Ed Process Int J | www.edupij.com
ISSN 2147-0901 | e-ISSN 2564-8020
2023 | ÜNİVERSİTEPARK

EDUCATIONAL PROCESS
INTERNATIONAL JOURNAL

RESEARCH ARTICLE

Blended Learning in Russian Higher Education: The Evolution of the Term in Science and Practice

Elena N. Strelchuk Mariya N. Kozhevnikova Victoria S. Borchenko

ARTICLE HISTORY
Received *October 10, 2022*
Accepted *January 08, 2023*
Published Online *March 26, 2023*

CORRESPONDENCE
Elena N. Strelchuk
strelchukl@mail.ru
Faculty of Philology, Peoples' Friendship University of Russia, Miklukho-Maklaya str., 6, 117198, Moscow, Russia

AUTHOR DETAILS
Additional information about the author is available at the end of the article.

How to cite: *Strelchuk, E.N., &* Kozhevnikova*, M.N., &* Borchenko*, V. S. (2023).* Blended *Learning in Russian Higher Education: The Evolution of the Term in Science and Practice. Educational Process: International Journal, Educational Process: International Journal, 12(1): 97-116.*

OPEN ACCESS

Copyright *© 2023 by the author(s). This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License (CC-BY-4.0), where it is permissible to download and share the work provided it is properly cited.*

Background/purpose – The concept of "blended learning" was adopted into Russian education from other countries. However, under the new conditions, the authors' original idea of combining different forms of learning has been transformed into a mixture of online and offline learning. This study aims to analyze the factors that led to the transformation of this concept in Russian research papers and the practice of teaching in Russian universities. The observation method was necessary to describe how the term is applied and to draw conclusions about how it is understood by teachers.

Materials/methods – The study is based on the comparative method, which includes a selection, description, and analysis of different interpretations of the studied concept in more than 90 Russian and foreign scientific publications. The results of the analysis are presented diagrammatically, allowing for consolidation of a new perspective on this area of research.

Results – The study showed that Russian researchers understand blended learning to be a combination of online and offline lessons, while the true meaning of the term is the combination of electronic learning and traditional face-to-face tools that can be used both synchronously and asynchronously.

Conclusion – Prospects for the use of blended learning in Russian universities lie in the understanding that it requires a special form of learning process, in which students interact either with a teacher or with an electronic learning resource, depending on what is considered to help achieve the learning objectives most effectively. This requires the development of new educational technology based on innovative software.

Keywords – Blended learning, hybrid learning, distant learning, face-to-face learning, Russian universities.

To link to this article– https://dx.doi.org/10.22521/edupij.2023.121.6

1. INTRODUCTION

Blended learning became increasingly popular during the COVID-19 pandemic era due to the mass adoption of distance learning by educational institutions worldwide. A survey of ministries of education from 149 countries conducted between July and October of 2020 by UNESCO, UNICEF, and the World Bank found that during the pandemic, almost all countries switched to "remote learning tools including via TV, radio, and online platforms….[with] wealthier countries more likely to use a combination of remote and in-person (hybrid) learning" (UNESCO et al., 2020). As Dede (2022) described, "The world has become hybrid – and will stay that way because many people and organizations value the new opportunities it presents.

New educational technologies have advanced rapidly, leaving teachers with barely time to master each new development technically and methodologically. As a rule, Russian educators tend to redefine popular Western concepts and adapt them to the local situation; which is what can be described as having happened in the case of blended learning. Numerous scientific works on blended learning have shown that the more popular the term has become, the more differences in its interpretation have also appeared. Of course, whilst authors can each form their own interpretations of the term, it should not be forgotten that an integral part of scientific research lies in the precision of wording and clarity of the concepts used. As our knowledge about a subject increases, we offer clarifications and additions to the previously agreed upon definition, but still they should not affect the essence of the subject being defined, else a new term should be defined instead. Something similar to this has occurred with blended learning and hybrid learning due to the snowballed growth in interest towards online education which, like teachers worldwide, all Russian teachers faced in 2020. Many could not quite figure out whether conducting a lesson as a video conference using Microsoft Teams or Zoom was considered distance or blended learning. Should viewing videos in the classroom on e-learning platforms be considered online or blended learning? Should it be referred to as distance or blended learning if the instructor emails an assignment and then collects the students' responses for review? How do forms of education such as face-to-face, online, and distance learning relate to synchronous or asynchronous classes? Due to the increased use of new electronic learning tools, many people have begun to confuse the concepts of "form of learning," "learning tools," and "educational technology" in relation to the new phenomena of pedagogy.

The current study aims to examine the transformation seen in the term "blended learning," its evolution in research, and also the practices applied in Russian higher education. The authors suggest that the reason for the popularity of blended learning lies in the combination of online and offline interaction between a teacher and their students, which coincides with the methods of individual learning traditionally used in Russia. However, the proposed hypothesis does not reflect the essence of blended learning, and perhaps explains why confusion is seen in the understanding of the term. However, paradoxically, this has not prevented the effective use of the format in practice. The results of the current study are aimed at drawing the attention of teachers and methodologists to the issue of blended learning; as in, the complexity of interpretations of the term and the need to establish clarity, distinguishing it from the concepts of "hybrid learning" and "corporate learning," as well as the need for further didactic developments and educational technologies.

2. LITERATURE REVIEW

2.1. Blended learning before the COVID-19 pandemic

For more than 20 years, researchers from different countries have closely studied blended learning, analyzed its concept, and implemented it within pedagogical activities. For example, ordered chronologically, Driscoll (2002), De George-Walker and Keeffe (2010), Staker and Horn (2012), Yang (2012), Tomlinson and Whittaker (2013), Hrastinski (2019), and Blinov et al. (2021) have all published research papers on the subject.

In Russia, education was organized according to the traditional face-to-face format prior to the pandemic, with multimedia devices only used when considered necessary (e.g., projectors, interactive whiteboards, or personal computers). The first publications on the subject appeared in the mid-2000s, and which explored the possibilities of using this experience in Russian schools (Bogomolova, 2009) and universities (Bogomolov, 2008; Shusharina, 2018), initially in the teaching of natural sciences, and later in the humanities. In addition to the concept of blended learning, the articles used terms such as hybrid or corporate learning (Kucher, 2009). In 2006, Bonk and Graham (2006) released the "Handbook of Blended Learning," to which most Russian authors refer. The handbook seemed to provide a clear answer to what creates blended learning, as the authors offered a definition of the term, a typology of different versions, and examples of their application. In 2016, a handbook entitled "Step of the School to Blended Learning" was published by Andreyeva et al. (2016), representing the first guidelines on blended learning in the Russian context. It was "designed for teachers and school administrators responsible for improving the quality of education" (Andreyeva et al., 2016), and compiled hands-on instructions on how to implement blended learning in Russian schools. In 2017, a handbook with the title "Blended Learning: Concepts, Methodologies, Tools, and Applications" (in four volumes), edited by Khosrow-Pour and the Information Resources Management Association (2017), was published in the United States. This handbook gave researchers insight into the issues of blended learning, as well as detailed perspectives on advanced theory and the latest technological innovations. In 2019, Hrastinski (2019) detailed five fundamental conceptual characteristics of blended learning, revealing the essence of its quality by identifying and applying the benefits of different modes of learning, integrating formats of interaction in the pedagogical process, the quantitative (percentage) ratio of technologies used in the classroom, time and other components, as well as the opportunities and ways of including digital technology in classroom learning, and analyzing synchronous learning technologies (video conferencing, virtual classrooms, etc.) which cannot be ruled out when implementing blended learning.

