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МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКА И ЛИТЕРАТУРЫ

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APPLYING BLENDED LEARNING IN TEACHING BUSINESS ENGLISH

The current events concerning the coronavirus infection led the world to seeking the effective ways of teaching synchronously and asynchronously. The efficient use of time allocated for online and offline studies makes the approach of blended learning as one of the convenient and effective ways of teaching the languages. The article considers the application of the elements of blended learning in teaching Business English. The authors conducted the experiment on using blended learning in teaching Business English among 2-nd year students majoring two foreign languages at L.N. Gumilyov Eurasian National University. The focus was on speaking business topics, the general strategy and tactics of its conduct, the study of business terms and also the main points of business letters.

Key words: blended learning, business English, business letters, business terms, web and mobile applications

INTRODUCTION

“Creating the digital industry of the future” – ensuring long-term sustainability, launching the digital transformation of the country by increasing the level of human capital development, outlined in the State Program of the Republic of Kazakhstan "Digital Kazakhstan" for 2018-2022, requires the digital transformation of education at a faster pace [1, 5].

The goal of the concept is to adapt the system of higher and postgraduate education to the digital generation by developing and effectively using innovative educational technologies and didactic models in teaching, thereby enabling everyone to learn at any time and in any place with the help of any teacher, using any end device - computer, laptop, tablet, smartphone, etc.

The problem of teaching a foreign language remains one of the most important tasks for teachers working with students of studying English for Specific Purpose. To date, there are many developed methods of teaching a foreign language to students of this study from the standpoint of its various characteristics [2].

Many researchers see a rational combination of traditional educational technologies with modern information and communication technologies as one of the possible ways to solve the problem of modernizing education based on informatization.

One of the promising areas of use of information and communication technologies (ICT) in the field of education is currently blended learning (BL).

Blended learning is a combination of “live” learning with learning using Internet resources, primarily of the second generation, which allow for joint activities of participants in the educational process. Blended learning is recognized if from 30 to 79% of the training time is spent online [3, p.6]. Thus, blended learning can be considered a kind of distance learning or its continuation, the main difference is the mandatory “live” communication of students with each other and with the teacher. In blended learning, both face-to-face and distance learning technologies are present in a certain proportion, which makes it possible to simultaneously use the advantages of both forms of learning, eliminating almost all their disadvantages.

MAIN PART

Foreign experts give different definitions of blended learning, it is listed only a few of them. Blended learning is:

1) According to Chew, Jones and Turner, [4, 40] a combination of technology and traditional classroom learning based on a flexible learning approach that takes into account the benefits of training and monitoring tasks in the network, but also uses other methods that can improve student performance and save training costs;

2) Oliver and Trigwell state that BL is a combination of learning through personal communication and programmed learning in a single educational space [5, 17];

3) Graham says that course, which combines learning through personal communication with the appropriate use of technology [6, 3].

American professors Graham distinguishes three components of BL:

- Direct learning in the presence of personal contact between students and the teacher in the form of traditional classroom studies;

- Independent work of students, which includes various types of activities (search tasks on the Internet, webquests, etc.) without the help of a teacher;

- Collaborative e-learning, consisting in performing various tasks on the network, participating in webinars, online conferences, etc [6, 21].

In our educational process during the pandemic period, the second and third forms of BL were used, because all of the above definitions complement each other and quite fully reveal the essence of BL. Thus, blended learning combines the best experience of traditional learning and interactive interaction on the Internet, providing a system that works in constant interaction and forms a coherent whole.

In this section of the scientific work, an analysis of research on teaching Business English (BE) for second-year students of L.N. Gumilyov Eurasian National University will be made. The reason for the analysis of this study was the need to analyze methods of teaching BE during a pandemic period through online resources in teaching students at the intermediate level. The educational-methodical complex created by the authors of scientific research includes online resources, a book for the teacher, which contains lesson planning. The educational process is based on a communicative-cognitive approach to learning. In accordance with this approach, a phased formation of knowledge and the development of the communicative competence of students are assumed.

