

BLENDED LEARNING TECHNOLOGY WHEN TEACHING A FOREIGN LANGUAGE IN A TECHNICAL INSTITUTION

ТЕХНОЛОГІЇ ЗМІШАНОГО НАВЧАННЯ У ВИКЛАДАННІ ІНОЗЕМНОЇ МОВИ У ТЕХНІЧНОМУ ВИЩОМУ НАВЧАЛЬНОМУ ЗАКЛАДІ

The article discusses the necessity for educators to adapt and embrace changes, particularly in the context of the information society. It emphasizes the importance of integrating innovative approaches like distance learning into education. The concept of blended learning, combining traditional methods with online education, is proposed as an effective strategy for modern higher education.

Highlighting the Ministry of Education's recommendations for implementing blended learning, the article points out the need for a coherent educational environment and systemic support for teachers and students. The main objective is to analyze the application of blended learning in training foreign language teachers, outlining tasks such as describing electronic language learning resources, characterizing organization models, and assessing the technology's advantages and disadvantages.

Referencing various researchers' work on blended learning, the article delves into the pedagogical essence of information environments and evaluates the quality of online education compared to traditional classroom learning.

The core content explains blended learning as a method where students independently acquire knowledge online and engage in classroom sessions with a teacher. It highlights the flexibility in managing time, place, and pace of learning. The approach combines traditional and online education, allowing students to study theory independently online and discuss and clarify concepts in offline sessions with the teacher's guidance.

The article emphasizes the need for methodical organization in blended learning to ensure high-level knowledge acquisition. It stresses that this model requires teacher preparation, particularly in virtual environments. Blended language learning is described as a fusion of European educational models—distance, face-to-face, and online learning.

Different approaches to blended learning are outlined: building foundational knowledge online followed by classroom discussion and tasks, integrating practical tasks with online study and communication, and the "Flipped Learning" approach where new material is learned at home, allowing class time for activities, exercises, and consultations.

Overall, the article advocates for the effective integration of blended learning into education, highlighting its potential benefits when appropriately organized and implemented in various learning contexts.

Key words: *learning foreign languages, non-linguistic students.*

Зазначений у статті важливий аспект полягає у необхідності для педагогів

адаптуватися та приймати зміни, особливо в контексті інформаційного суспільства. Виділяється важливість інтеграції інноваційних підходів, зокрема дистанційного навчання, у освіту. Запропоновано концепцію змішаного навчання, яка поєднує традиційні методи з онлайн-освітою, як ефективну стратегію для сучасної вищої освіти.

У контексті статті підкреслюється рекомендація Міністерства освіти щодо впровадження змішаного навчання, вказуючи на потребу у зручному освітньому середовищі та системній підтримці для вчителів і студентів. Основна мета полягає в аналізі застосування змішаної технології навчання педагогів іноземних мов, визначаючи завдання, такі як опис електронних засобів навчання мов, характеристика моделей організації та оцінка переваг та недоліків цієї технології.

Наведено посилання на роботу різних дослідників щодо змішаного навчання, де розглядається педагогічна сутність інформаційних середовищ та оцінюється якість онлайн-освіти порівняно з традиційним навчанням в аудиторії.

Основний зміст статті пояснює змішане навчання як метод, при якому студенти незалежно засвоюють знання онлайн та беруть участь у заняттях в аудиторії під керівництвом вчителя. Наголошується на можливості управління часом, місцем та темпом навчання. Підхід поєднує традиційну та онлайн-освіту, дозволяючи студентам самостійно вивчати теорію в мережі та обговорювати та уточнювати концепції на заняттях в аудиторії.

Стаття наголошує на необхідності методичної організації змішаного навчання для забезпечення високого рівня засвоєння знань. Зазначається, що така модель вимагає підготовки вчителів, зокрема у віртуальному середовищі. Змішане вивчення мов описується як поєднання основних європейських моделей освіти: дистанційного, очного та онлайн-навчання.

У статті наводяться різні підходи до змішаного навчання: формування основних знань під час онлайн-навчання, наступна детальна обговорення теми та обговорення на заняттях, виконання завдань на основі вивченого навчального матеріалу та спілкування за допомогою ІКТ; практичні чи семінарські заняття із виконанням певних практичних завдань; «Flipped Learning», за якою основна увага приділяється засвоєнню нового матеріалу студентами вдома, а час на заняттях використовується для вправ, завдань та консультацій з вчителем.

