

Methodological and organizational conditions for the implementation of blended learning foreign language at university

Abstract. *The article provides conceptual and terminological apparatus of blended learning, offers a version of interpreting the term «blended learning», and examines the current state of this education format, its place, and its role in Kazakh and foreign higher (primarily linguistic) education. Blended learning is seen to improve educational process efficiency. The authors consider the issues of development, testing, and stage-by-stage evaluation of the proposed model's effectiveness. Diagnostic materials and results of monitoring the success of experimental work on implementing blended learning in a language university are presented. During the experiment, a supporting model of blended learning of a foreign language was developed, based on the formulated methodological and organizational principles. As a result of the study, the authors concluded that using blended learning in teaching a foreign language in higher education is pedagogically expedient since blended learning can increase educational process effectiveness. The flexibility of the blended learning model allows applying a student-centered approach, adapting the traditional educational process to students' individual characteristics. It also contributes to better use of time in the classroom. Blended learning specificity provides for the need to select and structure a course content in accordance with the peculiarities of the used model of blended learning of a foreign language (material organization and distribution of educational activities between full-time and distance components). Methods of organizing the educational process in blended learning involve using modern pedagogical technologies based on the principles of a student-centered approach and student autonomy.*

Keywords: *blended learning, foreign language, distance learning at a university, student-centered approach, student autonomy.*

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Introduction

Currently, modern information and communication technologies penetrate all spheres of human activity, including education. Their integration into the educational sphere is becoming not just an actual trend, but a vital necessity, a guarantee of its modernization. One of the responses of education to this challenge of our time was the development of distance learning based on information and

communication technologies. At the same time, distance learning is not always pedagogically sound. It often does not assume the possibility of real didactic communication due to the specifics of the distributed learning process and focus on certain categories of population (people who are unable to get educational services in the traditional form due to various circumstances). One way to solve this problem is to use blended learning. Today, domestic education is going through the initial stage of the formation and

development of blended learning when the very concept and content of this phenomenon has not yet stabilized. The paper considers several interpretations of the definition of blended learning, which in the Russian-speaking tradition is also called integrated (blended), combined (mixed) or hybrid.

The main part. We proposed the definition, based on generalization of the stated interpretations of the concept under study, according to which blended learning is a combination of elements of full-time and distance learning, one of which is basic, depending on the preferred model. This definition, in our opinion, most accurately reflects the essence of the phenomenon under consideration since it fully represents its essential characteristics and possible variations.

After analyzing modern scientific, methodological, and specialized literature [1], as well as periodicals devoted to blended learning, distance learning and use of information and communication technologies in the educational process in higher education, we concluded that in modern conditions, transformation of modern education, blended learning allows one optimally combining and using opportunities and benefits of both traditional education and distance learning [2].

Based on the results of the analysis of scientific and methodological literature, we have identified and formulated some limitations of distance learning, as well as limitations of traditional full-time education, which can be overcome through using blended learning. In addition, the analysis of scientific and methodological literature suggested that blended learning can increase educational process effectiveness due to:

- modern pedagogical technologies that incorporate the principles of personality-oriented approach [3];
- increasing the degree of students' autonomy (development of critical thinking and research and search activity skills);
- model flexibility;
- more rational use of time in the classroom due to preliminary study of educational material

through information and communication technologies;

- taking into account students' individual psychological characteristics;
- a variety of methods of pedagogical influence;
- increasing the volume of assimilated material;
- model interactivity;
- increasing students' information competence;
- possibilities of unlimited access to information for teachers and students.

Blended learning is based on psychological and pedagogical approaches and theories: behavioristic (E. Thorndike, J. Watson, E. Ch. Tolman and others) [4], cognitive (J. Miller, A. Newell, G. Simon, J. Piaget, J. Bruner and others) [5] and constructivist (E. von Glazersfeld, P. Watzlavik, U. Maturana, F. Varela, H. von Foerster, G. Roth and others) [6].

The analysis of the above theories suggests that within the framework of the modern education system, it is hardly possible to find a single optimal theory, which implementation could fully ensure the effectiveness of learning. Nevertheless, it can be considered that in the context of modern education transformation, the concept of blended learning, built on constructivist principles, can contribute to optimization of educational process in teaching foreign languages.

We reviewed information and communication technologies used in blended learning: e-mail, programs, and services for creating presentations, chat, video conferencing, learning management systems, web forum, wiki, blog, social services, in order to study their didactic properties and define functions that contribute to the most optimal and effective implementation of didactic tasks.

