



IMPLEMENTATION OF THE SUBJECT-SUBJECT MODEL IN THE CONDITIONS OF MIXED LEARNING

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Abstract

Purpose: The article conducts the study implementation of the subject-subject model in the conditions of mixed learning. The article deals with the development of the subject-subject model in the conditions of blended learning.

Methodology: We have shown the important role of blended learning in the maintenance and development of the subject-subject model of interaction between students and teachers. The implementation of subject-subject interaction was considered on the example of the discipline "General and professional pedagogy", the electronic course of which is presented on the Moodle platform.

Result: To comply with the subject-subject model of interaction between the teacher and students, it is important to periodically monitor the developed electronic courses within the framework of blended learning. Therefore, the authors propose the criteria by which it should be carried out and the main stages of preparation of the course.

Applications: This research can be used for the universities, teachers and education students.

Novelty/Originality: In this research, the model of the subject-subject model in the conditions of mixed learning is presented in a comprehensive and complete manner.

Keywords: *professional activity, graduate, subject-subject relations, teacher, blended learning, competence approach.*

INTRODUCTION

In today's fast-paced world, information and communication technology has revolutionized education and learning, with today's e-learning being replaced by traditional teaching methods. On the other hand, research has shown that online e-learning has its own limitations and cannot completely replace traditional education (face-to-face). Most educational needs cannot be fully addressed by a teacher-based approach or an entirely online approach. Essentially, in order to achieve the required results, a combination of both approaches is essential. Therefore, despite the advantages and disadvantages of both educational methods, educational professionals try to combine different methods and believe that combining learning is an effective approach to solving these problems. Combined learning seems to be an effective approach to increasing the learning effectiveness, ease of access to educational materials, and increased cost-effectiveness, with the benefits of both the training approach (traditional and electronic). Also, due to providing different opportunities for learning, as well as increasing the attractiveness of education, the individual differences of the learners are also appropriately considered, since all people do not learn in the same way, and therefore, it seems necessary to use different methods for education ([Selomo & Govender, 2016](#); [Carreto et al, 2018](#); [Metsämuuronen, 2018](#)).

Modern higher education in Russia has been reformed and for several years has been carried out within the framework of the competence approach. As a result, we cannot ignore the features that have emerged as a result of its occurrence. Considering the construction of the educational process in higher education, many researchers note unusual for traditional learning subject-subject relations between teachers and students. The new strategy of training graduates has led to a qualitatively new type of interaction. Pedagogical tools, approaches, and technologies implemented in modern education focus on the formation of students' independence in the application of their knowledge in practice. The more practice in the process of studying any discipline in higher education, the more adapted to their future professional activities graduate. This tendency forces the teacher to learn a different type of behavior towards students than the recognized framework of traditional learning ([Merkibayev et al, 2018](#); [Ajalooeian et al, 2015](#); [Haghshenas et al, 2015](#)).

LITERATURE REVIEW

Subject-subject relations within the competence approach

The development of a new type of relations among teachers and students took place against the background of the spread of competence-based approach, approved by the framework of the requirements of the Federal state educational standards of the third generation. To identify their features requires an analysis of the specifics of the competence approach. The issues of the competence-based approach to the educational process were dealt with by scientists.

First, its goal is to ensure the quality of education by forming students' competencies that the future graduate will be able to independently apply in their professional activities. That is, the teacher does not just transfer the necessary amount of knowledge, skills, and abilities to the student, as it was before, but forces the student to independently extract the missing information to solve the tasks assigned to him.

Secondly, the competence approach allows individualizing the educational process through the use of computer technology and many others. Third, the idea of the competency-based approach is aimed at improving the interaction of graduates with the labor market, to improve their competitiveness.

We emphasize that the student is now an active subject of activity. And his position in relation to the teacher can be called equal, and the relationship as a whole – partner. The role of the teacher is shifting towards tutoring. It helps students to build their own educational trajectory, to align it. It can guide and prompt, but not provide a complete solution to the problem. This subject-subject model is designed to activate in student's initiative, creative component, and independence, which together allows you to prepare a graduate, adapted to professional activities. The task of the modern teacher (within the competence approach) is to form the ability of the student to engage in self-education and continue their education after graduation ([Garina et al. 2018](#)).

Thus, the framework of the competence approach aims students and teachers to work in special conditions, leading their interaction on the path of cooperation. Features of work in this mode and for students and teachers are still not fully disclosed. It is necessary to search for conditions under which such a model of interaction will best influence the formation of students as highly qualified professionals.