Methodological experiment as a way of comparing the comparative effectiveness of pedagogical techniques, identifying the strengths and weaknesses of various methodological systems and the criterion for assessing knowledge has always been in the center of attention of teachers of foreign languages. Methodists have already accumulated a certain amount of experience in experimental research, but it is largely empirical in nature and needs theoretical justification, which can help increase the objectivity of the results of methodological experiments.

The ultimate goal of our research in the field of teaching methods of foreign languages is to create an optimal system of teaching BE, i.e. the best possible system at the current level of development of methodology as a science. The level of modern methodology, thanks to the extensive involvement of active data from other sciences and the desire to take into account the largest possible number of factors affecting the learning process, turns out to be high enough to create a system that is adequate to the learning goals.

Our task does not include a colossal change in the development of all types of language skills. We focused on such problems, for example, speaking on business topics, the general strategy and tactics of its conduct, the study of business terms and also the main points of business letters, and definition of didactic requirements.

They basically were reduced to the following:

1. The goal of the experiment was clear, and on its basis, specific tasks were developed for each of its stages.

2. The technique of the experiment as a whole and its particular methods fully corresponded to the nature of the study.

3. Before the start of the experiment, its type was determined, corresponding to the goals, objectives and innovative nature of the study.

4. The experimental research was based on a deep acquaintance of the experimenters with the available psycholinguistic, methodological and other necessary literature on this and related problems, as well as with the experience in this area.

5. The duration of the experiment correlated with the total load of the trainees and with their nervous load during the experiment itself, and, therefore, was limited in a certain way.

6. The experiment was preceded by a scientifically based working hypothesis.

7. The experiment was subdivided into the required number of stages with clear objectives for each of them.

8. Experimental tests corresponded to certain requirements, and their number corresponded to the nature and number of stages of the experiment.

9. At each stage of the experiment, a very limited range of questions was tested (a specific technique, method, etc.), otherwise the data obtained may turn out to be unreliable or completely unreliable.

10. The experimental and control groups of subjects were selected in such a way that they were equal in all the main parameters. In the case when there are already accumulated in advance control statistical data, which serve as an objective standard for evaluating the results of the experiment, there is no need for control groups.

11. Equality of all working conditions of the experimental and control groups of subjects was ensured, with the exception of the one whose influence is being checked at this stage of the experiment.

12. A mathematical technique was determined that was necessary and sufficient for the objective processing of the results.

13. The conclusions of the experiment were objective and impartial.

14. Our experiment began with a global pre-experimental test and ended with an post experimental test of the appropriate nature.

A methodical experiment is interpreted by us as a means of assessing research results, a model of the pedagogical process and at the same time an element of practice that allows us to apply precise mathematical methods to the processing of its data.

All objective factors of the pedagogical process, namely: the presence of learning goals, taking into account the age-related psychophysiological characteristics of learners, the dependence of teaching methods on the learning goal, the availability of a learning program, the organization of learning conditions, monitoring the progress of learners are reflected in a methodological experiment that models its foundations.

Thus, in this work, an analysis of the features of learning BE was carried out, namely, seven general business topics with the communicative intention were analyzed after having the prelaminary test results. Having considered the features of BE, one can conclude that they contain a large number of clichéd expressions and phrases, terms, abbreviations, and so on. When conducting the scientific experiment amount of popular online tools and written materials were often used, such as miro.com, socrative.com, jeopardy game, google classroom and quizlet.

The subjects in this scientific experiment were the Kazakh groups of the second-year undergraduate students studying the discipline the development of oral forms of communication in the specialty of two foreign languages at the faculty of Philology. As for the gender variable, the majority of students were women (92%) and only 8% of students were men. The age distribution in our sample was not differed much: students aged 17 to 20 years. They were a similar group because they were of the same age and had completed basic compulsory English courses for core students. Prior to attending this course, they had no experience using BL. Both groups of students studied the same course, but BE was not conducted before. This scientific experiment focused on improving

exactly speaking, and enriching students' vocabulary, and basic writing elements to help students develop their learning skills and succeed in BE.