By analyzing both common and distinctive features inherent in blended learning and learning with information and communication technologies support, we have identified the criteria for their differentiation: - information and communication technologies percentage of in the educational process; - information and communication technologies functions in the educational process; - teacher's role in educational process.

It should be emphasized that when defining the didactic principles of blended learning, “traditional” and “distance” didactic principles were not replaced by fundamentally new ones, but their content was refined and modified considering the specifics of the blended learning form. Considering the specific features of this form of education, we have identified the key principles for designing a blended learning system [7]. These include:

1. principle of pedagogical approach priority in educational process design;
2. principle of taking into account technological readiness level;
3. principle of pedagogical expediency of information technologies use;
4. principle of correspondence of blended learning model to the learning conditions;
5. principle of components interconnectedness in a blended learning model;
6. principle of pedagogically grounded distribution of educational material and educational activity types between full-time and distance components;
7. principle of interactivity.

We have grouped and described the factors that determine effective and successful implementation of blended learning in teaching foreign languages. Our proposed categorization of the selected factors (at a university level, at a teacher’s activity level, at a student’s activity level) can be further refined, supplemented, and expanded. This initial attempt is important for analyzing and planning organization of blended learning in the specific conditions of a university and course program, as it is a «starting point», a guideline for rational planning of a blended learning system.

We have developed generalized classification of existing blended learning models [8], which made it possible to identify and describe three blended learning models: a supporting model, a replacement model, and e-learning center model. We formulated an algorithm for constructing a model of blended learning in a foreign language, identified principles of organizing educational material in blended learning courses, methodological principles of

organizing educational process in the form of blended learning, gave detailed description of the five stages (analysis, planning, development, implementation, and evaluation) of creating a blended learning model

The pedagogical experiment was carried out based on History, Philology, and International Relations Faculty, at the Department of Foreign Languages and Translation Studies, at East Kazakhstan University after Sarsen Amanzholov during one academic year (2020-2021). During the experiment, we developed a supporting model of blended learning, based on methodological and organizational principles which we had formulated. This model was tested in the training course «Specialized professional foreign language», which is included in the curriculum for students enrolled in the educational program 6B01703 Foreign language: two foreign languages (45 students took part in the experiment).

The modified course is based on the idea of an international telecommunication project, where communication is carried out through video conferencing, as well as through real-time messaging (chat). Such projects are created for communication of students from different countries and cultural worlds, with the aim of developing their socio-cultural and informational competencies and preparing them for successful self-realization in a multicultural world [9]. As part of the project, each university communicates with its partner over a four-week period. Thus, during the semester, each university meets with three different partners. English acts as an intermediary language. Such a project, which is oriented towards academic mobility and inclusion into international education, fully corresponds to the concept of the course «Specialized professional foreign language», which provides the possibility of its inclusion into the curriculum.

As part of “face-to-face” component, classes were held in the classroom both without communication with partner universities (“local” classes), and in the form of video conferencing and communication with remote participants in chats [10]. Communication with partners through video conferencing and chats, within

Table 1. Evaluation of effectiveness of teaching students in groups according to the selected criteria

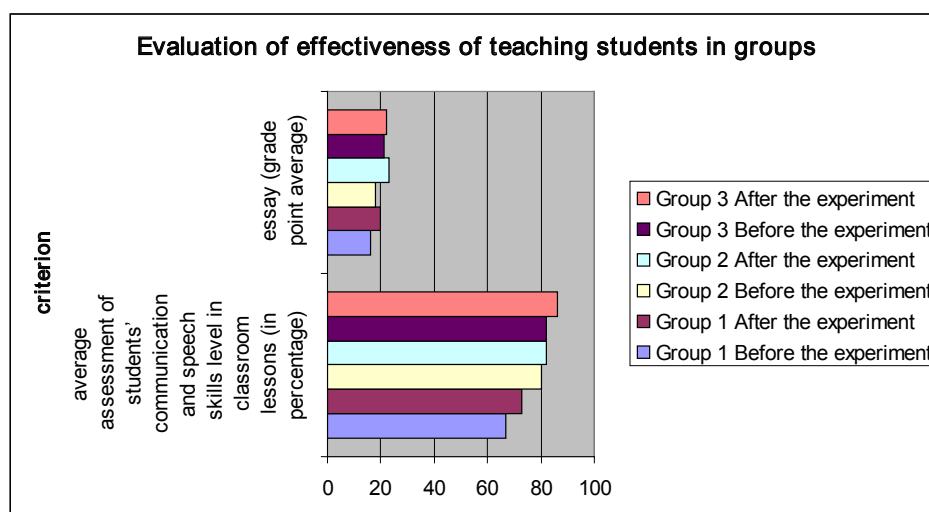
Criterion	Group 1		Group 2		Group 3	
	Before the experiment	After the experiment	Before the experiment	After the experiment	Before the experiment	After the experiment
average assessment of students' communication and speech skills level in classroom lessons (in percentage)	67	73	80	82	82	86
essay (grade point average)	16	20	18	23	21	22