2.2. Blended learning during the pandemic

During the COVID-19 pandemic, almost all educational institutions worldwide switched to online and/or remote learning. However, many teachers faced problems related to a lack of pre-prepared learning materials for remote learning and online courses, and their own professional skills in terms of working with digital resources (Middleton, 2020). Trust and Whalen (2020) stated that teachers recognized the need for professional development. According to Alonzo and Corral (2022), the learning process began to function on educational platforms, with instructional communication facilitated at first through mobile messaging applications such as WhatsApp. Kuz (2022) pointed out that e-learning environments proved to be a necessary resource in learning, with even social networks such as Instagram having become popular platforms for educational communication. Thus, complementary technologies in the spheres of education and entertainment through online resources have

become the primary means of communication across different levels of learning (Kaden, 2020). Various authors published research based on in-depth analyses and surveys of educators from various countries. In one such study, Herold and Kurtz (2020) noted that teachers were frustrated with the need to produce large volumes of educational content suited to the online environment. Garcia-Penalvo et al. (2020) concluded that many mistakes were made in the design of remote learning. Thus, the participants in this educational process began to perceive this educational format in a more negative light. Arnett (2021), a senior research fellow in education at the Christensen Institute in the United States, published an article on the institute's website in which he addressed the disadvantages of distance learning during the pandemic and suggested the introduction of blended learning in 2021.

Additionally, one can note increased numbers of publications on the subject in the Journal of Technology and Teacher Education and the TechTrends journal over the past 5 years. Articles have dealt with the specifics of online, distance, and blended learning, as well as with the possibilities of applying different kinds of techniques in pedagogical activities. In 2021, the Kazan Federal University published a study entitled "What is the blended learning method and how it works?" (Glinskikh, 2021), in which the authors attempted to return to the original meaning of the term and consolidate their experience of working under this format in Russia. In the same year, the Institute for the Development of Education (2021) in Yekaterinburg prepared a collection of articles devoted to methodological approaches to the organization of blended learning.

2.3. Blended learning after the pandemic

The effects of the pandemic, however, cannot be said to entirely over in many countries, with numerous universities worldwide continuing to apply pedagogical instruction through the blended learning format. The number of publications on the subject has also increased, with authors describing their experiences in blended learning, and offering a more detailed approach to the analysis of the related problems. Dede (2022), Mouza et al. (2022), and Short et al. (2021) all wrote about the didactic features of teaching in blended learning, the development of virtual technologies, and the preparation of teachers to work within the digital environment. Alonzo and Corral (2022) and also Kuz (2022) highlighted the increasing role of mobile applications in modern-day education, but which were originally designed for entertainment purposes. In a study published by Holt (2021), the specifics of the pedagogical process were analyzed, as well as the effectiveness of learning in different formats, and it was noted that the near future may see large gaps in student knowledge where learning was primarily undertaken online, hence classroom-based education is still considered both necessary and essential.

In addition, there has been an increasing number of works published in which blended learning has been considered ambiguously. Bordovskaya et al. (2022) compared the concepts of blended learning and blended educational technology. In their opinion, the term "blended learning" should be considered in terms of the organization of learning processes based on the interconnection of learning formats and the use of digital resources, and that blended learning technology "has a broader meaning and is understood as a sequence of coordinated actions and operations performed by a teacher and students to achieve a given educational goal using digital and traditional educational resources, tools and communications" (Bordovskaya, 2022).

In Russia, developments in the methodologies for implementing blended learning in higher education have been published (Blinov et al., 2021; Bordovskaya et al., 2022; Rudinsky & Davydov, 2021). For example, Blinov et al. (2021) described the implementation of blended

learning at different levels of the pedagogical process, whilst Rudinsky and Davydov (2021) wrote that a certain development of blended learning is "hybrid learning technology," describing how it was applicable to higher education institutions (e.g., face-to-face, face-to-book, face-to-equipment, etc.).

3. METHODOLOGY

3.1. This study is based on the following research methods:

- Comparative analysis of the available academic articles on the subject, based on comparison, analysis, and synthesis. Using this method we studied the concept of blended learning in the academic works of both Russian and foreign authors (based on publications in the Scopus, Web of Science, and RSCI databases, as well as educational and methodological manuals, information and educational resources on the Internet, and online dictionaries);
- Comparative analysis of the concepts on the subject to reveal similarities and differences in the understanding of the blended learning concept by Russian and foreign researchers, as well as in the definition of the terms blended, hybrid, integrated, and corporate learning;
- Synthesizing our own standpoint (the method of determining the foundations of research). Based on comparative and comparative analysis, this approach allowed us to propose our own point of view regarding the functioning of the concept of blended learning in the research and practice of teachers working in Russia;
- Observation of blended learning implementation in Russian universities. This method helped to organize the observation of Russian universities (RUDN University, MGPU, and DSTU) both during and after the pandemic in the online, face-to-face, and blended learning formats. In addition, the authors' own experiences of implementing blended learning are presented, with attention focused on the various forms of implementation of blended learning, technologies used in the pedagogical process, and the types of students' activities implemented when changing learning formats.

The data collected and subsequent analyses aimed to address the following questions:

1. Does blended learning apply only in elite education, or is widely practiced?
2. In establishing what researchers understand by blended learning; is it a method, technology, or a form of learning? Does it belong to synchronous or asynchronous learning? Is it a new approach in education?
3. From explaining how the concepts of blended learning and hybrid learning relate, do they substitute or complement each other?
4. Does the training that Russian universities refer to as blended learning correspond to the originally stated characteristics of the concept, or should it be called something else?

3.2. Participants

Observation of the blended learning process during the COVID-19 pandemic was conducted between March 2020 and October 2022 (post-pandemic). The participants of the observation were 300 students enrolled to Russian universities; RUDN University, MGPU (Moscow), and DSTU (Rostov-on-Don). In total, 100 of the participant students studied

Russian as a foreign language during their pre-university training period, whilst 150 were enrolled to a Bachelor's degree program, and 50 were studying for a in Master's degree. The participant students were residents of China, Latin America, Africa, Iran, India, Turkey, Syria, Pakistan, Afghanistan, Turkmenistan, Uzbekistan, and Nepal.

3.3. Instruments

We used general scientific approaches of data collecting and processing to implement the indicated general scientific theoretical and empirical methods. In particular, sampling, description, and formalization of the material were used.

3.4. Procedures and Data analysis

The study was conducted from January 2021 to October 2022.

Stage 1. Analysis of materials

Using the continuous selection method, research publications on the subject of blended learning were identified from 40 foreign authors whose works were published in the Scopus and Web of Science databases, and 70 Russian authors who had published in the Russian Science Citation Index database (RSCI). Then, English and Spanish language online dictionaries were reviewed (Cambridge, Macmillan, Lexico, Oxford, Collins, and Dictionary.com) and their definitions of blended learning revealed. In addition, methodological literature on the practical application of blended learning in higher education across various different countries was collected.

