

«Education Transformation Issues»  
#1, June 2020

# Education Transformation Issues

**#1, 2020**

*The collection includes 9th the International Scientific-  
Practical Conference "Education Transformation Issues"  
by SCIEURO in London 27-29 June 2020*

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**ISBN 0-745125-231860**

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# PEDAGOGY

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## «BLENDED LEARNING CONCEPT» AS AN EFFECTIVE CONDITION FOR THE ORGANIZATION OF EDUCATIONAL PROCESS AT UNIVERSITIES

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### Abstract

The article is devoted to the features of the organization of blended learning environment at the university. The specificity of the concept of “blended learning” is analyzed and it is noticed blended learning is effective when it has a combination of off-line and on-line learning that provides the intensification of the educational process, combines the professionalism of a teacher and technological tools, and allows teachers to work in small groups using adaptive potential and the latest technologies. Priority aspects in the organization of a blended learning environment are highlighted, including interactive learning, the use of modern information and computer-oriented technologies for structuring educational information and presenting it in various formats. The general algorithm of activities for the implementation of blended learning is explained. The most frequent models for organizing training activities in the blended learning environment such as «Rotation», «Personal Choice», «Autonomous Group», «Flip-the-classroom technique» and others are characterized. The importance of a special electronic educational and methodological complex that contains the training material and tasks for studying and control is marked.

**Keywords:** blended learning environment, blended learning, activity models in a blended learning environment.

### Introduction

The development of the modern educational system significantly affects the formation of the educational policy of each country and the professional training's reorientation at universities to the new forms of the educational material presentation. That is why issues associated with the use of technical means in the educational process require a particular attention. Moreover, the organization of classes of new types, based on a combination of traditional and innovative forms of learning, demands to be discussed.

### **Materials and Methods**

The use of the blended learning model at universities was described by the Ukrainian and foreign researchers. The historical aspect of the development of blended education is reflected in the researches of R. Brown [3], D. Craddock [4], K. Kun [12], D. Romanenkova [19] and others. The opportunities for developing a new type of educational environment were investigated by J. Groff [7], C. Graham [8], A. Kachalov [9], G. Polyakova [17]

Having analyzed various aspects of the problem, scientists, however, agree that it is necessary to update special pedagogical tools for high-quality professional training at universities, to challenge pedagogical stereotypes and to create a special environment that will combine traditional and innovative forms of learning.

It seems relevant to develop and introduce the blended learning model that will help students to become more involved in the educational process and to get maximal efficiency of it.

According to this, the purpose of the article is to investigate the characteristics of the organization of the blended learning environment in the educational process at universities.

The relevance of the research results is determined by the authors' definition of the role of the blended learning environment at the university that is understood as a teaching system that combines fulltime and distance learning, as well as self-studying. It also includes / presumes an interaction between teacher, student and interactive sources of information.

### **Results of the research**

The concept of «educational environment» is understood as a system of influence and conditions for the formation of personality, as well as opportunities for its development contained in the social environment in the framework of an organized educational process (V. Radul [18]). It is called multi-aspect and it is considered not only as «a multicultural educational system that is individual for each subject of training, but also as a condition for building your own style which provides the basis for actualizing the inner world of the personality» (A. Belinsky [1]).

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The educational environment is an open, complex, integrative, dynamic system (G. Polyakova [17], translated by us) where certain connections and relationships between the subjects, teachers and students take place. In A. Kachalov's opinion, the structural components of a pedagogically comfortable environment that ensure its efficiency and effectiveness create a friendly atmosphere, organizing an individual success situation and promoting students' personal fulfilment [9].

Nowadays, speaking about the creation of a comfortable learning environment, we should take into account the global process of computerization. We get a qualitatively new learning environment, which is called Blended Learning by involving new technologies into the educational process. This environment is able to solve numerous problems and increase students' motivation for the processes of studying.