the framework of this work, is considered as “face-to-face” component, since the teacher and students were not separated by time and space (which is inherent in distance learning) but were in the same classroom during classes. The first two “face-to-face” local classes were devoted to a group discussion of the goals and objectives of the course, as well as detailed acquaintance of students with specifics of working on the blended learning model. During the course, students were asked to complete two projects, presentation, and discussion of which took place in person. At the end of the course, a traditional full-time test was carried out [11].

Much attention was paid to developing a supporting distance component in the form of a training course designed mainly to

support educational and organizational and methodological activities and educational process itself. The choice and successful use of the learning environment is due to its philosophy [12] based on constructivist principles, didactic properties of the environment, as well as didactic potential of the tools that make up it.

The pedagogical experiment was carried out as follows: in the first and second semesters of the 2020-2021 academic year, communication with the first and third partner universities was carried out in the traditional form (control groups), and with the second - in the form of blended learning (experimental group), in order to trace dynamics of changes in results and, on its basis, draw a conclusion about the effectiveness of the form of blended learning.

Diagram 1. Evaluation of effectiveness of teaching students in groups according to the selected criteria

To determine the degree of «increase» in the training effectiveness we compared the average quantitative indicators in percentage and in points in the control and experimental groups for each of the selected criteria. Evaluation was carried out based on criteria for evaluating oral answers and written statements, parameters for evaluating presentations, criteria for checking creative written works [13], as well as considering the control system for evaluating courses [14].

Analysis of the data in Table 1 allows us to conclude that according to the selected criteria, students prove an increase in the learning effectiveness (see Table 1 and Diagram 1. Evaluation of effectiveness of teaching students in groups according to the selected criteria).

Table 2 shows the indicators for assessing students' individual performance in 3 groups (they regularly attended classes and participated in the experiment), as well as the average efficiency indicator for the entire group (see Table 2. Indicators of training effectiveness in groups), both under experimental conditions and without it.

Table 2 Indicators of training effectiveness in groups (Average level of efficiency)

№ п/п	effectiveness, %	
	Before the experiment	After the experiment
group 1	70	74
group 2	71	78
group 3	79	84

In all three groups, there is an increase in training effectiveness indicator, which indicates that the chosen form of training contributes to an increase in the educational process efficiency (see Diagram 2. Indicators of training effectiveness in groups).

The pedagogical experiment also revealed that conducting classes in the form of blended learning, due to its limited prevalence, is currently not a completely customary form of education for students those enrolled in educational programs (6B01703) Foreign Language: Two Foreign Languages and (6B02301) Translation Studies. Therefore, it seems to us appropriate to carry out preliminary orientation work with students [15] to explain the specifics of the course organization and implementation, its didactic goals, and objectives. However, during the experiment, students showed positive attitude towards working in the form of blended learning; they also appreciated the educational value of the course components.

An analysis of the students' work in face-to-face classes showed that their use of the materials presented in the course (texts, glossary, questions, etc.) had a beneficial effect on the quality of intercultural communication in direct contacts via video conferencing, as the students' answers became more meaningful, clear formulated and logical.

This is also confirmed by the results of questionnaires and interviews conducted with students, reflected in the diagrams in Figure 1 and Figure 2. The first question (In your opinion,

