USING THE MODEL OF BLENDED LEARNING IN TEACHING THE ENGLISH LANGUAGE TO STUDENTS OF NON-LANGUAGE SPECIALTIES
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The scientific-theoretical analysis of the "blended learning" concept as an innovative model of teaching foreign languages in general and the problem of using blended learning technology in teaching English in particular at higher education institutions are proved in the paper. The article provides a comparative analysis of the foreign and domestic researchers' perspectives in defining the term "blended learning" as a modern universal learning tool that combines traditional and e-learning technologies and corresponds to students' individual requirements. The authors have determined that "blended learning" is a holistic learning process, which implies that one part of cognitive activity is conducted in the classroom under the direct guidance of a teacher, and another part of students' activity is taken in a distance form, with the predominance of independent types of work. The advantages and disadvantages of the blended learning model in the English language teaching process are analysed, its effectiveness in modern education is substantiated. The possibilities of increasing the efficiency of the educational process through the introduction of modern information and communication technologies in the context of engineering and pedagogical universities are considered here. The ways of building students' competences which are necessary for studying by blended learning technologies are defined. Attempts to introduce some of the blended learning integrative components that should be taken into account when developing, implementing, and evaluating this technology are made in the article. The basic structural approaches to the introduction of blended learning technology at the non-linguistic higher education institution during English classes are offered. The features of using the Moodle e-learning platform are considered in the article, the factors that are important for organizing the distance learning process of learning foreign languages are given here too. The author researches the personal experience of using the Moodle e-learning platform during English language classes at the Engineering Pedagogics Academy on the example of the "Foreign Language of Professional and Business Communication" course for 4th year students of bachelor level degree.

Keywords: blended learning, students, the English language, higher education institutions, e-learning, Moodle platform.

Ремізанцева К.О. «Використання моделі змішаного навчання у викладанні англійської мови студентам немовних спеціальностей»

У роботі проведено науково-теоретичний аналіз концепції «змішаного навчання» у якості інноваційної моделі викладання іноземної мови взагалі та доведена актуальність питання використання технології змішаного навчання (blended learning) при викладанні англійської мови зокрема у вищому навчальному закладі. У статті проводиться порівняльний аналіз точки зору іноземних та вітчизняних дослідників у визначенні терміну змішаного навчання як сучасного універсального засобу навчання, що поєднує технології традиційного та електронного навчання та відповідає індивідуальним вимогам студентів. Авторами визначено, що змішане навчання представляє собою цілісний навчальний процес, який передбачає, що частина пізнавальної діяльності проводиться на заняттях під безпосереднім керівництвом викладача, а частина діяльності учнів виноситься на дистанційну форму, з переважанням самостійних видів робіт. Проведено аналіз переваг і недоліків моделі технології «змішаного навчання» в процесі викладання англійської мови, обґрунтовується її ефективність в умовах сучасної освіти. Розглянути можливості підвищення ефективності навчального процесу за рахунок упровадження сучасних інформаційно-комунікаційних технологій у контексті інженерно-педагогічних ЗВО. Визначено шляхи формування компетентностей студентів, необхідних для навчання за змішаними технологіями. У статті зроблена спроба представити деякі інтегративні компоненти змішаного навчання, які слід брати до уваги при

розробці, реалізації та оцінці цієї технології. Запропоновано основні структурні підходи до впровадження технології змішаного навчання у немовному вузі на заняттях з англійської мови. У статті розглянуто особливості використання електронної навчальної платформи Moodle, наведені чинники, які мають важливе значення для організації дистанційного процесу навчання іноземних мов. Автори досліджують особистий досвід використання електронної навчальної платформи Moodle на заняттях з англійської мови в Українській інженерно-педагогічній академії на прикладі курсу «Іноземна мова професійно-ділового спілкування» для студентів 4 року навчання бакалаврату.

Ключові слова: змішане навчання, студенти, англійська мова, вищі навчальні заклади, електронне навчання, платформа Moodle.

Ремизанцева Е.А. «Использование модели смешанного обучения в преподавании английского языка студентам неязыковых специальностей»

В работе проведен научно-теоретический анализ концепции «смешанного обучения» в качестве инновационной модели преподавания иностранного языка вообще и доказана актуальность вопроса использования технологии смешанного обучения (blended learning) при преподавании английского языка в частности в высшем учебном заведении. В статье проводится сравнительный анализ точки зрения иностранных и отечественных исследователей в определении срока смешанного обучения как современного универсального средства обучения, сочетающего технологии традиционного и электронного обучения и соответствующего индивидуальным требованиям студентов. Авторами установлено, что смешанное обучение представляет собой целостный учебный процесс, предполагающий, что часть познавательной деятельности проводится на занятиях под непосредственным руководством преподавателя, а часть деятельности учащихся выносится на дистанционную форму с преобладанием самостоятельных видов работ. Проведен анализ преимуществ и недостатков модели технологии «смешанного обучения» в процессе преподавания английского языка, обосновывается ее эффективность в условиях современного образования. Рассмотрены возможности повышения эффективности учебного процесса за счет внедрения современных информационно-коммуникационных технологий в контексте инженерно-педагогических вузов. Определены пути формирования компетенций студентов, необходимых для обучения по смешанным технологиям. В статье сделана попытка представить некоторые интегративные компоненты смешанного обучения, которые следует принимать во внимание при разработке, реализации и оценке этой технологии. Предложены основные структурные подходы к внедрению технологии смешанного обучения в неязыковом вузе на занятиях по английскому языку. В статье рассмотрены особенности использования электронной учебной платформы Moodle, приведенные факторы, которые имеют важное значение для организации дистанционного процесса обучения иностранным языкам. Авторы исследуют личный опыт использования электронной учебной платформы Moodle на занятиях по английскому языку в Украинской инженерно-педагогической академии на примере курса «Иностранный язык профессионально-делового общения» для студентов 4 года обучения бакалаврата.

