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Interactive Blended Learning Technologies in the Training of Non-Filology Bachelor Students

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Abstract. *The article is dedicated to the implementation of interactive blended learning technologies in the educational process for preparing bachelor's students in non-filology specialties at higher education institutions. Blended learning, which combines traditional face-to-face education with digital technologies and online resources, is gaining popularity due to its flexibility and personalization of the learning process. The aim of the article is to examine the key components of blended learning, its advantages, and opportunities for improving the educational process, as well as to analyze examples of the use of blended learning in national and foreign higher education institutions. Among the methods used for the research are analysis, synthesis, generalization, systematization, and comparison. The works of scholars who*

have previously addressed this topic in their research are reviewed. A survey of students of non-filology specialties was conducted to gather data on the effectiveness of existing blended learning models. In addition, foreign examples of the application of blended learning are analyzed, and the importance of digital competencies for the successful training of future specialists in the field of economics and management is emphasized. The research results confirm that the implementation of blended learning can significantly improve the quality of education, ensure the accessibility of learning materials, and increase the level of student engagement in the learning process. The authors highlight the effectiveness of using educational platforms, virtual laboratories, simulations, and interactive methods such as gamification and video lessons to develop students' practical skills. The role of modern technologies in the training of economists is discussed, in particular, the importance of integrating tools like artificial intelligence and virtual reality to enhance learning in the context of digital transformation. The authors of the article emphasize the continued use of blended learning technologies as the most effective approach for students' professional development and their preparedness for the current labor market conditions, taking into account new technological advancements and social challenges. International experience shows that such approaches enhance the effectiveness of the learning process, develop practical skills, and prepare students for today's career challenges.

Keywords: *blended learning, interactive technologies, modern education, digital competencies, gamification, virtual laboratories.*

ПЕДАГОГІЧНА АКАДЕМІЯ:
НАУКОВІ ЗАПИСКИ

Інтерактивні технології змішаного навчання при підготовці бакалаврів нефілологічних спеціальностей

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Анотація. *Стаття присвячена впровадженню інтерактивних технологій змішаного навчання в освітній процес підготовки бакалаврів нефілологічних спеціальностей у вищих навчальних закладах. Змішане навчання, яке поєднує традиційну очну освіту з цифровими технологіями та онлайн-ресурсами, зараз набуває популярності завдяки своїй гнучкості та персоналізації навчального процесу. Метою статті є розглянути основні компоненти змішаного навчання, його переваги та можливості для вдосконалення освітнього процесу, проаналізувати приклади застосування змішаного навчання в національних і іноземних закладах вищої освіти. Серед методів задіяних для дослідження слід зазначити такі як: аналіз, синтез, узагальнення, систематизація та порівняння. Опрацьовано роботи науковців які раніше зверталися до цієї теми у своїх наукових працях. Проведено опитування серед студентів нефілологічних спеціальностей для збору даних про ефективність існуючих моделей змішаного навчання. Крім того, аналізуються зарубіжні приклади застосування*

інтерактивних технологій змішаного навчання та вказується на важливість цифрових компетенцій для успішної підготовки майбутніх фахівців у сфері економіки і менеджменту. Результати дослідження підтверджують, що впровадження змішаного навчання може значно покращити якість освіти, забезпечити доступність навчальних матеріалів і підвищити рівень залученості студентів до навчального процесу. Автори звертають увагу на ефективність використання навчальних платформ, віртуальних лабораторій, симуляцій, а також інтерактивних методів, таких як гейміфікація та відеоуроки, для розвитку практичних навичок студентів. Висвітлено роль новітніх технологій у підготовці бакалаврів нефілологічних спеціальностей, зокрема, важливість інтеграції таких інструментів, як штучний інтелект та віртуальна реальність, для удосконалення навчання в умовах цифрової трансформації. Автори статті наголошують на подальшому використанні технологій змішаного навчання як на найбільш вдалих в наш час для професійного розвитку студентів і їх підготовленості до умов праці сьогодення, звичайно з урахуванням нових технологічних досягнень та соціальних викликів. Міжнародний досвід показує, що такі підходи підвищують ефективність навчального процесу, формують практичні навички та готують студентів до кар'єрних викликів сьогодення.