Stage 2. Comparison and contrast

A comparative analysis of the blended learning conceptual definitions was conducted, which enabled us to review the concept from different aspects. First, we considered blended learning from the terminological perspective, speculating as to whether it should be defined as technology, a teaching method, etc. Second, we analyzed the subject both in terms of learning with an instructor and as independent learning performed by students using proper techniques. Third, we scrutinized blended learning as a form of learning, whether online, face-to-face, or in some other form.

The analytical results are presented diagrammatically, reflecting calculations of the quantitative ratio of the use of the blended learning definition (e.g., method, technology, model, etc.) and various forms of its implementation in both Russian and foreign universities.

Stage 3. Analysis and synthesis of the results

The similarities and differences of the studied concept with the related terms used in the research literature (hybrid learning, corporate learning, and web-enhanced learning) were reviewed. Definitions of blended learning as presented in the Cambridge Dictionary, Macmillan Dictionary, and Lexico Dictionary together illustrate the multidimensionality of interpretations seen in the reference literature. Traditional and innovative components in blended learning are described based on an analysis of variations in forms of learning. Conclusions about the elitism of blended learning on the basis of the studied scientific literature are presented, and the authors offer their definition of blended learning.

Stage 4. Observation

Observation of blended learning implementations in Russian universities, conducted between March 2020 and October 2022, allowed us to describe the most vivid example of its effectiveness – the use of modular object-oriented dynamic learning environments in the pedagogical process.

4. RESULTS

4.1. Is blended learning applicable to elite or public education?

The first mention of blended learning dates back to 1999, and was initially used in the context of business and corporate training. Later, it appeared in higher education in the United States and was then employed in language teaching (Tomlinson & Whittaker, 2013, p. 11). Following the United States, blended learning was quickly adopted elsewhere, with Brazil, the United Kingdom, and other countries showing interest in this new form of learning, and it began to be implemented in the educational systems of various institutions of higher education. Over the past decade, blended learning has been significantly in demand across Australia, Spain, China, Singapore, and Japan. Its popularity has been attributed to advantages associated with the inclusion of Internet technologies in educational processes, including the following:

- globalization of education, with students seeking access to the best international educational resources;
- increased requirements for teaching quality, and the possibility of selecting certain teachers;
- flexibility, with the ability to utilize teaching tools at any convenient location and at any convenient time.

Blended learning has enabled students to choose the time, place, pace, and form of study most convenient for them, based on their own personal learning needs, preferences, and situations, which has made learning a more comfortable experience and learning outcomes more favorable. This has been confirmed by the data of studies conducted in different countries; e.g., University of Southern Queensland (Australia) (De George-Walker & Keeffe, 2010), and the National Yunlin University of Science and Technology (Taiwan) (Yang, 2012).

At the same time, Antonio Prieto, a professor at the Spanish National University of Distance Education (UNED) stated that:

> What we now call blended learning, the combination of online education and face-to-face classroom interaction, is not something new: it has been practiced at universities like UNED since its creation, almost 50 years ago… The goal is to achieve a more effective, efficient, and elitist education. (as cited in Galafate, 2020)

In describing blended learning as effective, efficient, and elitist, these words can be perceived as synonyms. Notably, in Western countries, primarily in those that are English speaking, elitism in education is perceived as a sign of high quality without any negative connotations. On the other hand, the Russian pedagogical school has always been accessible to all; it was never elitest. That is, blended learning was originally focused on the elite, for whom education should be established according to different principles than the general public and be more effective and of higher quality than the average educational provision.

This was confirmed by blended learning being mostly used in developed countries. Ginestié, the director of the ADEF (Learning, Education, Assessment, Training) laboratory at the University of Aix-Marseille (France), and Impedovo (2020) noted that "the potential of blended learning in developing countries is not yet explored" (p. 117). Some attempts have been made to involve developing countries in blended learning, for example, academic mobility programs such as Erasmus. In 2020, the University of Aix-Marseille and the Capacity Building in Higher Education (CBHE) action created the Blended Learning Training for

Teachers Educators program (Ginestié & Impedovo, 2020, p. 118) to support international interaction amongst higher education institutions of European (France, Denmark, and Belgium) and Asian countries (Bangladesh, Malaysia, Pakistan, etc.), as well as to foster the development of teacher training.

In Russia, the first application of blended learning was through an innovative joint project by Teleschool and the publishing house Prosveshchenie. In 2013, at the end of the project, an international conference was held dedicated to "the issues of blended learning as a new technology in the pedagogical process" (Andreyeva, 2018, p. 21). Teachers initially prioritized the rotation model of blended learning. Since 2013, the Center for Blended Learning, headed by Natalia Andreeva, has been working in Moscow with teachers from Russian educational organizations in collaboration with foreign colleagues to research, develop, create, and test blended learning models for foreign language classes. However, blended learning has never been widespread in Russian schools, with content of the MESH (Moscow Electronic School) platform released later and seen largely as a backup tool for the presentation of learning materials (e.g., when a substitute teacher was needed). As a result, these tools played only a secondary role in mainstream education.

In September 2020, during the initial year of the pandemic, a branch of Le Sallay Academy, Le Sallay Dialog, opened in Moscow, and which asserted that "blended learning is not a fashionable experiment by one teacher but a complete concept, built according to European standards" (Le Sallay School Dialogue, 2020). It is since the beginning of the pandemic that interest in blended learning in Russia has notably increased. However, it was applied primarily to higher education institutions. Some scholars have stated that blended learning still "retains the status of an experiment, and is currently at the stage of research and the first attempts of implementation" (Kurilenko et al., 2019, p. 18).

Although some Russian universities had attempted to introduce blended learning prior to the pandemic, they only partially corresponded to the initial understanding of its conceptual base. The focus was on modernization of the educational process and the introduction of modern computer technology rather than any particular desire by universities to incorporate blended learning. Thus, for several years, Russian universities have been using educational platforms based on Moodle, a learning platform and course management system which allows students and teachers to work both remotely or face-to-face.

4.2. The essence of the blended learning concept

Analysis of the blended learning concept in terminological terms in the published articles of foreign scholars has allowed us to identify its different interpretations. Since "the term has constantly taken on new meanings" (Driscoll, 2002), foreign researchers consider blended learning regarding form as a *tool*, or *method* of learning (Khosrow-Pour & Information Resources Management Association, 2017), a *course* (Allen & Seaman, 2010), an *educational program* (Staker & Horn, 2012, p. 3), a *form* of learning (Bonk & Graham, 2006), an *approach* (Watson, 2008, p. 3), or a combination of all these (Driscoll, 2002; Hrastinski, 2019).

The concept of blended learning in foreign pedagogy has also been presented according to numerous aspects. In publications released from 2001 to 2021, blended learning was interpreted as independent and joint learning with a teacher (Bonk & Graham, 2006; Driscoll, 2002), online and face-to-face learning (Allen & Seaman, 2010), traditional training and engagement in learning through online activities (Khosrow-Pour & Information Resources Management Association, 2017; Staker & Horn, 2012), the combination of technology and classroom instruction in a flexible approach (Bañados, 2006), and as a combination of all types

of learning (Driscoll, 2002; Hrastinski, 2019). Watson (2008) defined blended learning as "the middle category between fully online and traditional learning" (p. 4).

