Nazymko Olena

PhD (Pedagogical and Age Psychology),

Associate Professor of Foreign Languages Department

Kharkiv National University of Civil Engineering and Architecture

Kharkiv, Ukraine

BLENDED LEARNING: CASE STUDY ON ENGLISH TRAINING COURSE FOR ARCHITECT STUDENTS

The realities of contemporary epoch require the introduction of modern approaches and technologies in the educational process - both on the campuses of universities and abroad in online format. One of the main directions of the world education system is the development of a blended learning format within the digital educational environment.

The way in which blended learning is carried out usually depends on the circumstances, which makes the overall comprehensive definition ambiguous. Blended learning combines learning materials in online access and opportunities for interaction on the Internet with traditional methods of teaching in the classroom. However, with regard to e-learning, classroom methods can be replaced by webinars, making learning even more accessible and convenient. Blended learning encourages the personalization of the e-learning experience by combining the best aspects of personal learning with technology-based e-learning methods. This expands the student's experience by supporting at any time and in any place of study, and at the same time, the lesson with the teacher is concomitant. The combined model of learning is undoubtedly the leading way to enhance students' experience, improve the learning process, and enhance the learning effect. Academic research suggests that blended learning gives students a more comprehensive understanding of course content. Because blended

learning allows you to interact with teachers and other students, social learning is supported [1; 5-6].

Taking into account the above advantages of blended learning, the Foreign Languages Department has developed a digital educational environment to facilitate the language study to our students. This environment includes several English language courses, in which students successfully work on the basis of a combined format. One of the latest developments is the language professional course Smart English for architects. Blended learning enables to use many different forms and methods in foreign language teaching. This course is based on requirements of higher education, tutors' and students' needs, students' knowledge, teachers' long term experience, and on the positive attitude to modern technologies. The training course includes both the actual textbook for face-to-face lessons and the electronic version of the tasks, which must be performed directly online, for this purpose in the textbook such tasks have a QR-code [2; 3-4].

The course comprises 10 sessions. Each session meets the objectives of developing cognitive, language and speech competence of students. The introductory part to the section creates cognitive motivation for further subject actions and is aimed at the development of hypothetical thinking. It introduces content and sets strategic orientation in the section. All tasks are performed in writing in specified formats.

The learning process as a whole covers all language activities from enlarging vocabulary to mastering speaking and writing skills. Vocabulary section provides several approaches to memorizing new lexis. Lexical part of the section, which introduces vocabulary in the format of mental maps, allows it to be mastered in mnemonics L3MT. Vocabulary reveals the topic and subtopics of the section, which facilitates understanding of its meaning. Thanks to the link to the recording online, it is possible to hear the English pronunciation of words. The proposed exercises allow you to easily and quickly learn the vocabulary of

the section and trace progress in the development of their own lexical competence.

Another significant challenge in blended format of the course refers to Reading & Use of English Section. It simultaneously develops language skills of vocabulary and grammar in the process of reading [5, p. 253]. The exercises in this section cover the development of a wide range of skills: from the ability to select vocabulary and apply grammar to reading with a detailed understanding of the text and search and definition of specific information, details, opinions, attitudes. A significant part of the curriculum is developed and delivered within the online platform so the training process includes the most effective and efficient combination of learning modes.

The section that develops writing skills covers the tasks related to its topic and consists of a description of the situation, providing ideas on the development of the topic, and a proposal to express your own opinion in the form of an essay, article, e-mail, letter, review or report. This is to support the structure of a written document in Smart Writing Matrix format with written clichés for introduction, combination of ideas, expression of opinions, oppositions and conclusions. A link to the tutorial is also provided.

The next part of the session develops the skill of speaking in narration, description, comparison, expression of opinion, justification and suggestion of ideas, agreement or denial. To support, questions and clichés are provided and allow you to describe, compare, analyze the situation, discuss and compare three ideas, make decisions and draw conclusions.

Listening is the part of the session that develops listening skills. Each task begins with an introduction to the situation with a link to a recording of long or short messages or conversations and interviews. With the support of online opportunities, students have the possibility to perform listening exercises in order to find and record specific information, aimed at understanding the plot and key ideas.

The final part of summarizing is aimed at developing the ability to generalize, critical thinking and self-esteem [4, p. 107-110]. The objectives of this section develop the ability to think critically, create self-expression and self-presentation.

Thus, blended learning is an approach that takes into account different learning styles and combines different environments in an appropriate, integrated and complementary way to help, support and enhance the diverse needs of students and provide a successful, effective and enjoyable learning experience [3, p. 321-325]. Combining different media, different delivery methods and different learning strategies is not a new approach, but the capabilities of today's technology can make a blended approach to learning even more important and meaningful to students. Blended learning materials put students at the center of the learning process, encouraging them to be more independent, and helping teachers in their vital role of supporting learning.

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