So, given the incredibly broad opportunities that digital technologies offer to the learning process, in an attempt to diversify and improve the learning process, we decided to include mobile learning in the process of teaching / learning BE among our students. Our goal was to improve the learning process using available technologies and encourage students to incorporate self-learning into their busy schedules. The main purpose of the scientific experiment is to identify the properties of the objects under study, to test the validity of hypotheses and, on this basis, a wide and deep study of the BE of scientific research. The setting and organization of an experiment is determined by its meaning.

The scientific experiment was conducted during the 2020-2021 academic year, and through testing, we first assessed our students' interest in the field of business, their actual knowledge of the concept of e-learning, what portable devices they have and use. The test consists of 30 questions that determine their abilities for different language skills. Other test questions dealt with their primary goal in their communication competence in business situations, and then writing business letters in an appropriate structure, as well as understanding traditional business conversations. Since our learning model was presented using mobile phones and laptops, it was important to learn about the availability of wireless communication, whether they use electronic workbooks or other educational applications, and what learning methods they prefer. Students' interest in BL was measured using three questions that asked about their previous knowledge of mobile learning, the meaning of e-learning, and how and when they got used to it. The following subjects were aimed at collecting information about their basic knowledge of BE.

Then, we presented the students with a large number of online resources, online workbooks, iPads, iPhones, Mobile apps for Android, designed to improve BE learning on the go, encourage them to practice anytime, anywhere with their mobile devices. Throughout the learning process, we observed and evaluated students' knowledge to see if they benefited from BL, considered its advantages and disadvantages, and evaluated the impact of BL on improving BE skills for our students when offline or online managed by the teacher.

In this research, twenty-five students took a preliminary test (pre-test) to determine uniformity in terms of their BE proficiency. The results of the preliminary test were used to divide the students into 2 groups of 12 people each. Group 1 students (control group) studied BE in a classroom setting with the course book *Business one: one intermediate* was edited by James Greenan, while Group 2 students (experimental group) studied it in a classroom supplemented by e-learning procedures. Both groups of students were required to attend classes for 3 hours a week. However, after classroom instruction, group 2 students were required to participate in an e-learning program to enhance their classroom learning. Students gained access to e-learning in their own place and in their own time.

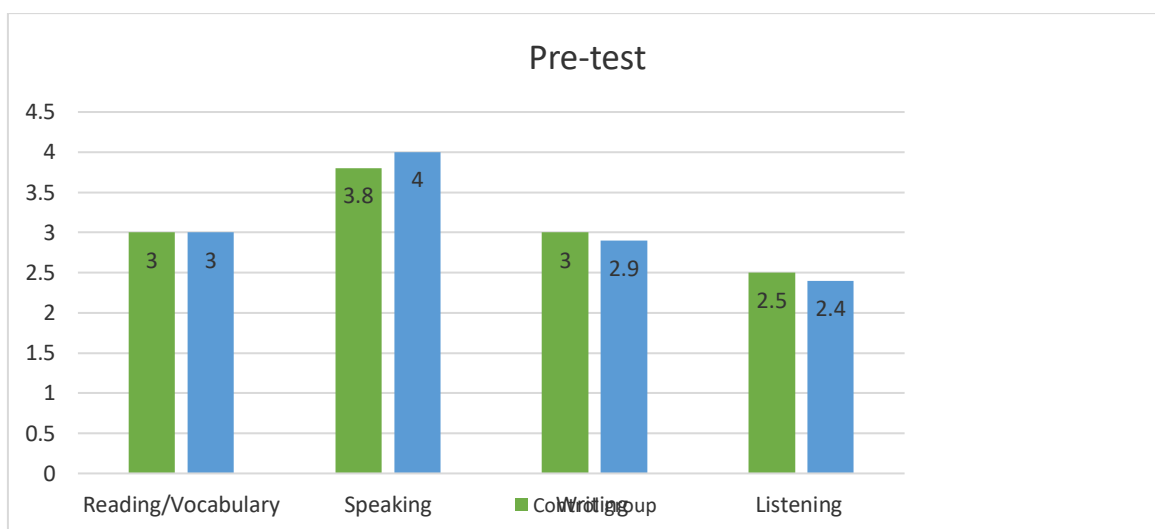
The blended learning lessons include various learning activities related to the content of each unit. This study has seven units that integrate, strengthen, and expand classroom lessons, and students can automatically check their answer. This gives students the opportunity to either return to skill development classes or improve on skills already acquired, thereby improving their language learning. These online lessons were developed by a researcher for students studying the development of oral forms of communication. During the development of the program, the English language teachers in the department tested the modules to confirm that they cover content similar to classroom lessons.

