Материал 08.12.2021 баспаға түсті

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.

Материал поступил в редакцию журнала 08.12.2021

IRSTI 14.25

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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

rudimentary educational programs. The most promising form of organizing the educational process in the context of its digital transformation is considered to be mixed learning, involving the alternation of online and face-to-face learning formats. Here the author analyzes the existing approaches to the identification and classification of mixed learning models [2].

A number of authors have conducted theoretical and practical researches on this actual topic today. Pletyago and his team of employees reviewed the existing definitions of blended learning and compared its pedagogical models. Based on the generalization and systematization of theoretical and practical experience in building a learning system in an electronic educational environment of the university, the models were classified into institutional, technological, didactic and synergetic ones. Each of the types of these models is described; the features and advantages of their individual types are shown. The conclusion is made about the lack of unity in understanding the essence of mixed learning [3].

From our point of view, the views of I.V. Vochmin seem no less interesting. He explores the introduction and use of blended learning in such a link of education as school, which is, if not the most important, then at least a basic and defining component in the education system. The author reveals the pros and cons and difficulties faced by teachers, schoolchildren and even their parents. He talks about such models of training organization as changing learning zones, changing classes, individual plans, inverted classes used in such a training format [4].

Russian researcher Krivopalova I.V. is of the opinion that a mixed type of education should be introduced in Russian schools as a modern type of education, according to the requirements of the time and in connection with the current situation in the world. The author claims that this technology has been successfully used in the educational systems of America and Europe for many years. But due to a number of factors taking place in Russia and the post-Soviet states, it did not receive such wide distribution here. To these factors the scientists refer these ones: low level of Internet communications, low computer literacy of the teaching staff and insufficient access to the Internet for students at home and in the classroom. Of course, these factors are taken into account now when are talked mainly about small provincial towns and villages, which are calculated many enough in Russia yet [5].

Sergey Afonin talks about the 6 most acceptable models of blended learning used in Russian schools: changing jobs, changing classes, individual plan, inverted class, flexible plan and virtual model. He said they were successfully implemented in their school [6].

Blended learning is a kind of unique combination consisting of a traditional form of education, online educational platforms and self-development. Currently, this concept is developing and bringing its results. Since the Western education system happily applies blended learning, foreign scientists have developed basic methods of this technology.

They offer various models of blended learning according to the classification. Due to classification of H.Stacker and M.Horn mixed learning can be divided into the following types: “Face-to-face", "Rotation", "Flex", "Self blend", "Online driver” For example, Rotation is a model in which students in the lesson are usually divided into three groups: a group of online work, work with the teacher and project activities, and during the lesson groups can be interchanged.

Flex expresses the involvement of the entire school and the entire teaching staff, the presence of an individual curriculum for each student, a high level of control over their learning by the student. They move through all three. Another name for station rotation is the change of work zones [7].

Each model has its own characteristics taken into account and can be used in the learning process For example, S.Twig offers the following variety of methods: Imperium model, Buffet Model, Replacement Model, Supplemental Model. Imperium model involves training on special websites of an educational institution. In Buffet Model students are given the freedom to coordinate their own educational needs. Replacement Model involves a lot of time online. Supplemental Model is a training mostly conducted in a traditional format. As we discovered, scientists interpret the mixed learning model in different ways, which shows its versatility and diversity [8].

In this context, a study by Michael Power, Laval University, Quebec, California, who studied the history of the emergence of blended learning as a kind of transition from distance learning to online learning mode, will seem interesting. On the basis of a 3-year experiment, rather contradictory results were revealed. On the one hand, universities all over the world are interested in switching to the latest learning technologies due to the development of information technologies, on the other hand, various obstacles are found in a group of teachers with different levels of motivation, knowledge and skills acquired during the transition from distance learning to online learning model. The author points out, "However, when the project began and teachers began to realize the amount of time and degree of effort that would be required to complete their courses, the need for a more pragmatic and effective approach to DE (distant education) became apparent, which led to what the author began to call a mixed online learning environment"[9].

In Kazakhstan experts discussed the concept of blended learning and international practices, identified the educational advantages of this approach, and also studied the online learning platforms of Kazakhstan. "The Ministry of Education and Science of Kazakhstan cooperates with business to develop and support educational platforms. First of all, it is important to meet quality standards in the content of materials and technical solutions that would meet the needs of all children.