Ключевые слова: смешанное обучение, студенты, английский язык, высшие учебные заведения, электронное обучение, платформа Moodle.

Importance of the topic. The introduction of new state educational standards at all levels of education puts forward tasks of finding the most effective teaching methods before the faculty. We have not only to grab students with educational materials designed to study in the audience, but also inspire them to further search and study relevant topics and sections of the program during their independent work, especially since the hours for students work outside the audience has increased significantly.

The time of advanced computers and other electronic technologies creates an informative background for the expansion of knowledge. And the availability of high-tech electronic gadgets variety allows you to keep information in sight and rely on it instantly when performing both training and creative tasks.

The scientific and technological development of modern society, the significant pace of all changes taking place today in the industrial, social and other spheres of our life raise the positive motivation of students to learning English, as well as encourage their teachers and tutors to seek out new effective methods, technologies and types of educational activities that will be adequate to current trends and challenges in the teaching of foreign languages at

the university. Against this background, we are witnessing the emergence of a new training and teaching etiquette, where, with the observance of traditionally university formed rules of conduct, a shift towards more democratic forms of interaction between students and a teacher is noted. This is probably due to the new roles and needs of both students and teachers who appear in the age of globalization, internationalization and a rise of ICT (information and communication technologies), mediated by the importance of foreign language, intercultural and information socialization.

Experience shows that today the following roles of a foreign language teacher are important: an innovator and researcher who possesses modern technical and technological knowledge; a competent consultant and an unchanging leader in the world of knowledge; an assistant who forms and develops the students' need for independent knowledge acquisition (with the creation of prerequisites for the autonomous study of foreign languages); an erudite mediator and partner in bringing students to the history and culture of the studied language; a professional who independently creates and integrates electronic and multimedia content into the educational process, and so on. It is obvious that a teacher must constantly grow and develop up to the tasks. Self-development and self-reflection have become an integral part of this profession.

Modern educational standards devote a significant role to independent work of students in all disciplines as a leading mechanism for training future specialist.

In this opinion, the use of combination of all available communication means in addition to traditional exercises and tasks in textbooks and manuals is intended to help a teacher at non-language universities with rather limited resource of classroom hours to intensify the learning process, creating the necessary conditions for the development and formation of necessary competencies.

Recently, in teaching a foreign language, much attention is paid to the principle of using computer programs and Internet technologies which effectively complement the process of language learning at all levels and contribute to the intensification of students' independent work and increase their cognitive activity. This is due to the modern requirements of the state standard for continuous updating technical means in the educational process service and the demand for blended learning method at the present stage.

Purpose of the study is to systematize theoretical foundations and generalize practical experience of using the blended learning method of teaching the English language of professional and business communication course (by the case of 4th year students on specialty 053 «Psychology»).

According to the purpose, the main **research questions** are determined**:**
1) to reveal theoretical foundations concerning blended learning;
2) to substantiate practical experience of using the blended learning method of teaching the English language of professional and business communication course on the Moodle platform.

Object of the study is the process of learning the English language of professional and business communication at the Ukrainian Engineering Pedagogics Academy.

Subject of the study creating blended course "the English language of professional and business communication" using the Moodle platform.

In the process of study traditional general scientific **methods** of research were used: analysis, synthesis, systematization, classification to clarify issues related to the synthesis of scientific and pedagogical sources, which cover the general aspects of the blended learning problem; problem-oriented analysis of the periodical press materials and the Internet resources of mentioned problem, which allowed to trace the dynamics of the development of blended learning problems in general and the creation of blended course "the English language of professional and business communication" using the Moodle platform in particular.

Problem Statement. Blended learning technology is one of those approaches to modern teaching foreign languages at the university that allows teachers to fully realize themselves, while using an unlimited arsenal of methods, techniques and tools to maximize and expand the opportunities for teaching students in the twenty-first century. At present, the term "blended learning" mainly refers to experience of combining integrated, distance, computer and web-based learning with training traditionally face-to-face in the classrooms. It should be noted that the "blended learning" tools include an online educational audience connected to the Internet, equipped with other modern multimedia and digital equipment, while the physical presence of both a teacher and students is mandatory [13].

The concept of "blended learning" appeared in the field of business and was used in planning

and conducting corporate training [12]. Subsequently, this principle has found its application in the field of higher education [6, 7, 11] and, in particular, in teaching foreign languages [4, 9, 13]. The starting point for researching the problem of blended learning technology in foreign languages with regard to its effectiveness and adaptability to changing external and internal conditions was the application made in March 1999 by the Epic Learning Interactive Learning Centre (Atlanta, USA) [14]. In one of their press releases posted on the online newspaper PR Newswire the authors noted, among other things, that they move most of their courses into "blended learning". At the same time, they made a rather messy attempt to explain, but did not determine what this method means.