Ключові слова: *змішане навчання, інтерактивні технології, сучасна освіта, цифрові компетенції, гейміфікація, віртуальні лабораторії.*

Introduction. Education has always evolved with new tools and methodologies. The advent of technology has brought about a revolutionary approach to education—blended learning – which is reshaping the way we educate. This approach is gaining widespread adoption. Interactive blended learning technologies are gaining popularity in higher education, in the training of students of non-filology specialties. Blended learning integrates traditional in-person education with digital technologies and online

resources, offering a flexible and personalized learning experience. This paper explores this transformative learning approach, emphasizing its key components and advantages, while showcasing the potential of blended learning in the training of non-filology bachelor students in fields of modern higher education

Literature review. The crisis period in our country stimulates the search for new methods and approaches to teaching academic disciplines in higher education institutions. In this context, blended learning and interactive technologies take center stage. This topic has garnered significant attention from scholars both in Ukraine and abroad, due to its relevance internationally, to the development, justification, and application of this form of education. It is worth mentioning researchers such as Charles Graham [1], Harriet Taylor, Curtis J. Bonk [2], R. Gurevich [3], O. Spirin [4], O. Budnyk, I. Kulyk [5], Yu. Trius, N. Nalyvaiko [6], A. Prus [7], V. Kukharenko, A. Stryuk [8], O. Chemerys [9], and N. Morse [10], K. Gunther [11], M. Pantyuk [12]. Most authors emphasize the accessibility and effectiveness of this form of learning, which contributes to improving student success compared to traditional forms of education.

Identification of previously unresolved parts of the general problem. Despite the large number of researchers who have worked on this topic, highlighting its positive aspects, higher education institutions still face the problem of unequal access to digital resources, insufficient digital literacy, and lack of interest from some students, which creates difficulties in organizing effective communication between participants in the educational process. These shortcomings create negative conditions for the formation of professional skills of future specialists. By addressing digital divides, enhancing engagement, upskilling educators, and aligning blended learning with labor-market needs, our contributions could help maximize the potential of interactive technologies in higher education. Future research should focus on scalable, inclusive models that ensure all students benefit from blended learning, preparing them for a digitized global economy.

The aim of the paper is to consider and analyze the features of implementing interactive technologies in blended learning for non-filology bachelors students at higher education institutions, taking into account the advantages and disadvantages and opportunities for improving the educational process, as well as to analyze examples of the use of blended learning in national and foreign higher education institutions.

Presentation of the main research material. Blended learning technologies signify a shift in educational paradigms, catering to various learning styles and boosting student participation. It's not just about adding technology to learning; it's about strategically combining digital tools and resources to enrich traditional classroom education. This can involve methods such as blending lectures with online simulations or using virtual reality to explore historical events. Each element of blended learning works together to create a more comprehensive, engaging, and effective learning environment.

In higher education, blended learning opens up new possibilities to enhance the effectiveness of the learning process. Studies, including those by Charles Graham [1], Harriet Taylor, Curtis J. Bonk [2], and others, highlight blended learning as a key direction for improving the quality of education and enhancing lifelong learning systems in Europe.

Researchers highlight several advantages of blended learning over traditional methods, including:

Space Efficiency. Blended learning offers greater accessibility by overcoming geographical barriers, making education possible for those who cannot access traditional learning settings. Individuals in remote areas, for example, can benefit from blended learning programs that combine virtual sessions with online self-paced modules.

Use of Learning Management Systems (LMS). Platforms like Canvas or Blackboard enable educators to create interactive modules, monitor assignments and assessments, track student progress, and provide feedback.

Utilization of ICT Tools for Testing and Collaboration: The integration of blended learning technologies fosters greater student involvement, improves knowledge retention, and can lead to better academic performance, among other benefits.

Flexibility. Blended learning allows students to study at their own pace, which is particularly beneficial for those balancing studies with work. Online components enable instructors to offer students the flexibility to access materials, complete assignments, and review content at their convenience.

Personalization. With the help of technology, educators can design differentiated and personalized learning experiences. Blended learning technologies allow teachers to adjust their instruction to meet the unique needs of each student, recognizing that individuals in the same group may have varying abilities, learning styles, and paces.

Online platforms enable the customization of educational content to suit the individual levels of students. Learning platforms that incorporate machine learning models can analyze student performance data, allowing them to personalize the content and offer tailored recommendations. This approach helps students achieve a deeper understanding. Universities actively utilize platforms such as Coursera, edX, and Moodle to upload lectures, tests, and interactive tasks. For example, Harvard University and MIT offer economics courses that can be incorporated into the educational process.