At the end of the semester, the control and experimental groups passed a post-test. Both groups were tested using the same achievement test to identify the degree of progress they had made.

The pre-test was used to get students' answers about their knowledge of teaching BE, including 30 questions with four options. The subjects' responses to the test questions were analyzed in terms of average score and standard deviations on a six-point scale that includes speaking, reading, listening, writing, vocabulary, and grammar.

Based on the students' comments and feedback, the test was revised to ensure that there was no confusion. The test was divided into two parts. The first part contains students' knowledge of the terms of BE, colloquial speech, business correspondence and grammar. The second part consisted of ten questions aimed at determining students' listening skills. The questions consist of five different topics that aim to gather information about each language skill for learning BE. After the testing students were asked for their opinions on using e-learning to supplement Business English teaching. The test results were recorded, transcribed, and coded with online tool socrative.com. The results of the students were summarized in Table 1.

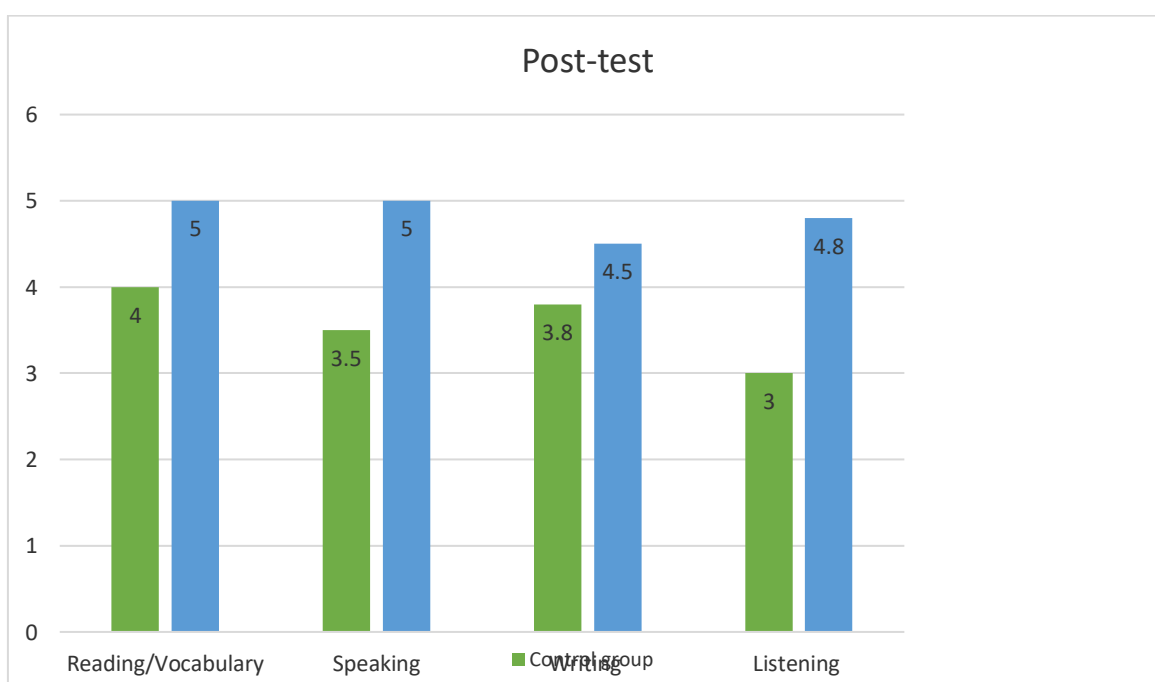
Table 1: Results of the pre-test



As we can see from the table the speaking skills of students higher than another skills. And it is due to the fact that students study general English disciplines and have background of speaking English for specific purpose. After speaking almost at the same level reading and writing abilities are demonstrated. Then it is needed to carry out the methodological experiment in order to enhance their skills during the experiment.

The research results were presented in the following statistical calculations in the table.

Table 2: Results of the post-test



The results of the experimental work indicate that the quality of knowledge of the majority of students in the experimental class in comparison with the control class has increased. In the classroom, using case studies for the development of speaking, an online platform quizlet for learning business terms, watching YouTube channels for listening and google classroom, socrative.com to check domain assignments, also a miro.com for checking writing skills, also online games in order to consolidate learnt materials. Students in the experimental class themselves became organizers of their activities, most often talked about the importance and value of working in a group in the educational whiteboard miro.com for themselves, the use of online technologies in the study of BE acquired experience and we have noticed that students had less difficulties associated with the use of these resources. After we have been heard from the students that the material is better remembered, and easier overcome the language barrier. The business topics and online tools were also analyzed for getting available access to the sources and convenience of students during using above mentioned online tools. It can be concluded that when studying the BE, both the traditional learning and e-learning were achieved.

