

TEACHING BLENDED LEARNING IN HIGHER EDUCATION

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Abstract: *We can see Blended learning as one of the significant selections to redesign and reproduce the higher education curriculum owing to several factors such as flexibility, individuality, participation, and provision of further advanced learning possibilities. The following paperwork will analyze both trends and challenges of blended learning in higher education. It highlights that learning management systems, social media, and many other tools have been developed to implement blended learning in higher education institutions. The future of blended learning in higher education will be more personalized, diverse, innovative, student-centered, and high-quality.*

Keywords: *Blended learning • Higher education • State • Trends*

INTRODUCTION

Blended learning is a modern teaching method that seeks harmony and balance between online and offline education, strongly emphasizing the experience of both teachers and students within the teaching process. Its primary purpose is to provide highly effective, qualified, and updated teaching models for use in the sphere of higher education. Due to tons of research conducted in this field, blended learning shifts the focus of education from teaching to learning stimulates students' enthusiasm for learning, makes them more actively engaged in learning activities, establishes flexibility in learning, and expands students' knowledge and skills. This article examines the present development of blended learning in higher education. To begin, it outlines the many types, features, and impacts of blended learning. The paper then addresses the future developments of blended learning in higher education in terms of individualization, learning methodologies, and educational democracy, based on an examination of its existing status.

The concept of blended learning was researched and implemented. In the article, the term blended learning is first thoroughly explained and described based on the researched sources. Secondly, the benefits and drawbacks of blended learning are highlighted, examined, and compared using research works on this subject. Thirdly, an e-learning system as a complementary part of face-to-face teaching is introduced and online publishing is analyzed. Furthermore, the exploitation of e-learning at the university is outlined. The implementation of the blended learning concept and methodology in foreign language teaching is demonstrated on a model course of academic writing. Furthermore, the evaluation and results of the blended learning course are based on evaluation forms completed by students. Blended learning undoubtedly contributes to the development and

support of more interactive strategies not only in face-to-face teaching but also in distance education. Developing activities linked to learning outcomes namely place focus on learner interaction, rather than content dis-semination. In addition, distance learning can then offer more information available for students, better and faster feedback, and richer communication between a tutor and a student. It offers more opportunities for communication (both face-to-face and online). Access to learning is one of the key factors influencing the growth of distributed learning environments. Students can access materials at any time and anywhere. Furthermore, they can proceed at their own pace. As a result, students will be more motivated and stimulated. The increased cost-effectiveness is particularly true for corporate systems where people are permanently busy and hardly ever can afford to attend face-to-face, full-time classes. However, blended learning enables them to after finishing their work, family, and other social commitments start learning. Also, institutions are constantly seeking ways to improve quality and save money. For example, blended learning is an asset for their distance learning courses or investment learning projects. However, there are some drawbacks (Čech, Klímová, 2003) that might contradict the above-mentioned statements. Blended learning is certainly time-consuming and demanding for creation, preparation, and evaluation. At random there might also occur problems with technology.

CONCLUSION

Surveys conducted on introducing blended learning into higher education, such as the faculty of Informatics and Management in Hradec Králové for language teaching, have found that teachers consider speaking and listening to be the most important skills to master (94% and 71% respectively) compared to reading (62%) and writing (49%). Most respondents agreed that it is beneficial for higher education institutions to use blended learning methods, despite the difficulties and challenges associated with it. This is highlighted by Rychtářová's research from 2003/2004, which showed a large focus on communication skills.

A LIST OF LITERATURE:

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