

The use of blended learning in the process of training contemporary specialists in foreign languages in higher education establishments of Ukraine

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Abstract. The article is devoted to the problem of the use of blended learning in the process of training contemporary specialists in foreign languages in higher education establishments of Ukraine. Attention is focused on basic advantages of blended learning which is a successful combination of traditional methods of learning with contemporary informational-communicative technologies. The article points to the necessity of the use of Moodle platform for development of an academic course on a foreign language with the purpose of intended specialists training.

Keywords: distance learning, blended learning, information and communication technologies, Moodle platform.

Problem statement. Active information system penetration in the contemporary society, the development of contemporary informational-communicative technologies, changes in the ways of spreading and using information have a significant influence on popularizing new learning technologies. The use of distant forms and methods of learning encourages the individualization of the process of intended specialists' professional education, promotes their individual work, forms informational culture, sets for obtaining innovational methods of receiving and using information. Possibilities of distant learning totally correspond with social order in accordance to training of intended specialists in higher education establishments of Ukraine.

Analysis of researches and publications. The attention to the problem of the use of distant learning in educational process was given by such scholars as V. Dyvak, N. Dumanky, N. Kramarenko, V. Popov, V. Trohymenko and others. The works of Y. Bykov, V. Kuharenko, E. Polat, O. Hutorsky, O. Syrotenko, M. Rybalka quite profoundly analyze and concretize the essence of distant learning and peculiarities of its usage in the process of professional training of specialists in higher education establishments of Ukraine.

The purpose of the article: on the basis of scientific literature to explore the essence of the terms "distant learning" and "blended learning", define their basic methodical peculiarities and advantages under the conditions of training of intended foreign languages specialists higher education establishments of Ukraine.

Exposition of the basic material. According to the standing order, distant learning presupposes the process of giving and acquiring knowledge, skills and types of cognitive activity of a person, that is carried out with mediate interaction of distant from each other participants of learning in a specialized background created on the basis of contemporary psychological-pedagogical and informational-communicational technologies [6].

Scholar O. Hutorsky considers distant learning to be the learning with the help of telecommunication means in which the subjects of learning (learners, teachers, tutors), having space or time distance, carry out the general educational process aimed at creation by them of outer educational products and correspondent inner changes (increases) of subjects of learning [3].

Scholar E. Polat tends to define distant learning as a form of learning in which the interaction of a teacher and learners between each other is carried out at a distance

and reflects all inherent components of educational process (purpose, content, methods, organizational forms, means of learning), which include interactivity [4; 5].

In scholars' opinion, distant learning is characterized by a great deal of positive features that are not found in the traditional one, in particular:

- the formation of a global (national, regional, local) principally new educational space;

- broadening of the market of educational services, decreasing the level of their availability to different social groups and categories of population, decrease of gap in the quality of elite and mass education;

- activating of an educational process and giving to it a creative character, as a result of which the creation of conditions for personality development and creative self-realization of each learner [4; 5; 7].

Distant learning provides a wide choice of learning materials that are constantly renovated and are presented together with bright graphics (drawings, schemes, tables, etc), accompanied by audio- and video-presentations. Besides, computerized learning enables the access to various sources of information – electronic libraries, multimedia textbooks, reference materials (dictionaries, encyclopedias, maps, etc), distant courses on different subjects. Another feature of distant learning is a significant increase of time frames of the learning process, whilst the traditional learning is limited by frames of a class and time of doing homework [1; 2].

Success and quality of distant learning depends on effectiveness of organization and methodical quality of the used materials, as well as management and skillfulness of educators participating in this process.

In the conditions of distant learning what comes forth is its educational, content-related organization. Not only the content for digestion is meant, but also structural organization of learning materials as well as methods of learning [2].

Conceptual pedagogical regulations of distant learning of foreign languages are built on such grounds.

In the center of the learning process there is an individual cognitive activity of a learner (learning, not teaching). Individual work with the purpose of obtaining different types of oral activity, formation of necessary skills and experience is specific for the given sphere of knowledge.

On the one hand, a more profound system of education is required which allows to acquire knowledge where and when it is convenient for a learner.

On the other hand, in the conditions of distant learning a learner must possess not only skills of working with a computer as an ordinary user, but also the ways of working with authentic information which he faces in different Internet resources. What we mean is that a learner must possess different types of reading: learning, searching, introductory, must be able to work with electronic references and dictionaries, that are the components of the given course or exist off line on different servers [5].

Individual obtaining of knowledge must not have a passive character. A learner is involved into an active cognitive activity from the very beginning, which covers the usage of acquired knowledge for solving various communicative tasks in joint creative activity in groups.

Distant learning, which is individualized in itself, must not exclude the possibilities of communication not only with a teacher but other partners as well, cooperation in the process of different kinds of cognitive and creative activity.