Figure 1 illustrates statistics on the usage of the concept of learning in international publications.

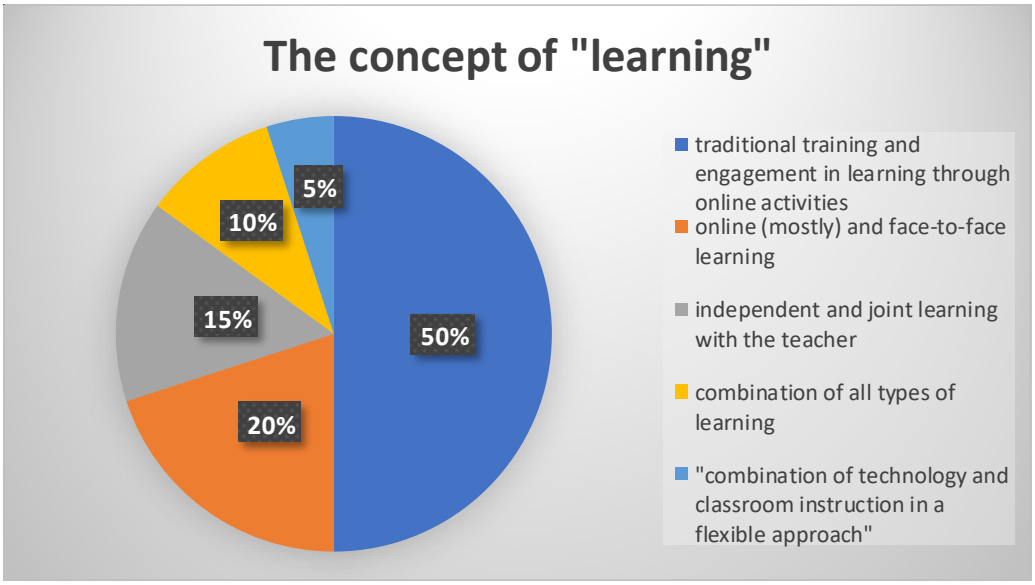


Figure 1. Statistics on usage of learning concept in international publications

Online dictionaries have defined blended learning as a *way* of learning (Cambridge Dictionary, n.d.), a *method* of learning (Macmillan Dictionary, n.d.), and a *style* of learning (Lexico Dictionary, n.d.); the term blended learning is dominant in English-language sources, while the term hybrid is more common in other languages.

According to Mouza et al. (2022), "educational institutions use different definitions of the term 'blended,' and teachers can choose their own elements of blending" According to Hrastinski (2019), blended learning represents:

> …instructional methods, pedagogical approaches and technologies, although these blends are not aligned with influential blended learning definitions, it is important that researchers and practitioners carefully explain what blended learning means to them.

This partly explains Russian researchers having borrowed the term from foreign papers, and then attached their own additional meanings.

The analysis of papers published in Russia in the field of foreign language teaching showed that Russian researchers, following the international literature, understand the concept of blended learning in a broad sense, interpreting it from various different points of view. In total, 70 studies indexed in the E-library database from 2010 to 2021 were analyzed.

Figure 2 presents statistics on their usage of the term blended learning by Russian researchers.

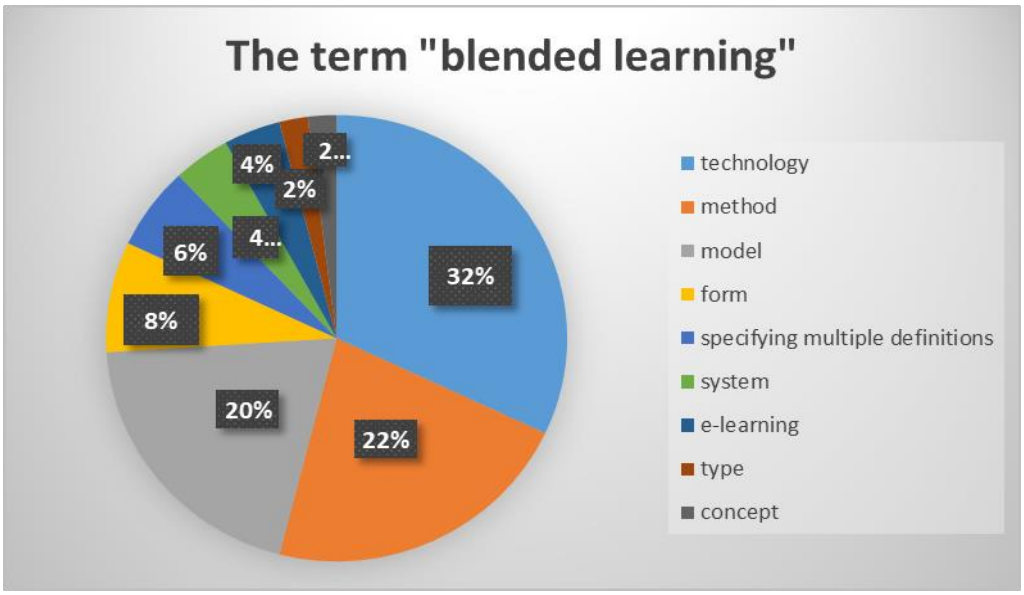


Figure 2. Statistics on usage of blended learning term by Russian researchers

Most Russian researchers consider blended learning as a technology, method, or model of learning. They associate blended learning with remote learning (Azimov & Schukin, 2009; Bogomolov, 2008) and associate the use of technology to either asynchronous or synchronous interactions (Kapustin, 2007; Mouza et al., 2022). Synchronous learning is commonly understood as learning taking place at a given moment, and it can be either face-to-face or remote, but necessarily in real time. Asynchronous learning implies "the use of telecommunication technology, when each student gets acquainted with the training materials or performs tasks not simultaneously with all members of the training group but at a convenient time for them" (Azimov & Schukin, 2009, p. 20).

Blended learning, according to the authors of the studies published in Russia, includes the following forms of work reflects the following design of its application, taking into account the integration of existing forms of interaction (see Figure 3).

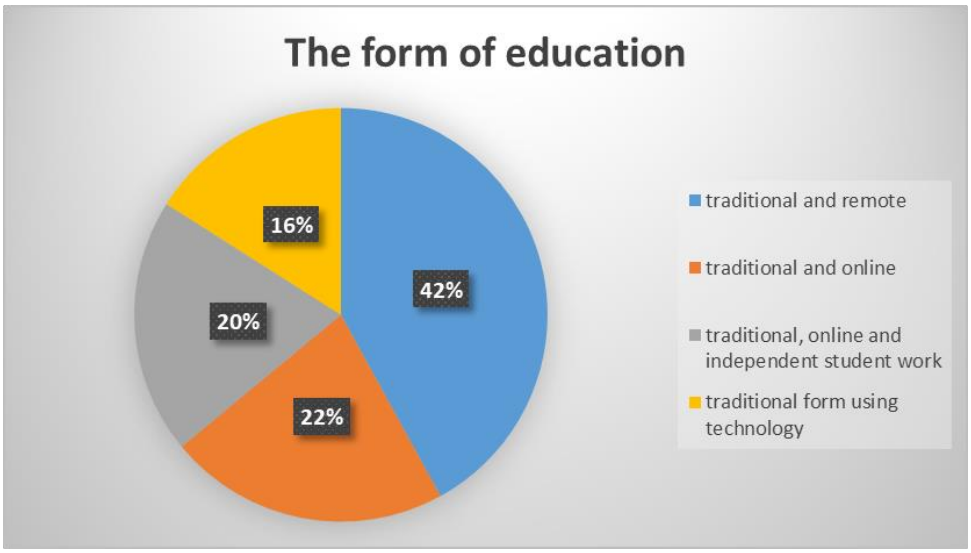


Figure 3. Forms of work reflected in the definition of blended learning by Russian researchers

Blended learning involves a variety of content, in which the mandatory component is the traditional classroom-based work, while other components may vary. Blended learning includes a combination of forms of activity: face-to-face, remote, online, and independent

activity of students, that is, synchronous and asynchronous interaction. Besides, in studying the blended learning concept, it is first necessary to consider the traditional and innovative components (see Table 1).

