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The fundamental question of whether to use the experience of mixed learning as a means of organizing the educational process in high schools is no longer a problem. The introduction of an online environment will contribute to the development of learning systems include elements of effective learning, student control, and time and place learning. However, for the successful implementation of blended learning, there are a number of issues that require additional research [1, 2].

High school teachers should take into account the knowledge most valuable to cadets, the types of activities that are most effective for them to gain knowledge, and the most suitable basis. Effective integration of blended learning requires a mechanism by which the cadet must justify correspondences to demonstrate understanding. Although media alone do not teach, educators must be competent in using technology as a means of delivering educational content. Teachers should take into account the knowledge most valuable to cadets, the activities that are most effective for them to gain knowledge, and the most appropriate method.

Effective integration of mixed learning requires a mechanism by which the cadet must justify the correspondences in order to demonstrate understanding. While the media itself does not teach, educators need to be competent in using technology as a means of delivering educational content. Teachers also need to adjust their teaching practices in line with the perceived needs of their students. This is important not only in terms of promoting the appropriate use of technology, but also in terms of overcoming resistance to technology adoption.

A military high school (like any other) needs a systematic approach to learning. With this in mind, it makes sense to focus on the analysis and development of learning experiences, to develop mixed learning products that are relevant, collaborative, and attractive to use. Today, there are many factors to consider in creating an environment suitable for acquiring new knowledge and skills.

The use of educational technology in the military high school has received tremendous attention for several years, and their role is likely to grow even more as demand increases. If military education is to move forward in this branch, a more relevant and dynamic educational technology must be introduced along with the professional development of its teachers. After all, a mixed learning experience needs to be understandable, supported, and properly resourced.

References:

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2. Brabazon T. Mobile Learning: the iPodification of Universities / T. Brabazon, 2007. 7 p.