The system of control of acquiring knowledge by means of cognitive activity, ability to use the acquired knowledge in different problem situations must have a systematic character and be built of the basis of dynamic reflexive connection. The control of academic progress must be dynamic when developing correspondent learning materials and summative on the side of a teacher and consultants-coordinators in tests, presentations, creative works. Lately, special Web-pages that learners or cooperation groups can organize for themselves have been used with this purpose [4; 5].

The following factors have an important meaning for organizing the process of distant learning in foreign languages:

1. Selection and organization of speech material according to the purpose and task of the course (this must be only authentic material).

2. Structuring of the course, its methodic and technological organization (hyper text technologies, Web-pages).

3. Accurate planning of work for a group (organization of small groups, conferences, including audio- and video-conferences, organization of systematic reposting – individual, group ones).

4. Organization of regular consultations with the teacher and the curator of the server).

5. Establishment and skilled support of positive emotional background in the group in general and each learner in particular [7].

Recently blended learning have been spreading significantly in the system of higher education of Ukraine. In scientific literature this term is explained as a system of learning/teaching that contains in itself the best aspects and advantages of teaching in a classroom and interactive or distant learning and it creates accessible and motivating courses for learners, in which an educational process is a system that consists of different parts functioning in permanent interaction [3].

Thus, the model of blended learning is not an ordinary use of computer technologies in individual work of learners at home after classes, but a single, integral educational process which stipulates that a part of learners' cognitive activity is carried out in classrooms under a teacher's control, and another part is carried out at a distant learning where individual kinds of work

independently or with partners in small groups have the advantage.

The model of blended learning contains elements of the main European educational models: distant learning, face-to-face learning, online learning.

In the conditions of training of foreign languages specialists in higher education establishments in Ukraine such successful combination of the European educational models gives the opportunity to provide learning not only by using computers, but also with an alive teacher in an active form, when the material studied individually is generalized, analyzed and used in real situations through solving communicative tasks.

As a result of using the given model of learning students acquire:

- the ability to plan their activity individually;
- the ability to effectively organize their activity orienting it to the final result;
- the ability to take a decision, make a conscious choice and be responsible for it;
- the ability to work in informational space, i.e.: to select information according to the topic and have the skills of independent searching activity;
- the skills of analytical activity – the ability to structure the received information and use it adequately to the set task;
- the skills of presenting the results of activity with the use of various informational technologies;
- the skills of reflection promoting successful functioning of a subject in any activity [3].

Experience has proven that to create an academic course on a foreign language in training intended specialists in higher education establishments in Ukraine it is necessary to use the Moodle platform that gives the possibility to involve different elements of the course, i.e.: glossaries, tasks, resources, forums.

Since in blended learning an individual cognitive activity of a learner is in the center, he:

- studies individually to acquire knowledge using various sources of information;
- learns to individually work with this information, using various means of cognitive activity and having the possibility to work in the time convenient for them;
- independent acquisition of knowledge is not passive, on the contrary, a learner from the very beginning is involved in active cognitive activity that does not limit obtaining knowledge, but compulsory includes its usage for solving various tasks;
- learners acquire skills of control and self-control of the level of acquired knowledge;
- the use of the proposed model allows to really provide an individual line of learning to each learner that in practice corresponds with the principle of individually-oriented learning.

Conclusions. Distant learning is one of contemporary means of realizing the process of education on the basis of informational-communicative technologies. The usage of forms and methods of distant learning promotes individualization of the process of professional formation of intended specialists, encourages them to work individually, forms an informational culture, sets them to master innovative means of acquiring and using the information. In its turn, blended learning is a relatively

new approach in the world of higher education in Ukraine. It provides flexibility to traditional learning, also it gives the opportunity to education establishments to offer learning in different conditions of academic material delivering. To create an academic course on a foreign

language when training intended specialists in higher education establishments in Ukraine it is necessary to use the Moodle platform, that gives the possibility to form in learners skills and abilities to individually acquire and use knowledge required for their future professional activity.

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Использование смешанной формы обучения в процессе подготовки современных специалистов по иностранному языку в ВУЗах Украины

И. В. Шевченко, Е. Н. Кордюк

Аннотация. Статья посвящена проблеме использования смешанной формы обучения в процессе подготовки современных специалистов по иностранному языку в высших учебных заведениях Украины. Внимание обращено на основные преимущества смешанной формы обучения, которая является удачным совмещением традиционных методов обучения с современными информационно-коммуникативными технологиями. В статье указывается на необходимость использования платформы Moodle для разработки учебного курса по иностранному языку с целью подготовки будущих специалистов.

Ключевые слова: дистанционное обучение, смешанное обучение, информационно-коммуникативные технологии, платформа Moodle.