Practical skills. The use of simulations and case studies enhances the ability to apply theoretical knowledge in real-world scenarios. Economic simulations enable students to replicate real economic processes, like business management or market trend analysis. For instance, universities in the United States use programs like "Simulation in Economics" to teach micro and macroeconomics. Integrating game elements, such as quests, points, and rankings, into learning motivates students to engage more actively with the material. Educators can conduct online lectures with

experts from around the globe, expanding students' perspectives, while in-person classes allow for practical case analysis, group projects, and discussions.

As international experience demonstrates, US universities such as Stanford and the Wharton School actively utilize blended learning methods to train economists. They combine online courses, virtual labs, and real-world company projects. In the UK, universities like Warwick and LSE offer programs where students study economics through online modules and then apply their knowledge in group projects. Modern educational standards demand the preparation of highly qualified specialists in our country, who are capable of integrating theoretical knowledge and practical skills into a cohesive system, while also adapting to new technologies. Therefore, higher education institutions must ensure that their graduates possess the necessary skills and knowledge to successfully navigate the contemporary digital landscape.

For the successful implementation of blended learning, it is essential to have a modern technological infrastructure, including fast internet, access to digital platforms, reliable systems, and university support. Teachers should possess skills in working with interactive technologies, which requires additional training and assistance. They must actively engage students in interactive forms of learning to avoid passivity. Online materials should be relevant, interactive, and meet contemporary standards. Preparing young people for the digital future involves various aspects, such as computer and software skills, an understanding of digital technologies and their societal impact, critical thinking and analytical skills for evaluating information in the digital environment, as well as cybersecurity and the ethical use of digital resources. Higher education institutions can achieve these goals by integrating the latest technologies into the educational process, such as computer modeling, virtual reality, augmented reality, learning through video lectures and online courses, and the development of training programs that emphasize digital literacy and problem-solving skills.

The need to improve the content of educational programs in the context of blended learning has become increasingly evident in recent times. To successfully realize each student's potential in the educational process, conditions must be created to develop qualities such as mobility, the ability to integrate into the dynamics of society, critical thinking, the ability to generate new ideas, knowledge for making unconventional decisions and taking responsibility for them, communication skills, and the ability to work collaboratively. The use of interactive technologies in blended learning helps address these challenges. The group form of work has gained popularity in educational institutions, as it promotes personally-oriented learning, which requires the mastery of scientifically based content and methods of organizing the educational process.

As pedagogical practice shows, group work is an effective means of activating learning activities, which contributes not only to better knowledge acquisition but also to the quality development of practical skills and abilities. This teaching method makes each student's activity more organized and purposeful, develops a sense of responsibility for the collective result, as well as moral qualities such as mutual respect, tolerance, and readiness to help others. An important role in achieving positive outcomes in group work is played by the way it is organized: clear distribution of functions and responsibilities among participants, active exchange of ideas, mutual demands, assistance, as well as elements of self-control and peer evaluation. These conditions help create a favorable learning environment where every learner can express their individuality while also learning to work as part of a team.

New forms of learning, relationships between teachers and students, and new subjective dynamics are emerging as science seeks learning technologies that promote the holistic development of the individual.

As is known, educational technology is an integrated system, with the primary structural element being the educational situation, which includes components such as goals, content, methods and means of teaching, the activities of participants,

organization of the educational process, and technical support. Blended learning shifts away from the traditional teacher-centered model. By incorporating immersive online tools, gamified quizzes, and interactive exercises, educators can foster a more engaging learning environment. This fosters active participation and a deeper understanding of the material. Students shift from passive information absorption to active involvement, taking responsibility for their own learning. Blended learning transforms the process. Instead of focusing solely on delivering information, instructors can guide, facilitate, and offer personalized feedback. Interactive methods like gamification and quizzes make learning more engaging and motivate students to study the material actively. Students progress at their own pace, and this active, immersive learning environment helps unlock their curiosity, allowing them to discover their learning potential in exciting new ways.