Ключові слова: *змішане навчання, викладання іноземних мов, студенти нелінгвістичного профілю.*

UDC 1:811.111

DOI <https://doi.org/10.32782/2663-6085/2023/65.1.14>

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Formulation of the problem. Modern education cannot be imagined without information technology. A little more time will pass, and such tools such

as e-courses, e-libraries, the latest learning tools and knowledge transfer technologies. Established approaches and methods are changing and, most

importantly. The needs of modern pupils and students are changing.

Professional competences, critical thinking and information skills are absolutely necessary for professionals of the XXI century. Such competences can and should be developed with integration in student education. Young people are sensitive and responsive to new technologies and they should be used to motivate them to use new forms of learning. To be successful to use technology, a teacher need to know what particularly attracts young people to technology and use these specific characteristics. Student motivation can be achieved through professionalism and creativity [8].

In the conditions of development of the modern information society, these changes are quite natural, and the introduction of innovations in education is a necessary process. Distance learning is a type of learning based on educational interaction between teachers and students remote from each other, realized with the help of telecommunication technologies and Internet resources.

Independent work and distance learning reveal that traditional forms of education are not satisfactory to modern challenges. Therefore, a harmonious combination of the traditional forms and blended learning can be useful in planning the educational process in modern higher education.

The mechanism for implementing the concept of blended learning as a process involves the creation of a comfortable educational information environment, a communication system that presents all the necessary educational information. In the considered context, the information environment of a modern university is a combination of traditional and innovative (electronic) forms of education with the constant development of information and communication technologies (ICT) and electronic resources, as well as continuous improvement of teaching methods and professional knowledge of the teachers themselves.

The Ministry of Education and Science proposed "Recommendations for the implementation of mixed study in institutions of professional pre-higher and higher education", where it is indicated the following: if in the educational institution implementation of blended learning is chaotic; every teacher uses own set of tools; there is no holistic understanding of how learning process takes place; there is no possibility to check the quality of education and materials; there is no systematic technical and methodical support of teachers and students, such an institution needs full rebooting blended learning.

The purpose of the article. The purpose of the proposed article is to analyze the application of blended learning technology during the professional training of teachers of foreign languages. Achieving the set goal involves solving the following tasks: characterize models of organization of training in

blended learning and analyze the advantages and disadvantages of this technology.

Analysis of recent research and publications.

The issue of using the blended learning model in the education system in Ukraine and abroad dedicated articles by such scientists: O.M. Spirin, I.P. Vorotnykova, H.A. Cherednichenko, L.R. Dankevich, K.L. Bugaychuk, E.H. Pyanykh, E.V. Zhelnova, M.S. Nikitina, L.Yu. Shaprana, M.M. Mokhovoy, O.O. Rafalska, Martin Oliver, Keith Trigvell, Bonk and Graham et al. They, in particular, have a defined pedagogical essence information and educational environment, the problems of electronic pedagogy and evaluation considering the quality of Internet education; the problem of the theory of digital humanization of education is being investigated.

Presentation of the main material. Foreign experts believe that blended learning is a combination of technologies and of traditional classroom learning based on a flexible learning approach that takes advantages of training and control tasks in the network, but also uses others methods that can improve student outcomes and save tuition costs [7, p. 11]. Blended learning is an educational concept that presupposes that the student has the opportunity to acquire knowledge independently (online), I-classroom (with a teacher). This form of education provides an opportunity to manage time, place, pace of studying the material. The content of blended learning is a combination of a traditional classroom system and a modern online education. The technology of learning using a mixed format is built up according to the scheme:

online – during this stage, students study the theoretical material independently, take notes on unclear aspects that require more perfect or personal explanation of the teacher; assimilation of the material takes place in a convenient for the time and place of the student's personal choice;

offline – students discuss the independently completed material in the classroom, clarify unclear aspects; the teacher uses different methods for possibilities of reproduction of information by the audience [1].

In such a blended learning technology, different modalities are used to ensure that as a result integrated educational experience [3, p. 238]. Or they talk about it as a method of learning, which combines various resources, in particular, elements of face-to-face training sessions and electronic learning. The substantive aspect emphasizes integrating modern scientific knowledge and societal needs within the curriculum. It also includes personally significant tasks that contribute to students' professional development. The instrumental aspect focuses on implementing blended learning procedures using distance learning technology and incorporating assessment criteria for evaluating student training quality [5, pp. 71–79].

Blended learning is a system in which its constituent components are full-time and distance learning process interact harmoniously. Provided that this interaction is methodically well organized, its result is a high level students' knowledge. Thus, the blended learning model is not just about using ICT in students' independent work at home or in the media library after class, but also unified, a holistic educational process, suggesting that part of the cognitive activity of students is carried out in class under the direct supervision of the teacher, and part of the activity students are transferred to distance learning, with a predominance of independent types of work individually or together with partners in a small cooperation group [9]. Obviously such the model requires us, teachers, to have certain preparation, in particular, to work in virtual environment.