Blended learning in higher education

Blended learning in Russia is the result of the introduction of new Federal state educational standards. Having identified new goals, they determined the content of education. Electronic tools today are integral elements of higher education. Since the active use of electronic technologies in many ways allows us to expand the capabilities of teachers and students, we can say that blended learning has the most positive effect on the training of graduates in the context of the implementation of the competence approach. Blended Learning is a process in which traditional forms of learning are combined with elements of electronic learning, where special information technologies such as computer graphics, audio, and video, interactive elements are used.

In our opinion, blended learning is the tool that can create the most favorable conditions for the maintenance and development of subject-subject relations between students and teachers within the competence approach ([Kutepov et al. 2017](#)).

Many researchers recognize the model of blended learning as the best option for becoming a person as a professional because in the modern world computer technologies are widespread, and a graduate who has the skills to use them in his own life will be easy to navigate in professional activities. In addition, thanks to this type of training, the educational process is intensified, since electronic educational platforms provide students with the opportunity to access resources and services at any time and fill in the missing knowledge. Based on the above, we can identify several reasons for the use of blended learning by higher education institutions: the struggle of universities for students, the desire to improve the quality of education, improving the efficiency of the University and as a consequence of the competitiveness of future graduates in the labor market ([Ilyashenko et al. 2018](#)).

The development of the subject-subject model of relations between a teacher and a student depends on the model of blended learning chosen by the teacher. In order to improve the preparation of students, higher schools choose an electronic platform on which teachers have their courses. In Russian educational institutions, e-learning is most often carried out using the universal Moodle software platform, which allows for e-learning using information and communication technologies, as well as to establish the transmission and reception of information using interactive dialogue, while allowing the collection, processing, transmission, archiving and broadcasting of information. Moodle interaction takes place both individually and in groups. Openness, free of charge and convenient management system are the reasons why Moodle is one of the most popular platforms in Russian higher schools.

METHODOLOGY

The analysis allowed working out in detail the issue of development and maintenance of the subject-subject model of interaction between teachers and students in the framework of blended learning. Generalization of the identified characteristics of blended learning allowed determining the basic provisions, without which it is impossible to establish the role of e-learning in the construction of interaction between students and teachers. Studied special literature on the subject has led to the conclusion about a lack of knowledge ([Pavlov et al. 2016](#)).

We have shown the important role of blended learning in the maintenance and development of the subject-subject model of interaction between students and teachers. The implementation of subject-subject interaction was considered on the example of the discipline "General and professional pedagogy", the electronic course of which is presented on the Moodle platform ([Perova et al. 2017](#)).

ANALYSIS AND DISCUSSION

Subject-subject interaction in modern pedagogy means a special relationship in which a teacher and students perceive each other as equal partners of communication. Such equality does not imply full unity of opinions and judgments but allows everyone to have, defend and defend their opinion in the dialogue. The essence of such communication is revealed in the

possibility of broadcasting your own "I" to your partner. Communication, in this case, assumes that the teacher communicates not just with the individual, but with the individual, an active participant in the joint process, acting as a partner of the teacher in their common cause ([Selomo, M. R., & Govender, K. K. \(2016\)](#)).

The development of subject-subject relations between teachers and students should begin with the teacher's choice of a model of blended learning, among which are the following ([Oliver, R. \(2005\)](#)):

- Face to face driver. This model aims to reinforce traditional learning. The teacher, using electronic resources, includes online training as an auxiliary and the bulk of the educational plan gives personally ([Goebel, R., Esposito, F., & Formisano, E. \(2006\)](#));
- Rotation model. In the conditions of this model, traditional full-time classroom training and independent online training alternate;
- Flex model. A larger percentage of the time student's work on the educational platform. The teacher provides assistance as needed and organizes work with small groups or individually;
- Online-lab (online laboratory). The e-learning platform is used to conduct the entire course of training in the classroom. Training takes place under the guidance and control of the teacher. Such a program can be carried out within the normal schedule and combined with the traditional;
- Self-blend model. The student decides on the choice of online classes to complement the traditional courses;
- Online driver model. Training in the framework of this model takes place mainly through the online platform and remote contact with the teacher, but there is the possibility of holding face-to-face monitoring with the participation of the teacher or tutor.

Studying the interaction between the teacher and the student, we should note that working with electronic courses in the framework of blended learning takes from 30% to 80%. When developing a course, the teacher chooses the method of combining classroom and electronic classes. The effective performance of students will depend on the correctness of the differentiation of the material (which part will be studied in the classroom, and which will be submitted to the electronic component of the course). It should be noted the importance of combining the best activities and methods of training in full-time and online classes, as well as the establishment of control and self-control of students.

We have indicated above that the majority of Russian educational institutions prefer to use the Moodle electronic platform, although it does not exclude the use of other electronic services. For example, at Tyumen industrial University and Nizhny Novgorod state pedagogical University named after Kozma Minin electronic platforms are used to support full-time students and students who are on distance learning ([Xing, W., Guo, R., Petakovic, E., & Goggins, S. \(2015\)](#)).