Diagram 2. Indicators of training effectiveness in groups

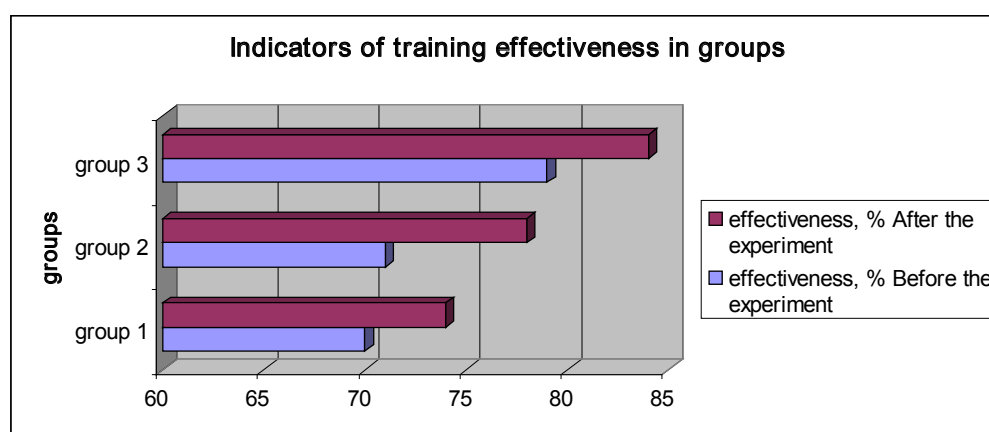
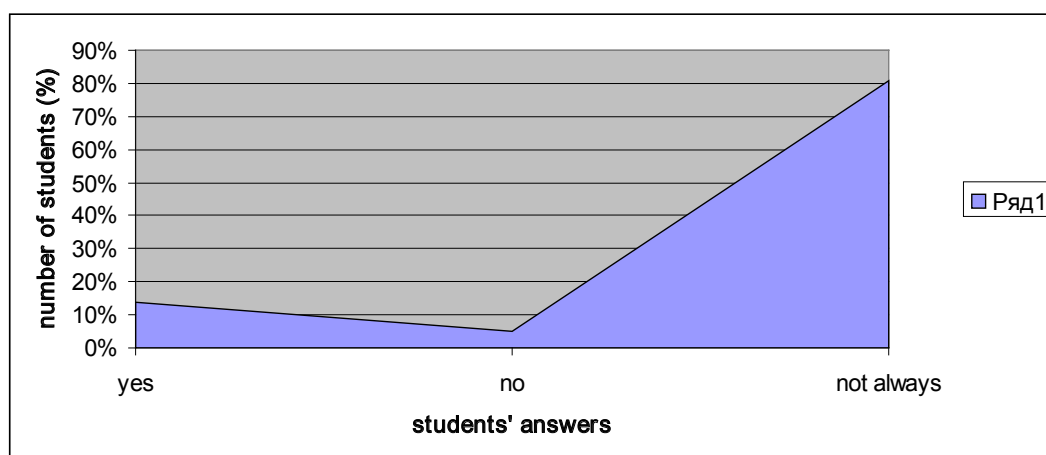


Figure 1. The results obtained based on the analysis of students' answers to the first question: In your opinion, did the training materials on the supporting site (texts, glossary, associative cards, tests) help you in communicating with partners via video conferencing and in chats?



did the training materials on the supporting site (texts, glossary, associative cards, tests) help you in communicating with partners via video conferencing and in chats?) got the following answers: 14% - yes; 5% - no; 81% - not always, because of the time shortage (See Figure 1. The results obtained based on the analysis of students' answers to the first question).

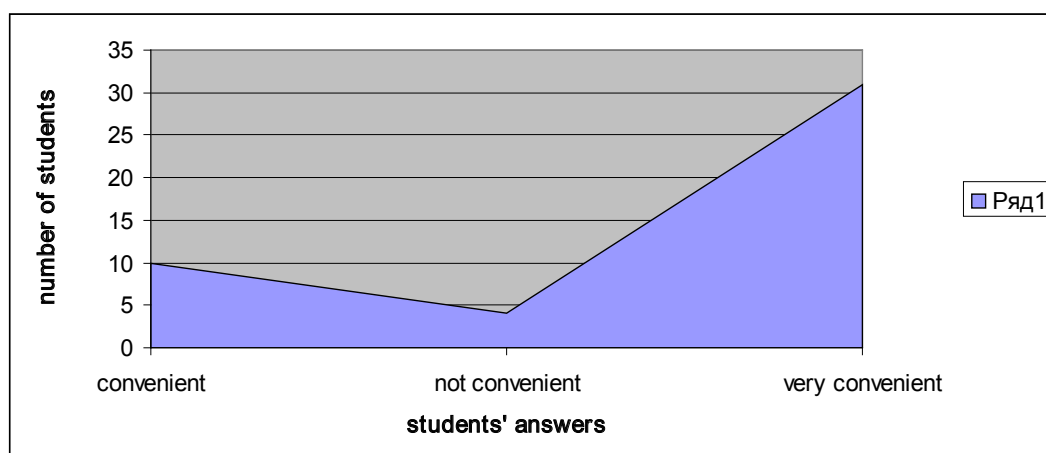
The second question (How convenient is the proposed form of education - educational information and communication technologies support of traditional full-time education?) got the following answers: 10 students – convenient;