Researchers define the blended learning as «a combination of offline and online learning that provides the intensification of the educational process, combines the professionalism of a teacher and technological tools, and allows teachers to work in small groups using adaptive potential and the latest technologies» [20]. This type of training is based on the provisions of synergetic, activity, creative, innovative approaches and the principles of the availability of means for creating an interactive dialogue, computer visualization of educational material [2].

Blended learning environment also means a combination of formal training tools (working in classrooms, studying theoretical material) and innovative (electronic) forms of training (e-mail, on-line conferences, working together at a telecommunication training project, creating blog quests, doing practical tasks and posting their results, etc.).

Blended learning is represented by on-line learning activities. They can be organized by means of providing links to resources and downloading texts and materials, managing online quizzes and facilitating the presentation of tasks for independent work.

According to K. Kuhn, the purpose of the blended learning is an attempt to combine the advantages of full-time education and electronic resources [12]. S. Moebis and S. Weibelzahl define blended learning as «a combination of distance and traditional communication in integrated learning activities» [16]. According to C. Graham, blended learning is an approach that integrates traditional learning into computer-mediated teaching environment [7].

As defined by V. Kukharenko, blended learning is a purposeful process of obtaining knowledge, skills and abilities in the conditions of integration of classroom and extracurricular learning activities in subjects of the educational process, based on the use of traditional, electronic, distance and mobile technologies [11].

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Despite the fact that blended learning provides a student's independent studying, the role of a teacher is still significant. But this teacher should act as a «tutor» (lat. tutorem – mentor [23]). A tutor is a pedagogical position that provides an opportunity to develop individual educational programs for students and accompanies the learning process in the system of continuing education [13].

The concept of blended learning allows us to solve new educational tasks. First of all, it becomes possible to expand the educational opportunities of students by increasing the availability and flexibility of education. Secondly, an important moment is the stimulation of the formation of a student's subjective position: increasing their motivation, independence, social activity, self-reflection and, as a result, increasing the effectiveness of the educational process. Thirdly, the transformation of the teacher's style is becoming real. Finally, such type of studying personalizes the educational process, encourages students, determines their educational goals and takes into account their own educational needs, interests and abilities [3].

So, the blended learning model is a model of using informational and educational resources in the educational process that seems optimal for high education. Still, for the high-quality implementation of this model some requirements must be taken into account. Following E. Martynova and D. Romanenkova [15, 19], we focus on the requirements for the adaptation of educational programs and technical support. First of all, they are:

- special sound equipment, multimedia and other technical means of receiving and transmitting educational information in accessible forms for students;
- Internet access to resources, audio, video and graphic information;
- special software;
- educational and methodological resources;
- combination of online and offline technologies, as well as individual and collective forms of work in the educational process.

It is also necessary to take into account individual characteristics of students, including health disorders. So, it is necessary to have Braille computer equipment, electronic and video magnifiers, non-visual access to information programs, speech synthesizer programs and other technical means of receiving and transmitting educational information in accessible forms for students with visual impairments; the computer equipment with special software that is adapted for people with disabilities; alternative information input devices and other technical means of receiving and transmitting educational information in accessible forms for students with musculoskeletal disorders; the use of e-learning organization tools that

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allow the reception and transmission of information in accessible forms depending on the nosologies.

The general algorithm of activities for the implementation of blended learning consists of 4 stages [2]:

1) preliminary activities in preparing for the use of on-line technologies;

2) student's preparation (training exercises, instructions for using the technique);

3) the direct use of on-line tasks, programs, multimedia;

4) reflection.

Educational content should be represented as electronic educational and methodological complexes and should be structured according to the academic year and educational qualification levels.

Scientists identify the mandatory components of the blended learning environment [6,8,19] as:

1) traditional direct personal interaction between students;

2) interactive interaction mediated by information and computer technologies and electronic educational resources on-line;

3) self-education.

The percentage ratio of the presence of each component depends on the specifics of the university, specialty, orientation, individual characteristics.

The most frequent models for organizing training activities in the blended learning environment are «Rotation», «Personal Choice», «Autonomous Group», «Flip-the-classroom technique» and others.