Then, for a long time, the term has had many interpretations, from both the practitioners and the theorists of lingo didactics. So, synonyms to the concept of "blended learning" are "hybrid", "integrated", "mixed" learning. In special literature, you can find concepts such as "technologically mediated", "web-oriented" or "mixed-mode" learning to describe all the same technology "blended learning." The problem probably lies in the fact that the term "blended learning" has different meanings for different people. On that note we can say that this technology can be attributed to any combination of information and communication technologies, pedagogical traditions and innovations, old and new

On the one hand, it is a question of combining formal learning forms (work in the audience, studying the material in accordance with curricula) with informal (additional study of the given educational material aspects with their further discussion through accessible means of information technology, for example, by e-mail, Internet conferencing, and more). On the other hand, it is a combination of different ways of teaching materials such as face-to-face, electronic (online learning) and self-study learning using knowledge management techniques.

As we can see, in the absence of technology precise definition, "blended learning" has long remained blurred and poorly distinct, easily replaced by other concepts. In 2005, Professor Curtis J. Bonk and his colleague Charles R. Graham published the long-awaited "The Handbook of Blended Learning: Global Perspectives, Local Designs." It should be noted that the authors analysed the latitude and uncertainty of the concept and gave it the following definition: blended learning is a whole system in which the interaction of its components (the distance learning and the distance learning process) is harmoniously and methodically competently organized and its expected result is a high level of students' knowledge. It is necessary to clearly understand that blended learning is not just the use of information and communication technologies in independent work of students at home or in the media class after classes. This is a holistic educational process that involves some of the cognitive activity being conducted in classes under the direct supervision of a teacher, and some of the students' activities are carried out on a distance form, with the predominance of independent work types, or jointly with other students in a small group of cooperation.

As we can see from the definitions of blended learning, it seems particularly attractive when organizing independent work of students after considering a certain topic in the audience. This work success is determined by the methodological literacy of its organization in which a teacher and students work together, thereby ensuring the quality of learning and accompanying the learning process as an independent, useful, effective and motivated development approach [14]. Independent work should be not just linked to the sections of the main textbook, but its continuation. The use of information and communication technologies effectively raise the motivation for obtaining additional knowledge of educational resources that are freely available. Modern technological equipment of universities, with their own sites, services, constantly updated with information resources, provides a well-established relationship between teachers and students.

One of the researchers of "blended learning" technology Michael B. Horn at the Clayton Institute for Disruptive Innovations (California, the USA) has identified six blended learning models which are clustered according to the role of a teacher, physical space, methods of planning and content delivery. This classification of models in blended learning looks like the following:

1) Face-to-Face Driver (classes are mostly held in the classroom with the participation of a teacher);

2) Rotation (students alternate classes in the classroom with online classes);

3) Flex (students and teachers are in remote network interaction; face-to-face contacts are possible upon request);

4) Online Lab (work in specially equipped classrooms with the participation of a tutor);

5) Self-Blend (students choose online courses themselves);

6) Online Driver (face-to-face contacts are seldom) [10].

However, speaking of the undoubted advantages and merits of blended method of teaching foreign languages, it is necessary to highlight several important points that are negative by the following reasons.

Firstly, the widespread introduction of e-learning should not replace classes in the auditorium. Learning languages is primarily learning to communication that is not mediated (even if the most advanced information and computer technology is used), but between individuals with their cultural, social, emotional and other characteristics, which is not formalized with the phrases "right / wrong", numbers, points or percentage indicators that reflect the result of work of the task. This is the voice of an interlocutor, the sign language, the expression of the view and other reaction to what is happening in communication. Therefore, no matter how much hours in the curriculum devoted to independent work of students, even in conditions and environment of the most advanced technologies, would never be outweighed by the direct process of communication in the "teacher-student / students" and "student- student / students" models.

Secondly, the amount of study time allocated to independent work of students (not only in English but also in all other subjects) has considerably increased, with a slight reduction of hours for work in the classroom, makes an average student, who leaves tasks to the very last moment, to go along the path of the least waste of time, that is, to rely only on the knowledge that he / she acquires during classes in the auditorium or uses the results of tasks performed by other students, which is no less typical in the student's environment. In the case when under the constant teacher's pressure tasks are still performed by the majority of students, as it is usually true, in the last term, the teacher is not able to conduct qualitative and systematic analysis of gaps in students' knowledge, even if the evaluation is presented by the program. An assessment or mark for the task performed, just point out the problem with the quality of knowledge, leaving no time or opportunity to correct it or to work on the mistakes of the individual consultation. So the vast bank of training and creative tasks, formed by

a teacher for self-fulfillment and studying by students, loses its significance.

And thirdly, work in a virtual environment requires good training from a teacher. In addition to preparing for the classes in the auditorium, a teacher should be available at a certain time to communicate for consultation with students through Skype. To run any sector of the computer work space on discipline, a teacher needs to review a set of sites on the topic, select necessary materials, adapt them for use in the computer environment, create tasks so that students are interested in and actively involved in the work by themselves. Temporary teachers' expenses are rarely mentioned when it comes to ways of intensifying teaching methods. The development of problem-solving systems in a virtual environment requires teachers to have excellent knowledge not only of their discipline, but also to be specialists in the field of computer technology, which is developing rapidly and very often teachers need the help of IT specialists who could help in adding to the exercises and tasks of audio, video or animation effects, but which are not always in the departments. Although excellent experiences could be materials, prepared by students themselves as they study topics within individual projects or when working in teams of 3-4, which are subsequently expand, filled up and updated by subsequent generations of students. Only at the cost of their own time, teachers with a huge enthusiasm and initiative can grab students into the world of knowledge and transform learning from everyday life into a holiday.