CONCLUSION

The conclusion to which the researcher came as a result of the scientific experiment was that the use of the BL approach in the classroom in English leads to the creation of educational situations in which a certain set of knowledge is actualized, which is necessary for solving a specific problem; the skills of research activities are formed, the readiness of students for foreign language communication develops on the basis of the activation of cognitive interest in the study of BE.

Through the experimental method, it was possible to objectively evaluate and, therefore, solve such urgent problems as:

- 1) The introduction of innovative methods of organizing classes;
- 2) The use of problem learning methods;
- 3) Psycholinguistic problems of bilingualism;
- 4) The use of the project work method in methodological experiment;
- 5) The introduction of the method of modeling communicative situations in the educational process;
- 6) Creation of teaching aids and textbooks, including electronic ones, both for classroom and for independent work, especially in this pandemic period;
- 7) Development of a methodology for teaching BE the BL structure of conducting the lesson;
- 8) Creation of various methods of enhancing language skills in BE;
- 9) Development of vocabulary teaching methods;
- 10) Improving the methods of teaching speaking;
- 11) Creation of optimal systems for teaching listening;
- 12) Improvement of methods of control, testing and development of objective criteria for assessing knowledge, skills and abilities.

Next, we will consider the structure of the electronic course “BE”, which was developed by us and used in the research to work with the second group of the experiment. This course is hosted on the Google classroom electronic platform. The course contains assignments for independent work and was used in addition to classroom work. All tasks were performed individually at home or in a computer class. The course was aimed at developing reading, listening and writing skills, expanding vocabulary and includes seven sections, consisting of various tasks. Each section ends with a final test. Also, the e-course contains theoretical materials, links to additional sources of information, useful for studying the topics presented in the course "Business English". The topics covered in the course are the same as the Business one: one textbook used in the classroom, so they must be completed within the time frame for the relevant topic.