The scientists consider "the possibilities of the mixed learning method as a didactic means of transition from the traditional learning model to an integrated one using electronic means and resources. In the existing models of blended learning, the ways of their adaptation to the conditions of the Kazakh university system are revealed. The problems hindering the effective and rapid integration of e-learning environments are identified, and some strategic initiatives are proposed to solve them" [10].

In our study we investigate what opportunity this technology can give students. They can choose the time and place of study. The teacher through classroom activities, on the one hand, regulates the pace of learning; on the other hand, at home students master the material at a convenient speed for them. If necessary, the student returns to the material being studied, consciously trying to master it. A new educational space is being created: a student, accompanied by a teacher, gets into the field of many opportunities to realize his own potential, is responsible for his education, acquires self-learning and self-organization skills. Blended learning allows you to partially remove the difficulties of organizing classes with those who are forced to skip school for health reasons or for other reasons, as well as with those who are preparing for Olympiads in the subject.

This combination fits well into working with children who are responsible for learning. If the child is not able to complete traditional homework on time, then even greater difficulties will arise with the passage of online courses.

The most actively used in Russia and Kazakhstan are the "model of changing work zones /station rotation" (in the classroom, students alternately work with the teacher, in small groups and with electronic material), the "Inverted classroom" (they study theory at home, the application of the acquired knowledge is organized in the classroom) and the "Autonomous group" (one group is engaged in an online environment, the second in a traditional context).

MAIN PART

Let us turn to this method in detail and investigate how we can contribute it into the teaching process and how this method may change our approach to it.

Blended learning has its own specific characteristics as we revealed above. The experience of Western countries has shown that it is possible to successfully combine the traditional form of education with distance learning using various online platforms. All the material is loaded into the educational platform: syllabuses, testing system, test papers, presentations and homework. The student has access to all the materials, and he can use it any time and to pass it in accordance with the requirements by a certain deadline.

Thus, from discussed above methods, we used the Flipped Classroom technology to implement this model of blended learning into the practice of conducting English language in Saint-Petersburg University. Firstly, we should clarify the specific features of this model.

Imagine-you come to the lesson and all the students are ready for it, you do not need to feed anyone with a spoon and chew everything in detail; everyone knows what to talk about and wants to express their opinion. This practice can become a part of our routine.

What kind of lesson is Inverted classroom or Flipped Classroom?

Surely it is easily understood what it is. Flipped Classroom is a modern approach to learning, which offers to swap the classroom and homework and thus increase the involvement and motivation of students in the learning process. Roughly speaking, homework becomes class work, and class work becomes homework [11, 161].

How to implement it?

You, as a real teacher, give all the new material home, often videos, articles or voluminous texts; students work with it at home and apply what they have learned in the next lesson in the classroom, participating in various games and activities.

Thus, the role of the teacher shifts from the “toastmaster at the celebration” to the backstage helper at the lesson.

As a result, the time in the lesson is used as efficiently as possible, since it is all devoted to communication and not to the teacher’s lectures and the frightened «yes/no from the students. Students come prepared, with knowledge of new information, vocabulary, home notes and blanks, which allows "slow" and thoughtful students to show their potential during the lesson.

A Flipped Classroom usually consists of several components, such as:

* online platform for distance learning and shared access to materials,
• video resources, audio, texts,
* powerpoint presentations,
* discussion,
* online communication between the teacher and students

Regarding the theory of this technology all these components were taken into consideration and were put into the practice in our classes during teaching process.

Students of different specialties such as law, IT, Economics were involved in this strategy and experienced the model of blended learning. Especially IT students showed significant rise in enquired knowledge because of great volume of material given to them and this material is rather complicated. Thus, due to the fact not all students understand everything at the first sight they should have time and additional revision of material. They use online platforms for this purpose and investigate the topic in detail at home. When coming to the classroom they are already prepared for discussion of this topic and it becomes much easier for them to learn.

So, the implementation of this model was carried out using the technology of Flipped Classroom or the Inverted Class in three stages. The first stage is pre-auditory study and familiarization with the material in the form of theory and video presentations. The classroom lesson takes place in the form of discussions, rules for using this material and understanding it in the classroom. The post-auditory stage is a generalization of the studied material at home. In our case, the first stage included working with electronic resources on the topic. For example, students of the IT specialty were offered to study the topic “Portable computers" using recommended resources, watching videos, working with authentic text and terminological lexical units, and of course understanding grammatical constructions and performing online tests. The second stage took place in the audience in the form of discussion, working out misunderstood moments and in the form of an oral presentation of the topic as a productive part of language learning. The third stage can be called reflexive as it ended with the preparation of the material, working out of various presentations and essays. Particularly, IT students prepared presentations and introduced their works to the classmates practicing pronouncing, using new lexis related to the topic and fixing comprehension of the theme.