Results and Discussion. Modular Object Oriented Distance Learning Environment refers to the free education software. That means that access to it is free. This system is distinguished by the fact that it takes into account pedagogical aspects, which are based on cognitive psychology, namely on the principles of constructivism. In this system, the following roles are established: a student takes on the role of the active subject who acquires knowledge on his / her own, forms his / her own system of skills and abilities, of course, with the help of certain sources, and the role of the teacher in this scheme is to motivate and support those who study and preparation of information sources used for self-study, etc. The most effective is interactive training, which is acquired in cooperation of all subjects of the cognitive environment involving the obligatory exchange of experience and thoughts [2]. The Moodle system can be used to develop a distant

form of support for auditorium training of foreign languages.

For organizing distance learning process of foreign languages, the following factors are important: selection and organization of linguistic materials in accordance with the goals and objectives of the course; structuring the course, its methodological and technological organization (hypertext technologies, Web-pages); clear planning group work (organization of small groups, conferences, including audio and video conferences, organization of systematic reporting - individual, group); organization of constant consultations with a teacher and tutor; setting up and supporting a positive emotional background for the group as a whole and for each student individually [5].

The educational environment of Moodle, as noted by T. Koval and O. Shcherbyna, was designed in accordance with the implementation of methods of joint students' activity, interactive learning, formation of reflexive skills of self-study and self-control. A simple and efficient interface does not require special skills in the development of distance courses (DCs), which can be divided into categories. According to their titles, a search can be made, which makes it possible to create a large number of them. Considerable attention is paid to the security of information in the DC - the installation of passwords, processing of data forms, storage of information, etc. The interface of the system has translations into 70 foreign languages [1]. The Moodle learning environment includes tools for managing, communicating, evaluating achievements for learners.

Using Moodle to learn a foreign language by students is a productive and effective innovation that improves the quality of the learning process. Information resources of this type are inexhaustible and require further development by both a teacher and students. Thus, we note that the combination of the electronic environment with the day-to-day learning process has the following positive effects: simplifying the process of informing students about certain changes, additions, adjustments to academic disciplines; the possibility of actively attracting and using methodical, literary base increases; quick feedback; in this way, it is possible to effectively coordinate, plan and adjust students' own activity.

Consider the experience of implementing the concept of blended learning at the Ukrainian Engineering Pedagogics Academy. Traditionally, the course "the English language of professional and business communication" at the academy is included in the curriculum of all fields of training in the V-VIII terms after the course "the English language". Therefore, we consider it expedient to create a special distance course for all specialties.

In blended learning, as well as in the traditional one, it is supposed to hold auditorium classes in accordance with the curricula of the fields of training. But the main focus is on using information and communication technologies and e-learning. As an example, we take the faculty of international educational programs (the English language of professional and business communication course for the 4th year students on specialty 053 «Psychology»).