4 students - not convenient; 31 students - very convenient (See Figure 2. The results obtained based on the analysis of students' answers to the second question)/

The success of the experiment proved that the use of a supportive blended learning model helps to increase the effectiveness of teaching a foreign (English) language as a means of intercultural communication.

The success of the experiment shows that the developed supporting model of blended learning contributes to an increase in the effectiveness of teaching a foreign (English) language as a means

Figure 2. The results obtained based on the analysis of students' answers to the second question: How convenient is the proposed form of education - educational information and communication technologies support of traditional full-time education?



of intercultural communication and can be successfully applied in a language university.

We identified a number of problems that require further research within the framework of the methodological approaches proposed in the work: development and implementation of a long-term, well-planned strategy for using blended learning in the educational process, overcoming students' unpreparedness for intensive use of information and communication technologies in the learning process, methodological assistance in implementing information and communication technologies in the educational sphere via seminars, training courses for teachers in the framework of professional development programs [16].

Conclusion

In the course of theoretical and practical study of the problem of blended learning effectiveness in a foreign language, we obtained the following results: - we have proved the pedagogical expediency of using blended learning of foreign languages in higher education as contributing to the increase in teaching effectiveness [17]; - we have found that blended learning allows us to adapt the traditional learning process to students' individual characteristics, to improve perception and assimilation of educational material by taking into account their individual psychological characteristics; blended learning is optimal from the point of view of the ratio of the time used / labor costs and student's educational activities results, and also allows more rational use of time in the classroom; - we proposed classification of blended learning models based on the didactic principles of blended learning, as well as factors that determine its effective implementation in teaching foreign languages; - we presented a detailed step-by-step description of the mechanism (algorithm) for implementing the model of blended learning a foreign language; - we have formulated methodological and organizational principles for developing training courses in blended learning, taking into account specifics of the subject (foreign language), current trends in development of language education

in higher education and shift in emphasis in defining educational goals at the present stage; - we have theoretically substantiated methodology for organizing teachers' and students' activities in the form of blended learning in foreign language in a language university [18]; - we have identified principles of thematic selection and structuring content of a language course in the form of blended learning (distribution of forms of work and types of educational activities between full-time and distance components); - we have presented scientifically based methodology for organizing educational process in the form of blended learning, which involves use of modern pedagogical technologies that reflect principles of student-centered learning and contribute to development of students' critical thinking and skills of independent search and research activities; - we have developed pedagogical foundations of blended learning of a foreign language, didactic materials and methodological tools that can be used: in textbooks for blended and distance learning of a foreign language for students of language universities, as well as for specialists in various fields, in lecture courses and seminars on computer linguo-didactics, methods of teaching foreign languages in language universities, in research programs dedicated to development of blended learning projects, as part of special courses or elective courses for students, to improve teachers' qualifications.

Within the framework of blended learning, it is possible to create such an educational environment where the student feels more comfortable, turning into an active participant (subject) of the educational process, when self-study skills are stimulated, self-planning of one's own educational trajectory, search, and processing of large amounts of information using modern communication technologies, continuing education.

The teacher acts as a consultant, «facilitator» of the educational process, leading students to independent solution of educational problems, to independent acquisition of knowledge. In these conditions, possibilities of developing graduates' personality as a modern competent specialist multiply.

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М.А. Серебряникова

С. Аманжолов атындағы Шығыс Қазақстан университеті, Өскемен, Қазақстан

Университетте шет тілін аралас оқытуды жүзеге асырудың әдістемелік және ұйымдастырушылық шарттары

Аңдатпа. Мақалада аралас оқытудың тұжырымдамалық -терминологиялық аппараты қарастырылған, «аралас оқыту» терминінің интерпретациясының нұсқасы ұсынылған, білім берудің осы түрінің қазіргі жағдайы, оның қазақ және шетелдік жоғары (бірінші кезекте лингвистикалық) білімдегі орны мен рөлі зерттелген. Аралас оқыту - оқу үдерісінің тиімділігін арттыру әдісі ретінде қарастырылады. Авторлар ұсынылған модельдің тиімділігін әзірлеу, тестілеу және кезең-кезеңмен бағалау мәселелерін қарастырды. Диагностикалық материалдар мен тілдік университетте аралас оқытуды енгізу бойынша эксперименттік жұмыстың табыстылығын бақылау нәтижелері ұсынылған. Эксперимент барысында