Table 1. Traditional and innovative components of blended learning

Blended learning	
1st component	2nd component
Traditional:	Innovative:
1) Teacher presence Interaction with an instructor takes place in the classroom, or via video conference.	1) Teacher absence Instructor interaction replaced by activities with specially developed computer programs or learning materials (e.g., students watch recorded lectures on personal device or together in class.
2) Synchronous format Learning in real time.	2) Asynchronous format Learning implemented at time/place best suited to students (i.e., delayed use of materials).
3) Collaborative work Students interact with a teacher.	3) Independent work Attention paid to students' independent remote learning.

Russian researchers fail to correctly interpret blended learning based on its essence, according to its founders Bonk and Graham (2006), as it is not that it combines remote and face-to-face learning but introduces electronic (computer) learning tools that can help teachers and may be used in place of them for some learning activities. Thus, these tools can:

a. save teachers' time by freeing them up for other activities;
b. help to identify the most convenient time for students to listen to the course;
c. make learning more flexible and individual by dividing classes into groups and alternating different learning activities in these groups. For example, some students can watch an educational video, while others can work on grammar exercises with the teacher.

4.3. Comparison of the blended/hybrid/corporate/integrative learning concepts

In the scientific papers, along with blended learning, other terms close in meaning have been used: mixed-mode learning, hybrid learning, and integrative learning. Analysis of the works of foreign and Russian researchers have shown that most authors infer a combination of synchronous interaction with a teacher and asynchronous interaction with material on some form of electronic platform, which can take place either during face-to-face or remote learning (Allen & Seaman, 2010; Bonk & Graham, 2006; Chirkova, 2019; Gretter & Gondra, 2020; Meshkova et al., 2018). However, some researchers (Tomlinson & Whittaker, 2013; Rudinsky & Davydov, 2021) believe that blended learning emphasizes the greater use of online mode, electronic and Internet resources as "the primary interaction of the learner with the educational online resource," whilst interaction with the teacher is secondary (Rudinsky & Davydov, 2021). The same authors stressed the importance "to find the right combination of

educational technologies, regardless of whether they are implemented online or offline" (Rudinsky & Davydov, 2021).

Today, in the context of blended learning, the term "learning model" has been used instead of technology. Face-to-face, face-to-book, face-to-electronic book, face-to-equipment model are, in fact, each different types of learning technology that include learning tools (Rudinsky & Davydov, 2021). However, in English-language articles the word model has been used both in relation to educational technologies and to the form of learning itself, which has introduced an additional layer of confusion when attempting to convey blended learning in terms of the Russian language (here we should note that in Western scientific publications the terms method, approach, principles, technologies of learning, etc. are less strictly formalized and differentiated than in articles published in Russia).

By examining the concepts of blended and corporate learning, it should be stated that blended learning was initially seen as the primary means of improving employees' professional skills in various organizations, as it afforded them the opportunity to combine work and study through the use of remote, asynchronous learning models. Later the term moved into education, as happened with other learning technologies, for example, that started out in the field of management, and have been used quite successfully as methodological tools in teaching, including that of foreign languages. Today, corporate education refers primarily to the form of organizing additional training for employees, whilst in the mainstream education context, the term blended learning has become entrenched, although in fact the methods and techniques used by both are indeed very similar.

As for when authors substitute the term "integrative learning" for blended learning, this substitution can be said to be completely incorrect. Integrative learning is another method or approach altogether that is mostly used in schools, and involves the inclusion of several disciplines within a single lesson. This method is often used in foreign language teaching and in non-humanities disciplines such as physics or geography. "Many articles used 'blended' to describe teaching in two languages, teaching multiple subjects at once (e.g., math and science), or combining classes for in-service and pre-service teachers but did not include the strategic combination of online and in-person modalities" (Short et al., 2021). In this context, replacing the term blended learning with integrative learning is both inappropriate and improper.

4.4. Blended learning in Russian universities

It is believed that the application of blended learning in Russian universities became widespread during the pandemic. However, as previously mentioned, it also existed in some form prior to the pandemic, as demonstrated by modular object-oriented dynamic learning environments in the educational activities of universities and other educational institutes. These multifunctional systems were designed both for offline and online collaboration between students and instructors, and for independent student activity in or out of the classroom (asynchronously). The approach made learning more varied, informative, flexible, and equipped with a modern interface, and considered a convenient means of providing and storing course-specific learning materials.

For example, the Moodle system was widely used at the Peoples' Friendship University of Russia a few years ago. Meanwhile, the Telecommunication Training and Information System (TTIS) was developed, which hosted methodological materials that could be used by students depending on the goals, objectives, and stages of the course. It was possible to discuss current topics on the platform's forum, to undertake certain tasks on a particular topic, to become acquainted with the course program and its constituent parts, as well as to

access recorded lectures. Various announcements and the results of current and final grades were also posted. At the same time, there was a provision for teacher feedback. However, at that time no one assumed that TTIS was a part of blended learning. After the pandemic had began, TTIS continued to exist as an auxiliary platform, and most classes were switched to online.

This electronic platform was included in the educational processes of the Moscow State Pedagogical University back in 2014. At first, it was used in the teaching of disciplines connected with information technologies, and later introduced to the university's humanities departments. As a result, today the university has a fully-fledged electronic educational environment, which allows teachers to combine traditional and innovative educational technologies. The unique bank of electronic courses created over the years now provides students with broad access to information, allows for remote interaction of all participants in the educational process, and affords students with increased opportunities for individual working and teachers with opportunities for continuous monitoring. It also allows participants to provide feedback electronically. Teachers can send messages to the entire group or individual students, as well as to receive completed assignments or post important organizational or educational information, etc.

The Skif platform at Don State Technical University offers similar functionality. This educational platform is not mandatorily part of the institution's educational process; its content depends on the teacher, as well as the goals and outcomes of individual courses. However, it gained in popularity during the pandemic, when the transition was made from face-to-face learning to teaching within an online environment. By accessing the platform, students can use resources at any time that is convenient for them.

Notably, the blended learning format based on these platforms offers many advantages, as it implies, as a rule, that students can work independently at a time that suits their schedule and preference. At the same time, certain disadvantages are evident, such as students' written works uploaded to the platform's forum are able to be copied off by other users, completed homework is not always submitted on time, and teachers have to create new assignments, not to mention that the platform can suffer from technical problems affecting student (and teacher) access. Blended learning, as a whole, should include a wide range of electronic resources, most of which should be developed specifically for a given university and for the educational programs it offers. Since such resources require the involvement of professional developers and thereby considerable financial cost, most universities are limited to the use of existing platforms.