To implement blended learning, we selected a rotational model combined with an online laboratory model (according to Michael Horn's classification). This model involves the alternation of full-time and e-learning in ratio of 60/40 of all hours, in accordance with the curriculum of discipline. E-learning is carried out using the Moodle system, which is the basic component of the UIPA's electronic information and educational environment, that ensures the implementation of the learning process. For this purpose, we used the electronic course "the English language of professional and business communication" (for the 4th year students, the VIII term). This course fully corresponds to the working program of the discipline "the English language of professional and business communication" and is a logical addition to the classroom (fig. 1)
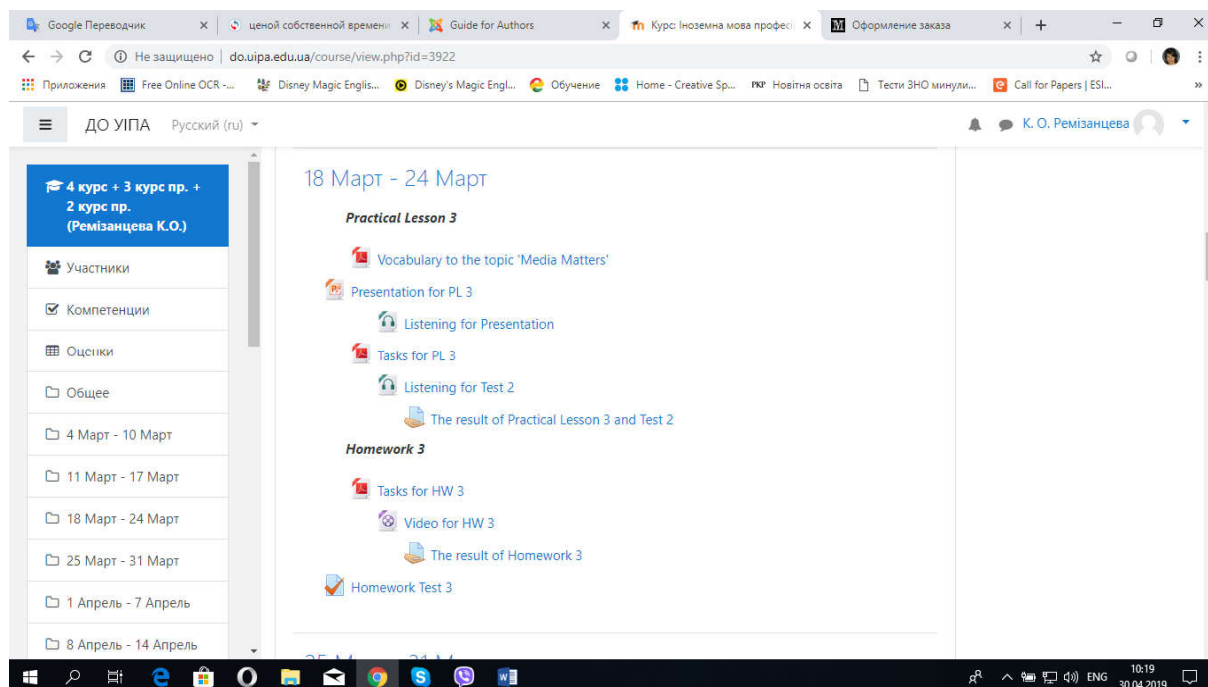
Figure 1
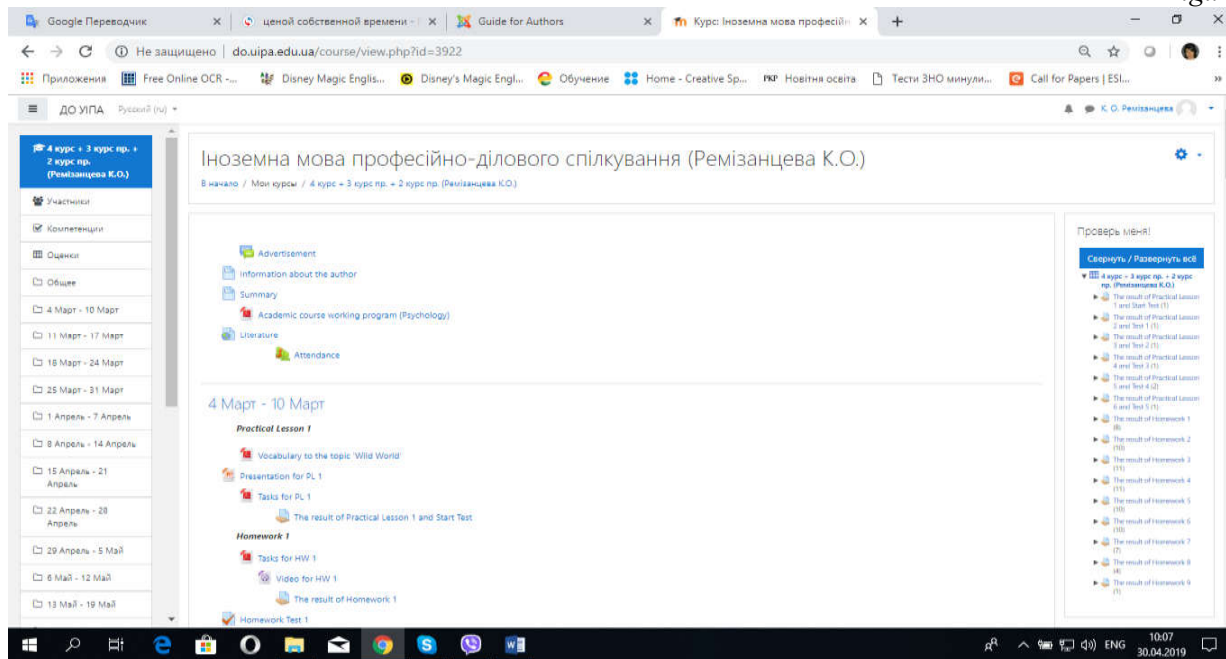
All tasks of the electronic course are carried out individually at home or in a computer class. The course is aimed to develop skills of reading, listening and writing, expanding vocabulary and divided into 14 weeks. Each week includes a presentation, audio and video materials designed to work in a specially equipped audience under the direction of a teacher. Also there are tasks for independent work and tasks for test control, which students perform independently at home (fig. 2)
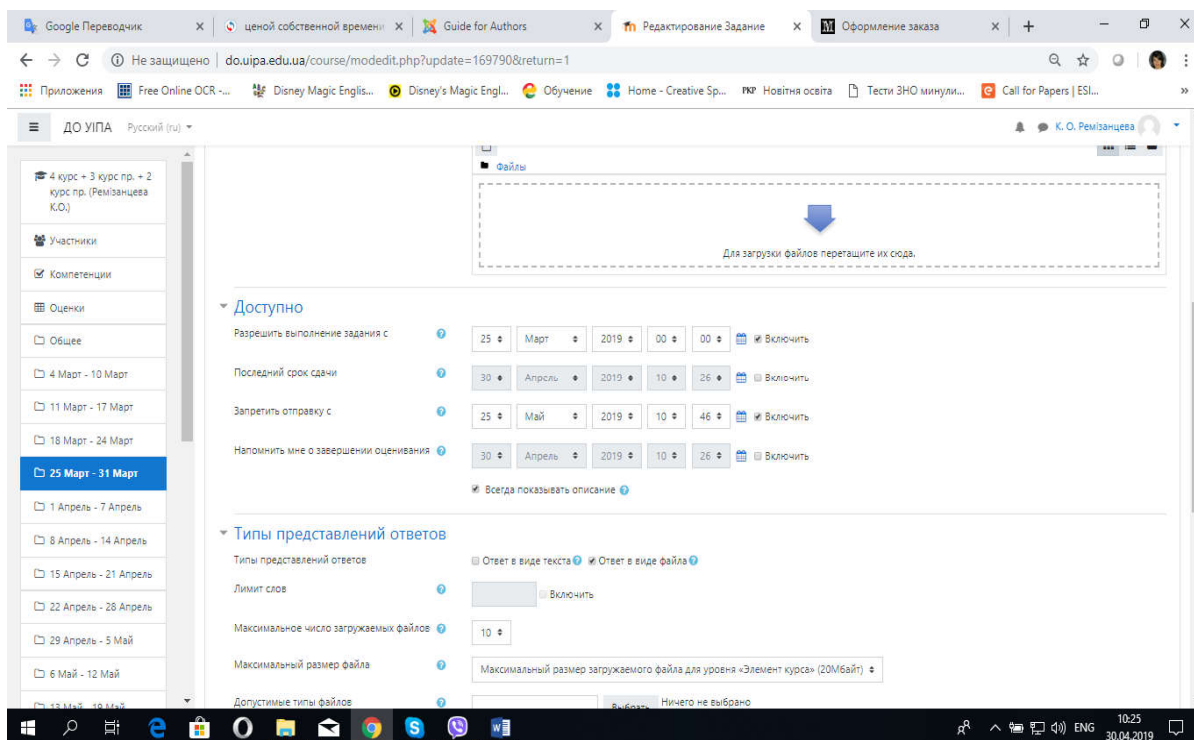
Figure 2

