Электронный ресурс]:

¹⁴ <https://www.yaxisfoundation.org/blog/hybrid-courses-in-usa/>

¹⁵ <https://swsu.ru/sbornik-statey/onlayn-i-smeshannoe-obuchenie-v-ssha.php>

ՀԻՐՐԻԴՆԱՅԻՆ ՈՒՍՈՒՑՈՒՄԸ՝ ՈՐՊԵՍ ԿԸԹՈՒԹՅԱՆ ՇԱՐՈՒՆԱԿԱԿԱՆՈՒԹՅԱՆ ԱՊԱՀՈՎՄԱՆ ԵՐԱՇԽԻՔ - **ՀԱՍՄԻԿ ՍՏԵՓԱՆՅԱՆ** – Հոդվածում անդրադարձ է կատարվում հիբրիդային ուսուցման մոդելի ուսումնասիրությանը, ներկայացվում հիբրիդային ուսուցման առավելությունները: Արված ուսումնասիրության հիման վրա առաջարկվում է «Հանրակրթության մասին» ՀՀ օրենքում հիբրիդային ուսուցումը ամրագրել որպես կրթության իրավունքի իրացման, կրթության շարունակականության ապահովման երաշխիք:

Հիբրիդային ուսուցման մոդելի կիրառումը հնարավորություն կընձեռի ֆորս-մաժորային իրավիճակներում սահուն անցում կատարելու հեռավար ուսուցմանը և ապահովելու կրթության շարունակականությունը:

Բանալի բառեր՝ կրթություն, ուսուցում, հիբրիդային ուսուցում, հեռավար ուսուցում, կրթության շարունակականության ապահովում, երաշխիք:

ГИБРИДНОЕ ОБУЧЕНИЕ КАК ГАРАНТИЯ ОБЕСПЕЧЕНИЯ ПРЕЕМСТВЕННОСТИ ОБРАЗОВАНИЯ - **АСМИК СТЕПАНЯН** - В статье рассматриваются модели гибридного обучения, представлены преимущества гибридного обучения.

На основе исследования предлагается закрепить модель гибридного образования в в Законе РА "Об общем образовании" как гарантию реализации права на образование и преемственности образования.

Применение гибридной модели обучения позволит плавно перейти на дистанционное обучение в форс-мажорных ситуациях, обеспечить преемственность образования.

Ключевые слова: образование, обучение, гибридное обучение, дистанционное обучение, обеспечение преемственности образования, гарантия.