тұжырымдалған әдістемелік және ұйымдастырушылық принциптерге негізделген аралас тілді оқытудың қосалқы моделі жасалды. Зерттеу нәтижесінде авторлар жоғары оқу орнында шет тілін оқытуда аралас оқыту формасын қолдану педагогикалық тұрғыдан орынды деген қорытындыға келеді, өйткені аралас оқыту оқу процесінің тиімділігін арттыруы мүмкін. Араластырылған оқыту моделінің икемділігі оқушыларға бағытталған әдісті қолдануға, дәстүрлі білім беру процесін оқушылардың жеке ерекшеліктеріне бейімдеуге мүмкіндік береді. Бұл сонымен қатар сабақта уақытты тиімді пайдалануға ықпал етеді. Аралас оқытудың ерекшелігі шет тілін аралас оқытудың қолданылған моделінің ерекшеліктеріне сәйкес курстың мазмұнын таңдау мен құрылымдау қажеттілігін қамтамасыз етеді (материалды ұйымдастыру және оқу іс-әрекетінің түрлерін бөлу арасында уақыт пен қашықтық компоненттері). Оқыту процесін аралас оқыту түрінде ұйымдастыру әдісі оқушыға бағытталған тәсіл мен оқушылардың дербестігі принциптеріне негізделген қазіргі заманғы педагогикалық технологияларды қолдануды көздейді.

Түйін сөздер: аралас оқыту, шет тілі, университетте қашықтықтан оқыту, студенттерге бағытталған тәсіл, студенттің дербестігі.

М.А. Серебряникова

Восточно-Казахстанский университет имени Сарсена Аманжолова, Усть-Каменогорск, Казахстан

Методические и организационные условия реализации смешанного обучения иностранному языку в вузе

Аннотация. В статье приводится понятийно-терминологический аппарат смешанного обучения, предлагается вариант трактовки термина «смешанное обучение», исследуются современное состояние этой формы обучения, её место и роль в казахстанском и зарубежном высшем (в первую очередь, языковом) образовании. Смешанное обучение рассматривается как способ повышения эффективности учебного процесса. Авторами рассмотрены вопросы разработки, апробации и поэтапной оценки эффективности предложенной модели. Приведены диагностические материалы и результаты мониторинга успешности экспериментальной работы по реализации смешанного обучения в языковом вузе. В ходе эксперимента была разработана поддерживающая модель смешанного обучения иностранному языку, основанная на сформулированных методических и организационных принципах. В результате проведенного исследования авторы приходят к выводу о том, что использование формы смешанного обучения в обучении иностранному языку в высшей школе педагогически целесообразно, так как смешанное обучение способно повысить эффективность учебного процесса. Гибкость модели смешанного обучения позволяет применить личностно-ориентированный подход, адаптировать традиционный учебный процесс к индивидуальным особенностям учащихся. Она также способствует более рациональному использованию времени на аудиторном занятии. Специфика смешанного обучения предусматривает необходимость отбора и структурирования содержания курса в соответствии с особенностями используемой модели смешанного обучения иностранному языку (организацию материала и распределение видов учебной деятельности между очным и дистанционным компонентами). Методика организации учебного процесса в форме смешанного обучения предполагает использование современных педагогических технологий, основанных на принципах личностно-ориентированного подхода и автономности учащихся.

Ключевые слова: смешанное обучение, иностранный язык, дистанционное обучение в вузе, личностно-ориентированный подход, автономность студентов.

Information about authors:

Серебряникова М.А. – п.ғ.к., шетел тілдері және аударма ісі кафедрасының доценті, тарих, филология және халықаралық қатынастар факультеті, С. Аманжолов атындағы Шығыс Қазақстан университеті, Қазақстан көш., 55, Өскемен, Қазақстан.

Serebryanikova M.A. – Candidate of Pedagogical Sciences, Associate Professor of Foreign Languages and Translation Studies Department, History, Philology and International Relations Faculty, S. Amanzholov East-Kazakhstan University, 55 Kazakhstan str., Ust-Kamenogorsk, Kazakhstan.