Figure 1 shows an example of a course on the subject "General and professional pedagogy", located on Moodle.

The figure shows that Moodle provides a large number of tools for teacher-student interaction ([Tashakkori, A., Teddlie, C., & Teddlie, C. B. \(1998\)](#))

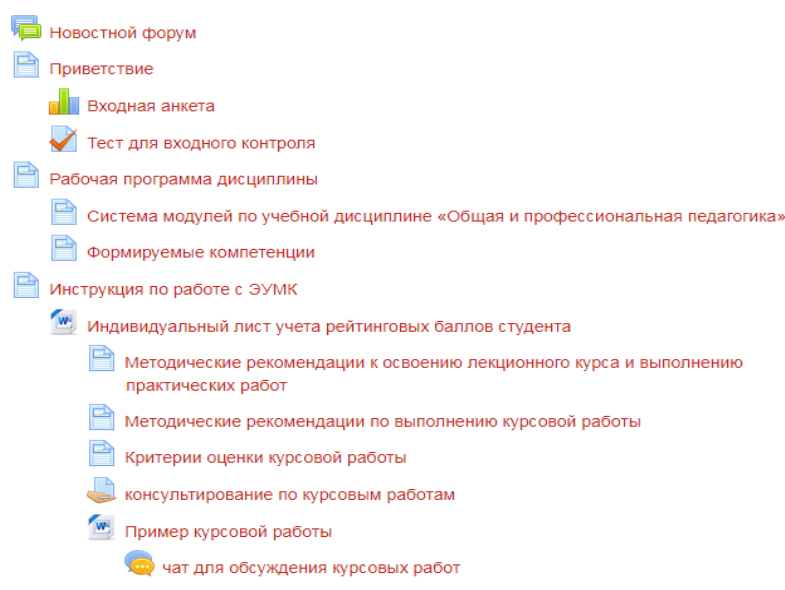


Figure 1: Example of course on discipline

"General and professional pedagogy»

At the same time, in order to comply with the subject-subject model of interaction between the teacher and students as a

result of constantly changing modern technologies, teaching methods, the role of periodic monitoring of the developed courses on blended learning should not be underestimated.

We propose to carry out monitoring according to the following criteria [Xu, D., & Jaggars, S. \(2013\)](#):

- Content completeness and compliance;
- Course structure;
- Training methods and control methods;
- Development of required skills;
- Competitiveness of the course.

Each course is unique, but in the process, you can still identify the main stages of verification.

Analysis of the existing courses for teacher-student communication (chat, forum, and private messages) [Ye, S. S. \(2005\)](#). The teacher must, despite the presence of face-to-face interaction, choose the element through which the student can contact him on the platform. Also, the course should be investigated for its strong and weak parts, the balance between theory and practice.

Comparative analysis. Comparison of courses developed by different teachers and universities [Molchanova, I. I. \(2015\)s](#).

Developing a new course or making changes to the old one. In connection with the constant updating of the pedagogical technologies used, it is necessary to improve the development of courses [Novo-Corti, I., Varela-Candamio, L., & Ramil-DíAz, M. \(2013\)](#).

Approval and implementation of the course. The course can be started only after approval by experts.

Compliance with these criteria contributes to the development of subject-subject interaction, which in turn forms the model of a modern student. Under the model of a student modern pedagogy understands a person with the following elements:

- The presence of axiological aspirations (ideals, values, priorities, motivations);
- Developed communication skills;
- Competitiveness in the labor market;
- Understanding of the nature and social significance of their future profession;
- Adherence to ethical and legal norms of society.

The course on the discipline "General and professional pedagogy" considered by us above, meets the above criteria, therefore, it is put into effect and has a positive impact on the development of subject-subject relations between students and teachers and on the professional development of graduates.

CONCLUSION

The comprehensive review of the organization of subject-subject interaction in the conditions of the mixed training is presented. The aspects of blended learning are revealed, the essence of the use of electronic resources is analyzed. Considered the possibilities of the e-learning platform. Due to the use of Moodle resources, the organization of subject-subject interaction is more intensive. We have noted that in the case of blended learning, the role of the teacher is to guide students and influence them to encourage self-development and constant online access to e-course tools increases the involvement of students and thus ensures their participation in communication with the benefits of this type of training

Taking into account all the above, we can talk about the need for blended learning, because within the framework of the competence approach for the development of the subject-subject model of interaction, it manifests itself in the best way. And we are analyzing the model, in turn, contributes to a comprehensive development of qualified graduates [Kearns, D. W., & Crossman, J. \(1992\)](#).

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