Thus, students were given clear deadlines for completing one or another task of the course. Using the forum (an electronic course tool), the student can ask the teacher any questions of interest to him related to working on the electronic platform, as well as get advice. The teacher online carries out control over the implementation of the course assignments. It should be noted that tests for monitoring are also included in this course.

The experience of using the BL model showed that, in comparison with the experimental group, in the control group the number of students was more by one student. Note also that students, like in the first group, admitted absences for a good reason, but they could liquidate their debts, even while in another city. In addition, students did not need to be present in order to complete and pass all of the e-learning assignments. There was no cancellation of classes for any reason in this group, as well as in the first one.

The aim of our experiment was to identify the benefits of using a BL model. Thus, the experiment carried out and the results of testing students proved that the use of elements of the blended model has a number of advantages, which were highly appreciated by the students. We can say with confidence that the use of blended learning in the educational process is effective.

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Іскери ағылшын тілін оқытуда аралас оқытуды қолдану

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Коронавирустық инфекциямен байланысты ағымдағы оқиғалар әлемді синхронды және асинхронды оқытудың тиімді жолдарын іздеуге итермеледі. Онлайн және офлайн оқытуға бөлінген уақытты тиімді пайдалану аралас оқытуды тілдерді үйренудің ең қолайлы және тиімді әдістерінің біріне айналдырды. Мақалада іскерлік ағылшын тілін оқытуда аралас оқыту элементтерін пайдалану қарастырылады. Авторлар Л.Н. Гумилев атындағы Еуразия ұлттық университетінің «Шетел тілі: екі шетел тілі» мамандығының 2 курс студенттері арасында іскерлік ағылшын тілін оқытуда аралас оқытуды қолдану бойынша эксперимент жүргізді. Іскерлік тақырыптар бойынша сөйлеуге, оны жүргізудің жалпы стратегиясы мен тактикасына, іскерлік терминдерді зерделеуге, сонымен қатар іскерлік хаттардың негізгі тезистеріне басты назар аударылды.

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Использование смешанного обучения при преподавании делового английского языка

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Текущие события, связанные с коронавирусной инфекцией, побудили мир искать эффективные способы синхронного и асинхронного обучения. Эффективное использование времени, выделяемого на онлайн- и офлайн-обучение, делает смешанное обучение одним из удобных и эффективных способов обучения языкам. В статье рассматривается применение элементов смешанного обучения в обучении деловому английскому языку. Авторами был проведен эксперимент по использованию смешанного обучения в обучении деловому английскому языку среди студентов 2 курса специальности «Иностранный язык: два иностранных языка» Евразийского национального университета имени Л.Н. Гумилева. Основное внимание уделялось говорению на деловую тематику, общей стратегии и тактике его ведения, изучению бизнес-терминов, а также основным тезисам деловых писем.

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DIFFERENT TYPES OF PEDAGOGICAL APPROACHES IN LANGUAGE LEARNING TECHNOLOGY

The article reveals different approaches contributed to the theory of learning languages such as blended learning and flipped classroom. They can take their place in the classroom and become an additional, auxiliary tool for the education of students. The approaches have their advantages and drawbacks. Every educator should take into account all the points and to choose more appropriate technology to involve it into the practice. These methods used effectively can bring to efficient results in the learning process. It is actual concerning nowadays appeal to such methods in the terms of online education.

Key words: education, approach, blended learning, flipped classroom, mixed learning.

INTRODUCTION

Nowadays, it is essential to use electronic learning tools and it becomes the realities of our time. And the combination of traditional forms of the lesson and electronic educational resources makes it possible to distribute the material for study more rationally.

Various sources on the study of the mixed teaching format define this method as a fusion of traditional teaching methods and organizational forms with new technological online tools into a single educational process [1, 39].

Russian researchers agree with such a method of mixed learning, but offer their own vision of such a teaching technique. For example, V.I. Blinov says that the pandemic period revealed the shortcomings of distance learning, which do not allow using it as a basic form of training in