Sometimes teachers face a situation whereby universities refer to blended learning as some students being sat in the classroom whilst others take part remotely via a video link or conferencing facility. Such teaching has become especially popular at universities where foreign students have wished to enroll but were unable to travel to Russia due to the pandemic or other restrictions (for example, students of the pre-university training program at DSTU). While trying to make their training as close as possible to the traditional full-time mode, the university's administration made efforts to accommodate these foreign students, such as including them in the groups that work in the classroom.

It is clear that this type of learning is unavoidable in today's age. However, whilst it helps teaching professionals, it can also be the cause of certain difficulties for them. In this case, it would not be correct to refer to it as blended learning.

According to Bowen (2018), "serious work must be done to explore further applications of both relatively simple and more complex systems that are still in their infancy". However,

notably, only some of the existing problems were mentioned. The success of any educational system depends on important factors such as the willingness of teaching staff to participate in developing the electronic elements of the course in order to make it more effective and interesting for their students. Often, what is conceived as a way to free up time for all parties involved in the educational process can become an additional burden for teachers, for which they are not prepared to perform.

Nevertheless, following their foreign colleagues, Russian professors (e.g., Kurilenko et al., 2019; Prosvirkina et al., 2017; Yaroslavova et al., 2020) implemented blended learning using different models, mainly "flipped classroom" and "station rotation" according to the Rotation model group proposed by American linguists Staker and Horn (2012). Additionally, Russian researchers have also developed their own classification of "organizational and didactic typology of blended learning models designed for use by those employees of an educational organization who really determine the choice of one or another model of the learning process" (Blinov et al., 2021). Thus, specialists in teaching methods have taken the levels of organization of the educational process (curriculum, discipline, specific discipline topics, lessons, technology, even groups of students) at which blended learning can be applied in the university context.

5. DISCUSSION

The current study revealed that blended learning initially focused on a combination of traditional and modern means of education, which required an additional financial outlay and made it more elitist as a result, and thereby ineffective. Initially, large corporations used blended learning because they could afford the financial overhead of training their employees. Gradually, more and more higher education institutions and schools, including those in Russia, began to take a closer look at blended learning, as the utilization of modern digital technologies became more readily available. Also, the COVID-19 pandemic pushed many to admit that distance learning (even with its negative feedback from the teaching community) has become a familiar and understandable form of education. Today, blended learning is no longer an option limited to the elite.

Bonk and Graham (2006), as the pioneers of blended learning, defined it as a form of learning that combines traditional face-to-face learning with computer-assisted learning, which suggests a teacher who is present or absent in the classroom rather than offline or online learning. The authors pinpoint that computer technology does not necessarily have to be used remotely. It can mean training simulators installed in a computer lab, the use of electronic textbooks, or video lectures shown on a screen in the classroom. For some reason, blended learning began to be perceived exclusively as a combination of traditional and distance learning. For example, blended learning "focuses on the obligatory combination of 'human-centered' and online learning" (Rudinsky & Davydov, 2021) or "is the same as partial distance-learning, which is characterized by the preservation of traditional principles of building the learning process with the inclusion of elements of online learning" (Azimov & Schukin, 2009, p. 281).

This terminological diversity is typical for the period of approval of any new concept in pedagogical theory and practice, especially if it is simultaneously engaged by specialists from different areas of pedagogy: school education, additional education, higher education, etc. Obviously, the ambiguity of interpretation complicates the use of such a term in research terms, since it confuses specialists who want to introduce blended learning in practice; that is, it does not allow for its efficient use in the theory and practice of education.

Having analyzed the existing interpretations' conceptual and terminological approach to the concept of blended learning, we propose that it is considered as a special form (or format) of learning, in which synchronous interaction between students and teachers is combined with asynchronous interaction between students and electronic educational resources; and, that both forms of interaction can be conducted either in person or remotely using electronic devices. This form of education provides for both the presence and absence of the teacher, but requires the involvement of students in independent working, increasing their engagement in the learning process and making them moderators of their own educational track. In addition to the concept of blended learning, published articles have used such terms as hybrid or corporate learning. Notably, the latter is inappropriate since the field of application implies the training of corporate employees. However, blended learning can be applied to the professional development of employees since it allows for the establishment of work-study balance. Thus, employees may attend work-based courses at a convenient time. Therefore, in some academic works, corporate training has been substituted for blended learning (Kucher, 2009). However, most authors still tend to use blended and hybrid learning in their publications.

Our research has shown that hybrid learning is in fact not something new in relation to blended learning, since it differs only in the proportions to which the learning process combines different kinds of interaction between students and teachers. These concepts can be used as synonyms, since hybrid implies a crossing or joining, whilst blending creates something new. For example, the hybrid engine of a car involves the alternate use of gasoline and electronic mechanisms. At the same time, it is not just the result of their connection, but a new design altogether. Based on the traditions of pedagogical practice developed in recent years, we propose to apply the term blended in relation to the form of learning, and the term hybrid (to the technology used in this case) as a means of learning.

The study allowed us to conclude that blended learning has only been partially implemented in Russian universities, hence it is necessary to develop hybrid educational solutions, albeit at some significant financial and technical resource cost. Also, the implementation of methodological recommendations and tasks based on individual disciplines are required so that blended learning models can be used in a way that is systematic and effective, which, in turn, indicates the readiness of Russian teaching professionals to implement the model. However, this also necessitates that additional training is given to teachers.

We consider that the perspective proposed by Blinov et al. (2021) on applying blended learning at different levels of the pedagogical process in Russian universities is quite reasonable, and that its implementation is deemed appropriate. We also agree with Bowen (2018), who authored the book entitled "Higher Education in the Digital Age," and stated that "we must not be afraid to experiment, we must monitor the evaluation of the results". Attention should also be paid to "interaction between the universities and various economic entities, introducing a feedback system with the professional community, and the development of modern educational technologies" (Kozhevnikova et al., 2022]. Blended learning sometimes becomes the only possible solution applicable "in difficult social conditions, which undoubtedly reflects its future prospects" (Strelchuk, 2021).

6. CONCLUSION

1. Blended learning, which originated abroad in the early 21st century and was originally intended for corporate and elite education, became widespread during the COVID-19

pandemic, and thanks to the availability of electronic communications and computer technology has moved into the category of mass education.

2. Interpretation of the term has changed significantly due to the transition to the online form of education and has been used by many authors as a combination of traditional and distance learning forms, which greatly impoverishes our understanding of the essence of blended learning. It would be logical, therefore, to return to the originally proposed definition and understand blended learning as a form of learning process in which students interact alternately with their teachers and with electronic resources, depending on which is considered the more effective in solving a particular learning task.
3. It is reasonable to clearly distinguish between the terms of blended, hybrid, integrated, and corporate learning. We propose to use the term blended learning in relation to the form of training organization, and the term hybrid learning in relation to specific technology used in setting up this training. Corporate training should be seen as a form of organizing additional training for employees. However, replacing these terms with integrative learning is deemed incorrect.
4. Currently, blended learning is used in Russian universities only partially, and the success of developing this form of education in the Russian higher education context depends on their ability to develop hybrid educational technologies.