One of the most suitable models for working with students is «Flip-the-classroom technique» that is based on the American concept [5]. This model is based on the principles of the availability of an interactive dialogue. The essence of the technology is determined by the fact that the teacher prepares a video for the theoretical part of the lesson (for example, an explanation of the basic rules, constructions, dates, etc.) and uploads it to a local or global network. After gaining the access to this network, students work with the material and the next lesson starts with consolidation of the new knowledge and skills. Problematic discussions, role-playing games, situational games are the main possible methods used here [5]. This technology helps to save time for interactive interaction with students during a practical lesson, to increase their motivation and intellectual self-development.

Another model, «Autonomous group», is good for students with different level of motivation, training, competence and individual characteristics, including pathologies. This model involves dividing the group into subgroups. One group uses on-line forms of studying while other groups use off-line forms and then they change positions.

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The model «Personal Choice» is relevant for a group where students have a high level of motivation, of formation of the ICT competence and personal skills. Organizing the work in this way, it is assumed that the learning activity and responsibility for its results is the learner's responsibility. The use of this model is possible:

- for groups of the same course with a fixed set of disciplines for studying on-line;
- for the same faculty with a different set of courses for studying on-line;
- for one university to study a specific on-line course that is common for all faculties.

None of the above mentioned models is possible without the creation of a special electronic educational and methodological complex that contains the training material and tasks for studying and control.

The electronic educational and methodical complex is an informational educational resource that is used to present structured educational material of the discipline. It provides control, manages cognitive activity of students in the process of implementing educational programs of universities [15].

The main goal of creating an electronic educational and methodical complex is to provide students with a full range of teaching materials for independent individual study.

An electronic educational and methodical complex is designed for studying the discipline in accordance with the curriculum; it provides all types of educational activities: obtaining information, practical exercises, monitoring the knowledge of students, etc. Every electronic educational and methodical complex is designed as a separate web site. Various software is used to create such products.

**Discussion and conclusions**

Summing up the information above, it should be noted that blended learning as an instrument of modernization of modern education, as it creates the new pedagogical opportunities. The result of introducing blended learning technology into the process of university education is a deeper interaction between teachers and students; the growth of the rate of assimilation of professional knowledge, skills and abilities.

In general, the creation of such type of environment will positively affect the motivation to learning, suggest various types of activities and increase the level of knowledge and skills.

We see the prospects for the further research in introducing modern software products and network services into the educational process of universities. It will improve the educational process due to interactivity, multimedia, and adaptability to students' needs.



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## TEACHING PROFESSIONAL TERMINOLOGY TO STUDENTS OF TECHNICAL SPECIALTIES

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### **Abstract**

The research aims at finding effective and adequate methods of presenting, understanding meaning, memorizing and proper using professional terms in oral and written communication of English learners. On the basis of theoretical analysis of the above-mentioned problem the paper provides implications for applying interactive forms of work to enhance the quality of teaching students economic terminology in English.

**Keywords:** lexical competence, economic terminology, non-linguistic learners of English, methodology of

Learning terminology from different fields of science and technology, acquiring knowledge of special vocabulary, and mastering the ability to use it in communication has long been proved to be the necessary prerequisite of mastering ESP by non-linguistic students.

Forming of the lexical competence as an integral part of communicative competence is impossible without learning professional terminology by the students of the technical educational establishments. The methodology of teaching students professional terminology is based on the teaching manuals of such scholars as I. Bermann, V. Korostylov, O. Tarnopolsky. They provided us with a number of techniques for disclosing the meaning of terms, offered ways of translation and contextual explanation of new words, worked out numerous exercises for learning new vocabulary and fixing it in the student's memory. Scientists and methodologists have focused their on making the process of learning/teaching vocabulary purposeful, communicative and effective. Learning vocabulary "functionally" students form their verbal "networks"[1,c.3] which is necessary as a basis for keeping words in their