It should be noted that students have clear deadlines for one or another task of the course. For non-fulfilment of terms, the teacher has the right to lower the score or not at all to evaluate the work (fig. 3).
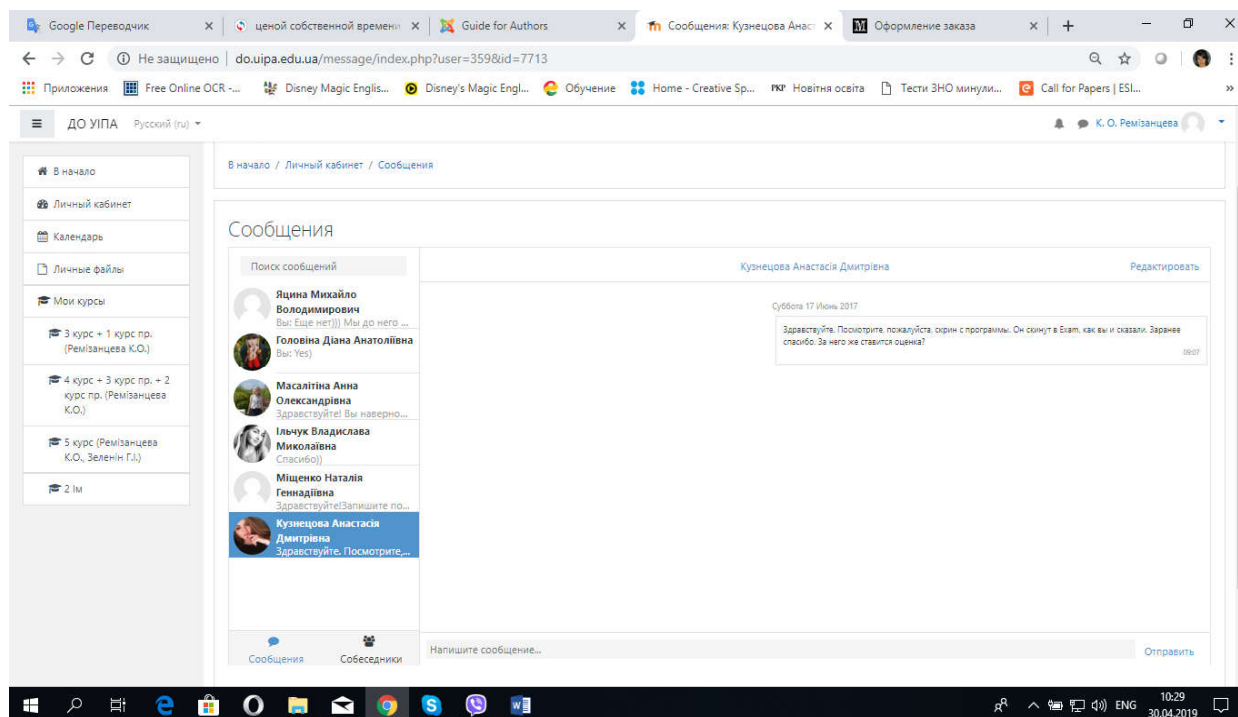
Figure 3