Blended language learning combines elements of the main European educational models: distance learning, face-to-face learning, online learning.

Blended learning is carried out in several ways:

- Formation of basic knowledge when learning theoretical material online, detailed consideration of the topic, discussion and debate in class, performance of tasks on the basis of studied educational material, communication by means of ICT;

Practical or seminar class with the performance of certain practical tasks, independent study based on ITKT online, and namely assimilation of a larger volume of educational material with the possibility of communication with the teacher and other students on forums, blogs or by e-mail, classroom repetition and generalization of educational material, additional consultations [4];

- "Flipped Learning" is a new pedagogical technology, according to which the main thing is the assimilation of new things learning material by students, which takes place at home, whereas classroom work time, on the contrary, is allocated to tasks, exercises, and conducting laboratory and practical research, individual consultations with the teacher.

The format of mixed learning is various options for combining methods of electronic and full-time education. Blended learning programs can include a huge variety of educational techniques and approaches, for example, e-courses, practical training, work on specific projects, service rotation, e-books, mobile learning, coaching, face-to-face courses, on-site training, educational games and simulations, formal training with certifications, and much more [2, p. 345].

It has already been stated that what blended learning now needs is research that examines which development models are best adapted to different educational needs, which will give the best result. Blended learning is provided with an effective combination of different ways of serving, learning

models and learning styles that are implemented in an interactive and meaningful learning environment. Advantages of blended learning – a transition from passive to active learning teaching. The focus of the class shifts from a presentation format to active learning. It involves introducing students to situations that force them to read, speak, listen and think. The blended learning model emphasizes integration online and in-person classroom components. In addition, a blended delivery system allows students to learn and access materials in different modes, which is important feature, as students often have different learning styles [6, p. 381–384].

Since in the center of the learning process when using this blended technology is the independent cognitive activity of the student (learning, not teaching) the advantages are the following:

- students learned to independently acquire knowledge using a variety of sources of information;
- students learned to work with this information using various cognitive methods activities, while having the opportunity to work at a time convenient for them;

- independent acquisition of knowledge is not passive; on the contrary, the learner from the very beginning involved in active cognitive activity, not limited to mastering knowledge, but certainly providing for their application to solve a variety of learning tasks;

- during the training, students learned to acquire and apply knowledge, search and find sources of information they need, be able to work with this information;

- students received the skill of monitoring and self-monitoring the level of acquired knowledge;

- the use of this model allows us to provide truly individual learning trajectory for each student, which in practice corresponds to the principle student-centered learning.

All this makes the use of blended learning models in universities relevant. Mixed teaching in practice, not in words, implements the principle of differentiation and individualization educational process. Our pedagogical task is to understand and realize the essence of these processes, implement in practice the mechanisms proposed by the technology, actively develop and try your own. Implementing blended learning in university practice can individualize the learning process, alleviate student anxiety, and enhance motivation for studying [10, p. 89].

Therefore, blended learning is more active on the part of the student, and provides more interesting opportunities for learning. What are the tasks of a teacher using a blended learning model in a group? First, it is necessary to properly organize the educational material when creating a course. This means that the teacher must clearly know which material will be studied in the classroom, and

which can be studied remotely. It is necessary to take into account what material the teacher needs to explain and work through in the classroom, what material and the performance of which tasks require different students different time for skill formation and, accordingly, can be transferred to distance learning, and what material will be expedient to carry out for independent work. Secondly, a clear organization of the educational process is required [11, p. 51]. It is possible to include such points as the distribution of activities in the classroom and remotely, the solution of didactic tasks taking into account the individual characteristics of students, the choice of teaching methods in face-to-face and remote classes, as well as the implementation of control and self-control of students. An important factor is the formation of sustainable motivation for educational and cognitive activities, which must be maintained throughout the entire learning process. The teacher must stimulate self-control and encourage and develop various ways of productive cooperation with students.

Conclusions. The increase in the amount of information and competition in the labor market prompts a change in the forms of traditional education, and namely the diversification of teaching methods. It has been proven that the use of a mixed type of education contributes to better assimilation of knowledge, the ability to receive additional information for raising one's professional level, working out missed classes, etc. It contributes to the improvement of professionally oriented competences future teacher, in particular communicative, informative, substantive, productive, encourages self-development, creativity, self-determination, self-education and competitiveness.

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