Obtained results showed the efficacy of using this technology in learning English and increasing motivation at students' attitude to the discipline. (table 1).

(Table 1) – Midterm results previous and current years

Component of investigation (the whole group of IT specialty students)	Previous year 2020	Current year 2021
Indicators (%) of midterm passing	79%	86%

The data collection according to attitude of using this technology in learning process was conducted through questionnaire among students. Participants were asked the questions like:

Do you like/dislike such model of teaching language? Why/Why not?

According to the checklist results out of 20 participants 15 (75%) claimed that they prefer using this model and give positive attitude.

If you do not intend to seriously introduce this approach to your course or classes on a permanent basis, then just a link to the material in a shared chat or open access on cloud storage will be enough.

If Flipped Classroom has won your heart, you should think about a common online platform. Should be paid attention to Google Classroom. Teachers use it in different ways: they send homework online, leave their feedback about completed tasks, make announcements about upcoming classes, and maintain online communication in the chat. You can also send out tasks directly in the lesson [12].

So as we see flipped classroom technology can be effectively used in teaching practice and as a part of blended learning has the right for implementing into educational area. But as any approach it has its followers and opponents.

Thus, as we mentioned above, Blended learning (English. "Blended Learning") is a combination of traditional forms of classroom learning with elements of e learning, which uses a special information technology, such as computer graphics, video and audio, interactive elements, etc.

The educational process in blended learning is a sequence of phases of traditional and e-learning, which alternate in time. An example of such alternation is shown in recommended training sequence and content delivery: before class activity, classroom e-learning activity, after class activity. (table 2)

(Table 2) -Flipped Classroom Model

1 stage	2 stage	3 stage
pre-auditory	Class activity	post-auditory
Self-familiarization with the material referred by the instructor in the form of theory, fulfilling tasks to test students' comprehension, doing online tests and video presentations	Active working out over familiar material through discussion, round tables, errors correcting etc.	Some kind of reflection on gained knowledge through preparing presentations, essays, and comprehension of a holistic picture of the given notion

Principles of blended learning

Consistency. To get the effect, consistency in teaching is important: first, the student must feel the material himself, then get theoretical knowledge from the teacher and only then apply it in practice. In many ways, this principle intersects with the "inverted class" model [9, 87].

Visibility. Thanks to modern e-learning tools, it is possible to create a knowledge base that the student will always have at hand. Unlike the classical learning model, with mixed learning, the student has access to methodological materials – video tutorials, books or simulators.

Practical application. Practical classes are required to master the theory.

Continuity. Blended learning is partly based on the principles of micro-learning. Due to the availability of the material, the student can always go to the educational portal and get a "new portion" of the material.

Support. In the remote learning system, a student can always ask a question to a teacher and get an answer promptly, without waiting for the next full-time lesson.

The emergence and development of blended learning.

There are several reasons for switching from a classical form of education to a mixed one. In higher educational institutions, this is primarily due to the widespread trend towards optimizing business processes at the end of the XX century.

In the university educational process, the most inefficient and at the same time the most disliked types of work by teachers were the first to be optimized. Face-to-face consultations: students often come with questions that they have not tried to solve on their own. Methods of tracking the student's independent work in modern mixed learning systems allow teachers to take questions only from those who have worked conscientiously on their own [13].

Verification of control tasks (in mixed learning, verification can be performed automatically by testing systems).

The achievements of information technologies themselves have contributed to the development of blended learning, primarily due to the ability to share information via the Internet. Exam questions, samples of project assignments, and study materials can simply be posted on the university intranet or sent to students by e-mail.

Also contributing to the development of blended learning is research in the field of information processing by the brain, which has become very popular in recent years due to the development of robotics. So, after the scientific publications of Professor Suzanne Dickelman in 2008-2010, indirectly testifying to the important role of sleep in the process of memorizing information, the libraries of American universities promptly revised their attitude to students napping over books and began to create special rooms for short-term sleep [14, 301].

In 2014, direct evidence of this hypothesis was obtained. Professor Wenbiao Gan of New York University observed changes in the brain of a rat occurring during sleep: as it turned out, it is during sleep that new connections of neurons are formed, which are responsible for memorizing information received before going to bed [15, 303].