DECLARATIONS

Author Contributions: All authors contributed equally to the research with both data collection and data analysis. All authors have read and approved the published final version of the article.

Conflicts of Interest: The authors declare no conflict of interest.

Ethical Approval: No ethical approval was sought as the research was conducted through the analysis of widely known literature, as well as taking the authors' own experiences into account.

Data Availability Statement: The datasets generated and/or analyzed during the current study are available upon reasonable request. The data are not publicly available due to privacy or ethical restrictions.

REFERENCES

Allen, I. E., & Seaman, J. (2010). *Class Differences: Online Education in the United States.* Sloan Consortium.

Alonzo L., & Corral Y. (2022). The WhatsApp Application a Teaching Resource for Online Education. *Eduweb, 16*(1), 20-27. https://doi.org/10.46502/issn.1856-7576/2022.16.01.2

Andreyeva, N. V. (2018). Blended Learning Practice in Russia: the History of One Experiment. *Psychological Science and Education, 23*(3), 20-28. https://doi.org/10.17759/pse.2018230302

Andreyeva, N. V. et al. (2016). *The School's Step into Blended Learning*. National Open School. http://imc-yal72.ru/images/1_3.pdf

Arnett, T. (2021, May 20). *Some families want virtual schooling. Here's what districts should offer.* Clayton Christensen Institute. https://www.christenseninstitute.org/blog/some-families-want-virtual-schooling-heres-what-districts-should-offer/

Azimov, E. G., & Schukin, A. N. (2009). *New Dictionary of Methodological Terms and Concepts (Theory and Practice of Language Learning)*. Icarus. http://linguistics-online.narod.ru/olderfiles/1/azimov_e_g_shukin_a_n_novyy_slovar-21338.pdf

Bañados, E. (2006). A blended-Learning Pedagogical Model for Teaching and Learning EFL Successfully Through an Online Interactive Multimedia Environment. *CALICO Journal, 3*(23), 533-550. https://doi.org/10.1558/cj.v23i3.533-550

Blinov, V. I., Esenina, E. Y., & Sergeevet, I. S. (2021). Models of Blended Learning: Organizational and Didactic Typology. *Higher Education in Russia, 30*(5), 44-64. https://doi.org/10.31992/0869-3617-2021-30-5-44-64

Bogomolov, A. N. (2008). *Scientific and Methodological Development of a Virtual Language Environment for Distance Learning in a Foreign Language (Russian) Language* (Publication No. 003446288) [Doctoral dissertation, Lomonosov Moscow State University]. ProQuest Dissertations & Theses Global.

Bogomolova, O. B. (2009). *Modular System of Textbooks for Specialized Education of Schoolchildren in the Field of Information Technology and Methods of its Use* (Publication No. 003477034) [Doctoral dissertation, M.A. Sholokhov Moscow State University for the Humanities]. ProQuest Dissertations & Theses Global.

Bonk, C., & Graham, C. (2006). *Handbook of Blended Learning: Global Perspectives, Local Designs*. Pfeiffer.

Bordovskaya, N.V., Koshkina, E. A., Tikhomirova, M. A., & Melkayaet, L. A. (2022). Blended Educational Technologies in Higher Education: Systematic Review of Domestic Publications. *Higher Education in Russia. 31*(8-9), 58-78. https://doi.org/10.31992/0869-3617-2022-31-8-9-58-78

Bowen, W. G. (2018). *Higher education in the digital age.* Princeton University Press. https://archive.org/details/highereducationi0000bowe/page/n1/mode/2up

Cambridge Dictionary. (n.d.). Blended learning. In *Dictionary.Cambridge.org*. https://dictionary.cambridge.org/dictionary/english/blended-learning?q=Blended+Learning

Chirkova, V. M. (2019). Application of Hybrid Pedagogy Methods in Foreign Language Teaching. *Karelian Scientific Journal, 8*(4), 83-86. https://doi.org/10.26140/knz4-2019-0804-0022

Dede, C. (2022). The Coming Sea-Change in Teacher Education. *Journal of Technology and Teacher Education, 30*(2), 117-125. https://www.learntechlib.org/primary/p/221170/.

De George-Walker, L., & Keeffe, M. (2010). Self-Determined Blended Learning: A Case Study of Blended Learning Design. *Higher Education Research and Development*, *29*(1), 1-13. https://doi.org/10.1080/07294360903277380

Driscoll, M. (2002). Blended Learning: Let's Get Beyond the Hype. *E-learning, 3*(3), 54-55.

Galafate, C. (2020, September 24). "Blended learning": One Click from the Desk Everything is Advantages. *El Mundo.* https://www.elmundo.es/extras/formacion-online/2020/09/24/5f6ca0a421efa01c7f8b45ca.html

Garcia-Penalvo F. J., Corell, A., Abella-García, V., & Grandeet, M. (2020). Online assessment in higher education in the time of COVID-19. *Education in the Knowledge Society, 21*, Article 12. https://doi.org/10.14201/eks.23013

Ginestié, J., & Impedovo, M. A. (2020). International Teachers Professional Developing: Blended Learning Between Europe and Asia. *Educational Studies Moscow, 2*, 114-127. https://doi.org/10.17323/1814-9545-2020-2-114-127

Glinskikh, O. (2021, February 17). What is the blended learning Method and how it works? *WithoutFormat.* https://kazan.bezformata.com/listnews/blended-learning-method-i-kak/91314300/

Gretter, S., & Gondra, A. (2020). Teaching Foreign Languages in the Twenty-First Century: Lessons From Spanish Hybrid Education. In Management Association, Information Resources (Ed.), *Language Learning and Literacy: Breakthroughs in Research and Practice* (pp. 287-308). IGI Global. https://doi.org/10.4018/978-1-5225-9618-9.ch015

Herold, B., & Kurtz, H. (2020, May 11). Teachers work two hours less per day during COVID-19: 8 key EdWeek survey findings. *Education Week.* https://www.edweek.org/teaching-learning/teachers-work-two-hours-less-per-day-during-COVID-19-8-key-edweek-survey-findings/2020/05

Holt, L. (2021). Preservice Teacher Perceptions of Virtual Reading Fieldwork During the COVID-19 Pandemic. *Educational Process: International Journal, 10*(4), 7-19. https://dx.doi.org/10.22521/edupij.2021.104.1

Hrastinski, S. (2019). What Do We Mean by Blended Learning? *TechTrends, 63*, 564-569. https://doi.org/10.1007/s11528-019-00375-5

Institute of Education Development. (2021). *IRO-EXPRESS : Methodological approaches to the organization of mixed (hybrid) education* (Issue 3). https://www.irro.ru/upload/medialibrary/f33/pt6byw3s1wguwjxdd8u2f2rv6mcqhshv.pdf

Kaden, U. (2020). COVID-19 school closure-related changes to the professional life of a K–12 teacher. *Education Sciences, 10*(6), Article 165. https://doi.org/10.3390/educsci10060165

Kapustin, Y. I. (2007). *Pedagogical and Organizational Conditions for an Effective Combination of Full-Time Education and The Use of Distance Education Technology* [Doctoral dissertation, Moscow State Regional University]. ProQuest Dissertations & Theses Global.