Using the forum (e-course tool), the student can ask the teacher any questions related to work on the electronic platform, as well as receive advice. Students can also ask questions through Skype by contacting a teacher (fig. 4).
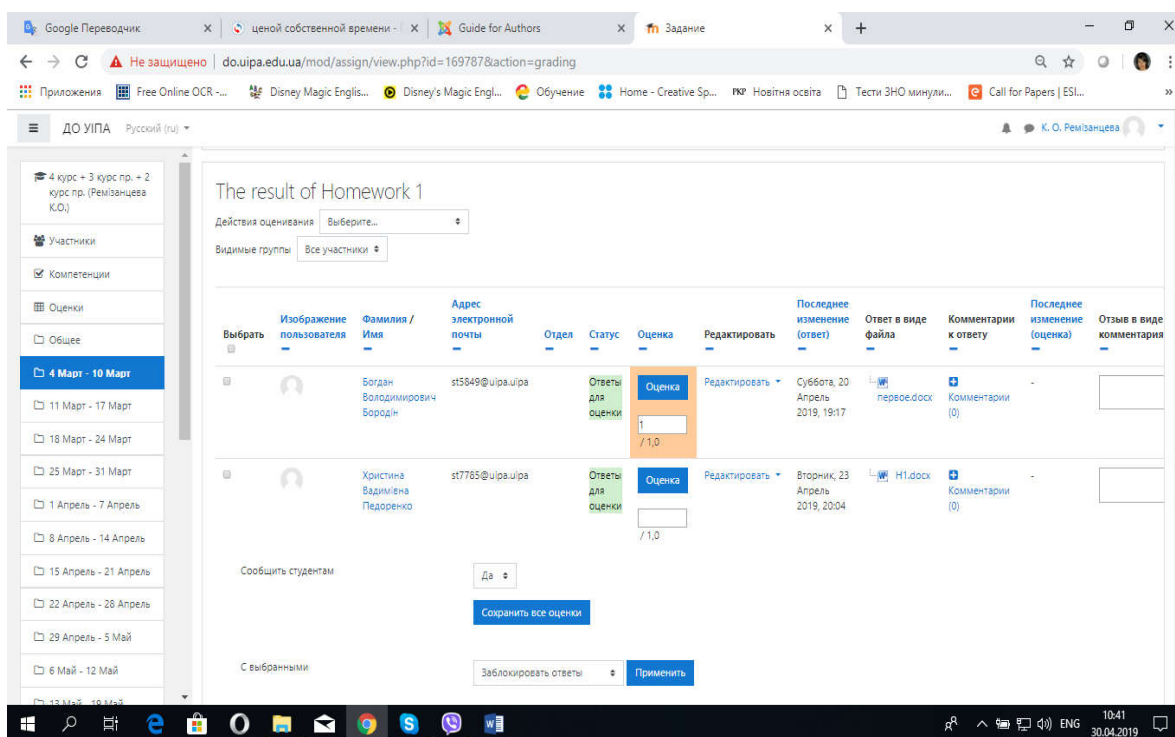
Figure 4

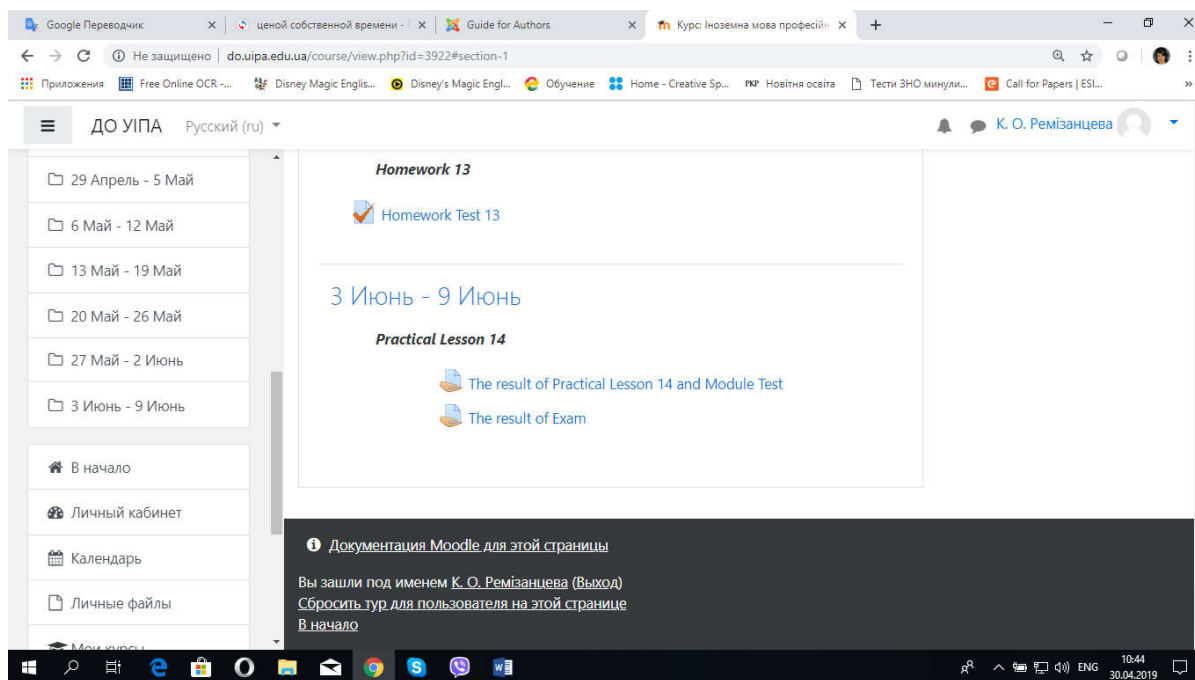The course is supervised by a teacher every week in an online mode (fig. 5)