By order of the US Federal Department of Education, Stanford University specialists analyzed more than a thousand empirical studies comparing traditional, online and blended learning [3]. The results of the analysis allowed the authors to assert that in the period from 1996 to 2008, online learning did not have a significant advantage over traditional forms of education. However, blended learning turned out to be significantly more effective than learning that takes place entirely online. This study significantly strengthened the position of blended learning and gave even greater dynamics to its development.

The factors listed above have led to the emergence of a separate sector in the field of e-learning with its own range of tasks and specialists in the creation and use of mixed learning systems:

The main task of the SDL (system of distant learning) for mixed learning

It is obvious that the effectiveness of blended learning primarily depends on the correct setting of e-learning goals and on the ability to achieve these goals with the help of a specific SDS. Clearly set goals can be based on the theory of learning. However, the number of such theories is so large that it can significantly complicate the process.

Of course, with the accumulation of knowledge about the work of the brain, the number of alternative theories will decrease. In the meantime, the behaviorist (behavioral) theory of learning is the most popular among teachers and developers of SDL, in which a clearly defined reaction to a particular situation is expected from the student, and if it deviates from the “norm”, additional conditions (reinforcement) are set for the student, which should lead to the expected result. Despite the almost century-long history of the successful development of this technology, it has received

many critics (suffice it to recall how many copies were broken in discussions about the Unified State Exam), who pointed out the complexity of creating tests that check not so much the presence of facts, definitions and rules in the memory of the learner, as the ability to build on their basis a plan for solving the proposed problem.

Within the framework of mixed learning, this contradiction is resolved simply: a test of knowledge is carried out in the e-learning phase, leaving the teacher with a more interesting job for him to measure the level of creative potential of the student. To fully implement the main formula of the behavioral theory of C-R-P in the e-learning phase (Situation→Reaction→Reinforcement), to each phase test consisting of "situations", you need to add "Reinforcement", as well as the rules for providing it in case of unsatisfactory test results (i.e. "reactions"). It is important to start with the development of tests, and then proceed to the creation of the training materials themselves. With this approach, at the very beginning of the development of the e-learning phase, it will be clearly defined what the learner should know after passing it. This will allow you to build the training material itself in the most effective way.

CONCLUSIONS

After analyzing the results obtained, we came to the conclusion that Flipped Classroom technology of teaching a foreign language has a favorable dynamics in relation to the acquired knowledge, skills and abilities of students. Also, the proposed survey revealed a positive attitude towards the process itself on the part of both students and teachers. The independent element turned out to be an interesting aspect in this learning model. Thus, every educator can choose an appropriate approach in own practice to face the needs of the students and take into account the requirements of time.

Finally, the results showed that the investigated model can be successfully embedded into educational process and be effective for both the student and the teacher giving more independency to a student and more opportunity for further professional development to a teacher.

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Received: 05.11.2021

Тілді оқыту технологиясындағы педагогикалық тәсілдердің әр түрлі түрлері

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Мақалада аралас оқыту және төңкерілген сынып сияқты тілдерді оқыту теориясына енгізілген әртүрлі тәсілдер көрсетілген. Олар сыныпта өз орнын алып, оқушыларды оқытудың қосымша, көмекші құралы бола алады. Бұл тәсілдердің артықшылықтары мен кемшіліктері бар. Әрбір мұғалім барлық мәселелерді ескеріп, оны тәжірибеге енгізу үшін неғұрлым қолайлы технологияны таңдауы керек. Тиімді қолданылатын бұл әдістер оқу процесінде тиімді нәтижелерге әкелуі мүмкін. Бұл қазіргі уақытта онлайн-білім беру жағдайында осындай әдістерге жүгінуге байланысты.

Материал 05.11.2021 баспаға түсті

Различные типы педагогических подходов в технологии изучения языка

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В статье раскрываются различные подходы, внесенные в теорию изучения языков, такие как смешанное обучение и перевернутый класс. Они могут занять свое место в классе и стать дополнительным, вспомогательным инструментом для обучения учащихся. У этих подходов есть свои преимущества и недостатки. Каждый педагог должен учитывать все моменты и выбирать более подходящую технологию для ее внедрения в практику. Эффективно используемые эти методы могут привести к эффективным результатам в процессе обучения. Это актуально в настоящее время в связи с обращением к таким методам в условиях онлайн-образования.

Материал поступил в редакцию журнала 05.11.2021