Khosrow-Pour M., & Information Resources Management Association. (Eds.). (2017). *Blended Learning: Concepts, Methodologies, Tools, and Applications (4 Volumes).* IRMA. https://doi.org/10.4018/978-1-5225-0783-3

Kozhevnikova, M. N., Rementsov, A. N., & Rementsova, N. A. (2022). Modeling of Educational Services Export Considering National Specifics of Importing Countries. *Higher Education Theory and Practice, 22*(4), 166-171. https://doi.org/10.33423/jhetp.v22i4.5175

Kucher, O. N. (2009). *Improving the Process of Advanced Training of Teachers in the Field of Computer Science and Information Technology Based on the Methodology of Corporate Training* (Publication No. 003484868) [Candidate dissertation, Siberian Federal University]. ProQuest Dissertations & Theses Global.

Kurilenko, V. B., Rudenko-Morgun, O. I., Biryukova, Y. N., Al-Kaysi, A. N., Arkhangelskaya, A. L., Apakina, L. V., Akhnina, K. V., Sokolova, N. V., Makarova, M. A., Shatalova, L. S., Shatalova, N. S., Molchanova, I. I., Romanenko, A. V., Kalinina, Y. M., & Hiltbrunner, V. (2019). *Information technologies in teaching Russian as a foreign language: history, current state, prospects*: a collective monograph https://elibrary.ru/download/elibrary_42971059_19616830.pdf

Kuz, A. (2022). Instagram as a complementary virtual learning environment to strengthen teaching-learning processes during the Pandemic. *Eduweb, 16*(1), 130-142. https://revistaeduweb.org/index.php/eduweb/article/view/424

Le Sallay School Dialogue. (2020, September). *Welcome to the Le Sallay Dialogue School!* https://dialogue.lesallay.academy/

Lexico Dictionary. (n.d.). Blended learning. In *Lexico.com*. https://www.lexico.com/definition/blended_learning

Macmillan Dictionary. (n.d.). Blended learning. In Macmillandictionary.com. https://www.macmillandictionary.com/dictionary/british/blended-learning

Meshkova, I. N. et al. (2018). The Effectiveness of a Hybrid (Mixed) Method of Teaching French at University. *Science Prospects, 110* (11), 187-191.

Middleton, K. V. (2020). The longer-term impact of COVID-19 on k–12 student learning and assessment. *Educational Measurement: Issues and Practices*, *39*(3), 41-44. https://doi.org/10.1111/emip.12368

Mouza, C., Mead, H., Alkhateeb, B., & Pollock, L. (2022). A Virtual Professional Development Program for Computer Science Education During COVID-19. *TechTrends, 66,* 436-449. https://doi.org/10.1007/s11528-022-00731-y

Prosvirkina, I. I., Mikhailovna, F. A., & Yurievna, C. E. (2017). The Use of Models of Blended Learning "Station Rotation" in the Teaching of Reading to Foreign Students. Preserving the Past, Creating the Future. In Y. T. Valerianovna (Ed.), *Proceedings of the XI International Scientific and Practical Conference, Scientific studies from theory to practice* (pp. 7-91). MCNS. https://www.elibrary.ru/download/elibrary_29895303_44364907.pdf

Rudinsky, I. D., & Davydov, A. V. (2021). Hybrid Educational Technologies: Analysis of Opportunities and Prospects for Application. *Bulletin of Science and Education of the North-West of Russia, 7*(1), 1-9. http://vestnik-nauki.ru/wp-content/uploads/2021/02/2021-N1-Rudinsky-Davydov.pdf

Short, C .R., Graham, C. R., Holmes, T., Oviatt, L., & Bateman, H. (2021). Preparing Teachers to Teach in K-12 Blended Environments: A Systematic Mapping Review of Research Trends, Impact, and Themes. *TechTrends 65*, 993–1009. https://doi.org/10.1007/s11528-021-00626-4

Shusharina E. S. (2018). *Formation of intercultural competence of foreign students based on the technology of blended learning* (Publication No. 008716110) [Candidate dissertation, Voronezh State University]. ProQuest Dissertations & Theses Global.

Staker, H., & Horn, M. B. (2012). *Classifying K-12 Blended Learning*. Innosight Institute. https://www.christenseninstitute.org/wp-content/uploads/2013/04/Classifying-K-12-blended-learning.pdf

Strelchuk, E. N. (2021). Prospects of Russian as a foreign language online learning in Russian universities. *Russian Language Studies, 19*(1), 102-115. http://dx.doi.org/10.22363/2618-8163-2021-19-1-102-115

Tomlinson, B., & Whittaker, C. (2013). *Blended Learning in English Language Teaching: Course Design and Implementation*. British Council. https://www.teachingenglish.org.uk/sites/teacheng/files/pub_D057_Blended%20learning_FINAL_WEB%20ONLY_v2.pdf

Trust, T., & Whalen, J. (2020). Should teachers be trained in emergency remote teaching? Lessons learned from the COVID-19 pandemic. *Journal of Technology and Teacher Education, 28*(2), 189-199. https://www.learntechlib.org/p/215995/

UNESCO, UNICEF, & the World Bank. (2020). *What Have We Learnt?: Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19*.

http://uis.unesco.org/sites/default/files/documents/national-education-responses-to-covid-19-web-final_en_0.pdf

Watson, J. (2008). Blended Learning: The Convergence of Online and Face-to-Face Education. *Promising Practices in Online Learning. NACOL.* https://files.eric.ed.gov/fulltext/ED509636.pdf

Yang, Y. F. (2012). Blended Learning for College Students with English Reading Difficulties. *Computer Assisted Language Learning, 25*(5), 393-410. https://www.learntechlib.org/p/89661/.

Yaroslavova, E. N., Kolegova, I. A., & Stavtseva, I. V. (2020). Flipped Classroom Blended Learning Model for the Development of Students' Foreign Language Communicative Competence. *Perspectives of Science and Education, 43*(1), 399-412. https://doi.org/10.32744/pse.2020.1.29

ABOUT THE CONTRIBUTORS

Strelchuk Elena Nikolaevna, Doctor of Pedagogical Sciences, associate professor at the department of Russian language and methods of its teaching at the philological faculty of the Peoples' Friendship University of Russia (Moscow). Author of over 150 scientific and methodological works. She is also the editor-in-chief of the Russian Language Studies international journal.
Email: strelchukl@mail.ru
ORCID ID: https://orcid.org/0000-0003-2161-3722

Kozhevnikova Maria Nikolaevna, Doctor of Pedagogical Sciences, associate professor at the Department of linguodidactics of Russian as a foreign language and bilingualism of the Moscow Pedagogical State University (Moscow).
Email: kozhevnmariya@yandex.ru
ORCID ID: https://orcid.org/0000-0003-0724-18465

Borchenko Victoria Sergeevna, lecturer at the department of Russian as a foreign language of the Don State Technical University (Rostov-on-Don), and a postgraduate student of the department of Russian language and methods of its teaching at the Peoples' Friendship University of Russia (Moscow).
Email: borchenko.v@mail.ru
ORCID ID: https://orcid.org/0000-0002-2689-3228

Publisher's Note: *ÜNİVERSİTEPARK Limited remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.*