At the same time, future specialists must have a wide range of basic communication skills that are used in various areas of life (emotional literacy, critical thinking, coordination and interaction abilities, etc.). A review of scientific papers shows that the problem of introducing blended learning into the educational process of higher education institutions attracts the attention of not only foreign but also domestic researchers, in particular R. Gurevich [3], O. Spirin [4], O. Budnyk, I. Kulyk [5], Y. Trius, N. Nalyvaiko [6], A. Prus [7], V. Kukharenko, A. Stryuk [8], Y.O. Chemeris [9], N. Morse [10] and other scientists. In particular, a foreign scientist K. Gunther notes that "Blended learning courses integrate online with face-to-face learning in a planned, pedagogically valuable way, and not just combine, but combine face-to-face learning with online activity (or vice versa)" [11]. Thus, the relevance of the study of the problems of effective implementation of interactive blended learning technologies in the educational process is quite high at the moment. In addition, interactive technologies become important in the context of strengthening European integration processes in Ukraine. The status of a candidate for EU membership also requires the adaptation of the national system of training specialists in economic

specialties to European requirements. As noted in the study by M. Pantyuk, A. Dushnyi, V. Ilnytskyi and I. Zymomry: "Blended learning, as a form of organizing pedagogical interaction, qualitatively changes the role of the teacher, which acquires the status of a moderator, facilitator, tutor, and allows organizing activities as quickly, efficiently and efficiently as possible, and the aspect of classroom learning determines personal meetings of participants who have the opportunity to engage in personal communication, the development of teamwork skills" [13]. In 2021, the Cabinet of Ministers of Ukraine approved the Concept for the Development of Digital Competencies until 2025 [14]. This Concept defines strategic goals and objectives for the development of digital competencies until 2025 and reflects the importance of digital transformation for the further development of Ukraine in the modern digital world. The overall goal of focusing on digital competencies is to ensure that participants in the educational process are prepared for the effective and productive use of digital technologies in a blended learning environment.

There are numerous successful examples of institutions and programs that integrate these technologies at all levels. As international experience demonstrates, universities in the US, such as Harvard Business School and Massachusetts Institute of Technology, actively utilize blended learning to educate managers. They combine courses on the MIT Sloan LearningEdge platform with access to virtual labs, use of the HBS Online platform with interactive case studies, simulations, and virtual groups. Students study theoretical materials online and then work in the classroom on real business situations. They use virtual business games (e.g., "HBX CORe", the "Virtual Leader" program) and real-time discussions. In "flipped classroom" – students watch video lectures at home and work on projects during class. In the UK, for instance, The Open University offers hybrid courses where 60% of the material is online (videos, quizzes) and 40% consists of on-campus seminars. They use "OU Blend" system with adaptive tests and video analytics, online debates via Microsoft Teams using dashboards for decision analysis. In Singapore Management University there is "SMU-

X" platform with projects from real companies (e.g., DBS Bank). Students use of Miro for collaborative work on business models. This approach fosters the development of digital skills in management, which is crucial in today's business environment.

It is advisable to single out such blended learning models that can be implemented in the information and educational environment of higher education institutions, such as Face-to-Face Model, Rotation Model, Flex Model, Online Lab, Self-Blend Model, Online Driver Model [15]. Learning management systems (LMS) are key to the success of blended learning. Platforms such as Moodle, Blackboard, and Canvas give educators the ability to create interactive and engaging online learning environments for students. There is also the option to use custom platforms built for specific industries. For example, comprehensive learning management systems meet the needs of remote employees and students.

Blended learning technologies go far beyond static textbooks and passive lectures. Interactive methods such as gamification and quizzes make learning more interesting and motivate students to actively study the material. Teachers seamlessly integrate interactive elements, video lessons, gamified assessment, simulation and virtual reality. The days of isolating students in their own premises are over. Blended learning encompasses digital collaboration tools. There is an opportunity to communicate online via chat, forums, blogs. Students develop individual and group projects, improving the skills of searching and analyzing information in a foreign language, learning to work in a team, distribute responsibilities correctly and take responsibility for their decisions. The goal of blended learning is to improve students' skills in self-planning and organizing their learning activities, focusing on the end result [16]. By using tools like Zoom and Microsoft Teams, teachers can hold synchronous online sessions. Students can engage in virtual face-to-face communication, take part in discussions, and collaborate in smaller group sections. In addition to real-time interaction, platforms such as Google Docs provide a space for collaborative work. Students can work together on assignments and projects from

anywhere in the world, fostering teamwork and communication. This also helps prepare students for the collaborative environments they will face in the workplace. Blended learning plays a key role in developing self-regulated learning skills, which are crucial for future managers and professionals in the economic sector.

