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BLENDED LEARNING AS AN EFFECTIVE FORM OF MODERN EDUCATION

Modern principles of education and new state educational standards pay great attention to modern information and communication technologies (ICT) as an effective tool for teachers which are aimed to improve the quality of education through proper planning of workload, management of educational materials and control of the quality of knowledge.

The aim of the article is to clarify the understanding of the term “blended learning” in modern educational society, to analyze using modern information and communication technologies in teaching and learning foreign languages and to identify the basic elements of blended learning in increasing the motivation to learn foreign languages.

Blended learning is described as one of modern approaches based on the use of education technology in designing and giving new teaching and learning experience. It can involve the mix of teaching approaches integrated by multimedia tools, picture, video, animation etc. It has a good purpose to gain students’ interest and achieve better students’ experience and outcomes and creates better and different environment of teaching and learning with the aim of achieving good results. Blended learning assists students in obtaining lesson materials more readily, learning from the mistakes of their peers in online discussions, and finds content delivery appropriate to their learning styles. It allows students to feel secure and dependent [1, p.55].

Paying attention to the different approaches to learning, we can identify three main components of the model of blended learning, which are most common in today's educational environment: 1. full-time education - a traditional format of classroom classes in the teacher-student mode; 2. self-study education, which

involves students' independent search for materials (online search, for example) and 3. online learning, which allows students and teachers to work online (for example, via Internet conferencing or Skype). All these components must be well organized and function in constant connection with each other [2].

A blended learning model does not stay away from the usefulness of the traditional model, but rather improves its capabilities. These include:

1. Lectures. The complete material of lectures including slides should be accessible to all students and easy to use for self-study;

2. Practical classes (Face-to-face sessions) can essentially be combined with lectures, so that they discuss the most interesting and important topics of the course and develop practical skills;

3. Educational materials exist not only in print but also in electronic form, the teacher makes a resource map, which lists the main and additional materials, links from the Internet, which can be used by students;

4. Online communication. This is a whole new element that has come into blended learning with online learning. There are various tools - chat, forum, skype, which give students and teachers the opportunity to communicate and work together;

5. Individual and group projects (Collaboration). This form of work develops skills of work on the Internet, skills of search, analysis of information, work in a group, the ability to properly distribute responsibilities and be responsible for decisions;

6. Virtual classroom. This tool allows students to communicate through various means of Internet communication without being physically in the classroom, which gives students a certain amount of freedom in the learning process;

Audio and video lectures, animations and simulations. [3]

These elements of blended learning make the learning process simpler and more fulfilling. Considering the concept of blended learning and its essence, it is important to analyze the main advantages associated with the use of this form of learning in the learning process. It should be noted that the benefits of blended learning can be

divided into two groups: the benefits associated with the organization of the learning process, and the benefits for its participants and subjects.

The first advantage is the openness and flexibility of the learning process. Openness means the fact that blended learning allows for much more participants to be involved in learning, as opposed to the traditional form of learning. Regarding flexibility, each participant in the learning process has constant access to learning materials in the electronic environment. That is, students and teachers can access any content they need at any time convenient for them.

Another advantage of blended learning is that a personalized approach is implemented in the process of this form of learning. It consists in the fact that each student has the opportunity to choose the pace, rhythm and volume of educational material necessary for mastering individually. This allows him to build an individual learning style. Moreover blended learning promotes the development of student learning autonomy. Students learn to plan and effectively organize their learning activities independently and more effectively, focusing on the result. Students can participate in webinars and conferences, group discussions and forums and all these help them raise their motivation and interest in learning in general.

However blended learning does not imply full autonomy for students. This form of education allows the teacher to monitor the learning process and make the necessary adjustments. Students have the opportunity to see the results of their activities, get evaluations of their work and teacher's recommendations for their improvement. The model of blended learning is logically correlated with the credit-module system of educational process, and its use is considered appropriate and desirable, as there is a possibility of optimal combination of classroom, independent and individual work, practical training of students learning a foreign language.

Therefore blending learning environment can broaden the spaces and opportunities available for learning, support course management activities (e.g., communication, assessment submission, marking and feedback), enhance the availability and richness of information and resources for students, engage and motivate students through greater opportunities for interactivity and collaboration.

References:

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