Figure 5

Module control is carried out on the 14 week of training during classroom work. Final control in the form of an exam is also conducted during the classroom work according to the schedule (fig. 6).
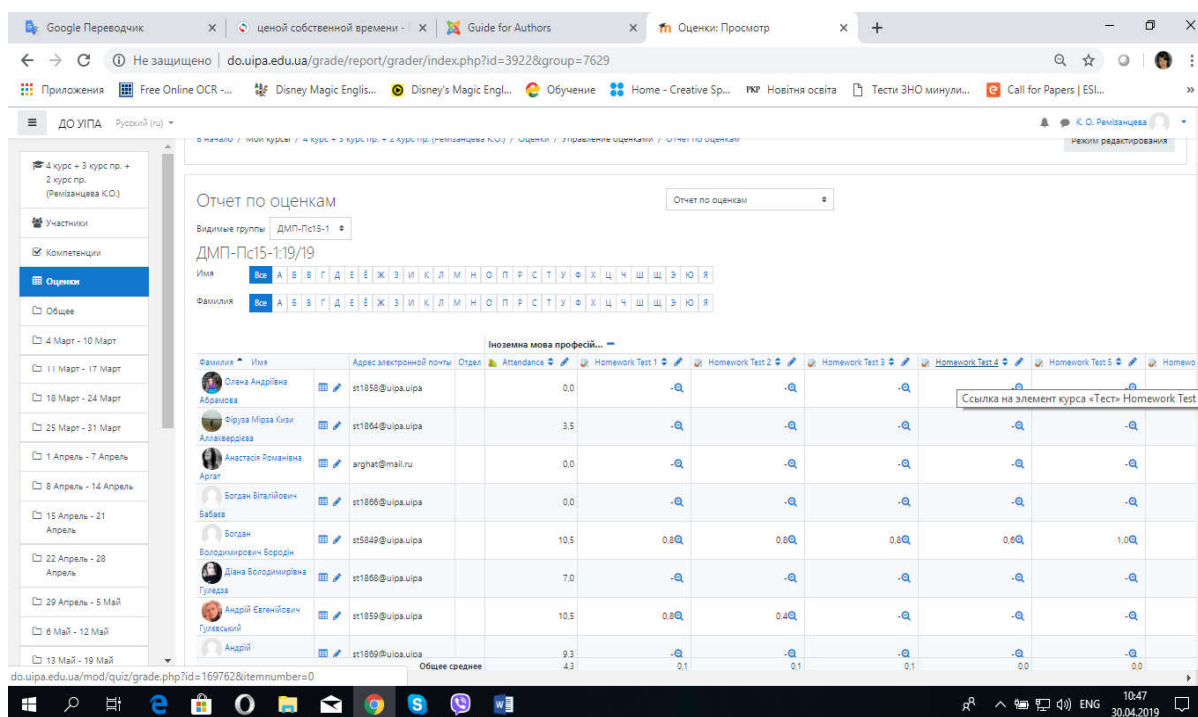
Figure 6

Scores obtained by students for all types of controls are exhibited by a teacher in a special online register (fig. 7). For the whole course of study, students can get 100 scores in a cumulative way, according to the Bologna process.

Figure 7

In other words, at the end of the course, after a teacher displays all scores in the electronic register, students can see the grade they will get in their certificates for grades.

Conclusions. It should be noted that the combination of the electronic environment with the day-to-day learning process has positive effects. In this way, it is possible to coordinate, plan and adjust the student's independent activity effectively. One of the objective prerequisites for such training at a high educational institution is to reduce hours for the auditorium work and increase the hours allocated to independent extra-curriculum work of students. Thus, the role of a teacher in the educational process, as a leading source of information, gradually loses its relevance and is rebuilt into the option of an organizer, consultant, manager and expert of independent work of a future specialist.

Consequently, the use of the Moodle platform for learning English is a productive and effective innovation, because it makes learning more effective, enhances to acquire knowledge, promotes increased motivation for learning, stimulates self-education, increases the efficiency and informative of education. Information resources of this type are inexhaustible and require further development by both a teacher and students.

It should also be emphasized that the importance of working on creating the Moodle platform is especially increasing in the context of Ukraine's integration into the European Community of States and the addition of Ukrainian education to the Bologna process. This gives grounds for concluding that the chosen theme is promising and considering creation of its own national educational system as a concrete step in realizing the tasks of reforming modern education in Ukraine.

However, it should be noted that the final idea of the blended learning quality is impossible. You can talk about "good" or "bad" blended learning courses, but experienced designers know that there are many features that distinguish one course from another.

General practice requirements for academic programs in the field of higher education (including on-line courses) are formulated in many papers. Such requirements, as a rule, determine the levels of minimum admissibility for certain dimensions (for example, training instruction, institutional context, evaluation and analysis, etc.) of institutional demands. The formulation of similar quality standards at the level of the course is difficult, for three reasons [9].

Firstly, there is no authoritative body that can (or wants to) define the minimum admissibility levels for blended learning in all its manifestations within the diversity of approaches. Therefore, there are no universal standards for the quality of blended course.

Secondly, if such standards exist, it is difficult to create an evaluation tool that could be used consistently for all courses, programs and institutions.

Thirdly, if such tool was available, it takes a lot of time to rate an individual course.

In the absence of standards focused solely on blended courses, the standards of on-line courses provide the closest analogue of quality assessment to blended learning courses. The specific standards of on-line quality came from commercial companies and a group of

institutions. Most of these groups present their standards in a survey form (i.e. checklist) and include a final rating. The advantage of these forms is that they are easy to implement for teachers, designers and administrators. This allows you to concentrate on the weak components of the blended course.

In this way, we note that the prospects for further scientific research are seen in studying the peculiarities of the qualitative indicators growth of English language proficiency during the blended learning using the online platform Moodle.

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