Results. Interactive blended learning technologies have become a crucial tool in the education of non-filology bachelors students. This approach, which combines traditional classroom instruction with the use of digital technologies, offers flexibility, personalization, and enhanced efficiency in the educational process. Let’s review the key aspects of blended learning:

1. Combination of online and offline components. Blended learning integrates traditional teaching methods with interactive online resources such as video lectures, simulations, virtual labs, and other digital tools. This allows students to acquire knowledge both in the classroom and through online platforms like Moodle or Zoom.

2. Flexibility and accessibility. Students can study at a time and place that suits them, which is especially important for technical fields that require complex practical tasks. For example, cloud technologies enable access to educational materials from any device, providing students with greater flexibility.

3. Personalized learning. Interactive technologies enable the customization of the learning process according to the individual needs of students. For instance, AI platforms can analyze student performance and offer tailored recommendations to enhance learning outcomes.

The main examples of interactive technologies include:

1. Virtual laboratories and simulations. For economic disciplines, practical skills are essential. Virtual labs allow students to conduct research and solve problems in a safe environment that mimics real-world conditions. This helps students better understand the practical aspects of their studies, which is vital for economics majors.

2. Interactive collaboration platforms. Tools such as Google Docs, Microsoft Teams, and Zoom enable students to collaborate on group projects, exchange ideas,

and receive real-time feedback from instructors, fostering a dynamic learning environment.

3. Digital textbooks and multimedia resources. E-textbooks with interactive features such as videos, animations, and quizzes make learning more engaging and effective, enhancing the overall educational experience. According to a survey conducted among students of one of the branches of the "European University," not all students consider distance learning to be effective. The survey revealed that one in ten non-filology bachelors students believes that education through distance learning technologies is ineffective. Of the two hundred surveyed students majoring in "Economics" from both full-time and part-time departments, nearly 90 percent of the respondents expressed a positive attitude toward the integration of interactive blended learning technologies and its prospects in teaching subjects related to their major, citing its advantages over traditional teaching methods. Overall, interactive technologies and ICT significantly improve the quality of education for non-filology bachelors students, although their effectiveness may vary among different groups of students. However, the survey conducted revealed the challenges faced by the higher education institution, which need to be addressed in order to meet the needs of all students and effectively highlight the positive prospects of using interactive blended learning technologies.

Conclusions. Blended learning is a transformative and enduring educational strategy. As technology continues to advance rapidly, we can anticipate even more sophisticated and innovative tools that will further improve the learning experience and transform how education is perceived and experienced worldwide. It is a powerful tool for educating of non-filology bachelors students. International experience shows that such approaches increase the efficiency of the educational process, foster practical skills, and prepare students for careers in the digital world. With the ongoing development of technology, blended learning technologies will become more intuitive, advanced, and integral to shaping future education. As artificial intelligence and virtual reality progress, blended learning will become even more interactive and effective,

offering new opportunities for training specialists in the field of economics and management.

In summary, the implementation of interactive blended learning technologies in higher education, particularly for training bachelor's students in disciplines, represents a significant advancement in educational methodologies. Blended learning, combining traditional face-to-face instruction with online digital tools, offers flexibility, accessibility, and personalization, which are essential for enhancing the quality of education. The integration of platforms such as virtual laboratories, simulations, and interactive learning management systems not only fosters greater student engagement but also strengthens practical skills that are vital for future professionals.

Despite some challenges, such as unequal access to digital resources and the need for higher digital literacy among students, the results of the study suggest that blended learning can improve the overall educational experience. It allows students to study at their own pace, access educational content from anywhere, and engage in collaborative learning environments that mimic real-world professional settings. Moreover, international examples of blended learning models demonstrate their effectiveness in preparing students for the demands of modern workplaces.

Ultimately, the use of interactive technologies in the education of non-filology bachelors students aligns with the digital transformation trends in education, which are crucial for adapting to new societal and technological challenges. As universities continue to integrate these technologies into their curricula, the professional development of students will be enhanced, preparing them for the rapidly changing demands of the labor market and ensuring their success in the digital age. Therefore, blended learning stands out as a promising approach to shaping the future of higher education, promoting both academic excellence and practical skills development in the context of economics and management studies.

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