Использование цифровых сервисов на занятиях способствуют изложению материала в более наглядной, доступной форме, влияют на восприятие иностранными студентами учебного материала в синхронном и асинхронном режимах обучения.

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BLENDED LEARNING: A STUDENT-CENTERED APPROACH IN FOREIGN LANGUAGE TEACHING TO INFORMATION SYSTEMS ENGINEERING STUDENTS

Demand for blended learning has been considerably growing in higher education over the previous decade. It is seen as one of the most popular and effective technologies for learning a foreign language as the technology allows to plan the time both of a teacher and students most effectively. It is also a way to make the process of learning a foreign language interesting and accessible.

The purpose of the study is to describe a blended learning model and analyze its effectiveness in teaching the English language to students studying educational program "Information system". The article discusses the concept of "blended learning", its main components and effectiveness in educational process. It analyzes the advantages of blended learning used in teaching the English language, reveals its effectiveness in modern educational terms and conditions. The novelty of the research lies in designing an educational student-centered model aimed at the development of profession-oriented foreign language competence of students studying educational program "Information system" based on blended learning implementation.

The article presents the results obtained from interviewing two groups studying the educational program «Information System» carried out at Sh.Ualikhanov Kokshetau University in Kazakhstan with 26 participants-students registered for the 2020–2021 academic year. The subject of the interview is background and advantages of integrating blended learning into traditional educational system.

Key words: foreign language proficiency, face-to-face, blending, traditional learning, profession-oriented.

INTRODUCTION

World cultural blending, diversity of technologies, personality differences among students have made university teaching a more multifaceted process comparing to previous years. With new educational terms and conditions at non-linguistic universities coming in force foreign language teachers face issues requiring immediate solutions. Fewer classroom hours and a low level of foreign language proficiency of new coming students have made it necessary to redesign traditional forms of teaching.

The increasing presence of technology in everyday life has changed the students' behavior and attitudes. It has altered the manner in which they learn and communicate in and out of classroom. For instance, computers, tablets, smart phones, and online games have diminished the students' attention span and distracted them from retaining information. Thus, in order to be effective in teaching students the necessary skills at foreign language lessons, teachers have to restructure the learning process and adjust their classroom material to accommodate the changes.

One of the ways to redesign the learning process might be “blending” an online component with traditional face-to-face assistance considering students’ personal and educational interests.

MAIN PART

This research paper discusses how level differentiation (student-centered) technology implemented via blended learning might contribute to mastering professional foreign language competence of students studying educational program “information systems”, and provides some hands-on experience and classroom activities to help teachers integrate personality-oriented blended learning in higher education.

Methods used in the paper. Theoretical methods: study and analysis of pedagogical, methodological literature, regulatory and legislative documentation in the research field; theoretical analysis. Empirical methods: sociological (questioning, interviewing). Statistical: method of mathematical data processing.

Blended learning viewed by different researchers

The reason why demand for blended learning has been growing in higher education over the previous decade can be traced through an analysis of studies published between 1998 and 2020. The analysis concludes that blended learning is more effective than either online learning or face-to-face teaching [1, 13]. As focusing only on face-to-face interaction same as only on on-line learning does not provide space for collaborative learning, nor does it allow teachers to implement students’ higher-level thinking skills.

Driscoll defines blended learning as “intermixing of any instructional forms to achieve an educational goal” [2, 46], while Garrison considers that to blend means “integrating classroom teaching with online experiences” [3, 125]. Diaz views blended learning as “combining different delivery media to promote meaningful and motivating learning” [4, 56].

As Yevseyeva A.M. notes, for the methodology of foreign language teaching Driscol's point of view about blended learning is important from the standpoint of pedagogical technologies: “We are not talking about one technology, but about some combination of them. They are a combination of operating modes based on Internet technologies; combinations of various teaching methods; combination of educational technologies; combining learning technologies with real professional tasks" [5, 2]. Driscoll also emphasizes that educational technologies should improve communication skills development and, at the same time, correlate with the real professional tasks presented by the educational program [2, 28].

Vardashkina E.V. notes, “Blended learning helps students develop skills and abilities to work in the information space, to independently search, select and analyze information, present results using various modern technologies. And that is how the necessary speech and sociocultural competences are formed" [6, 90].

It should be added, there is students’ attitude to the very process of moving towards the specified goal, expressing the system of their relations to the learning process. The process can be structured by means of various occupations, forms of control, as well as subjects, representing the content of professional training. This system of relationships constitutes the motivational-target basis of learning. The criterion of effectiveness in this psychological aspect is considered to be the level of motivation in educational process. Since the use of blended learning in the educational process helps to increase students’ motivation through the use of knowledge and skills gained in previously studied professionally oriented subjects. If it teaches them to see the result of their activities, the efficiency of foreign language teaching increases.

Shaposhnikova T.L. offers "To take into consideration special forms of activity: independence, creativity, and self-regulation" [7, 132]. At the same time, independence characterizes a person’s activity from the point of independence from the impact of external factors. Creativity is considered as a possibility of external world and self-transforming for the most effective interaction with others. Self-regulation in this meaning is the highest manifestation of activity, since it determines an integrated approach to all forms of a person's own activity. When

considering this criterion in the aspect of educational activity, the following forms of manifestation should be noted: independent determination and redefinition of goals, self-education, self-organization of communicative activity.

Thus, the considered criteria for assessing the effectiveness of training (professional orientation, level of educational motivation, activity, self-sufficiency, creativity, self-regulation) are interdependent and can be formed in the process of blended learning as follows:

1) The elements of distance learning used in the educational process contribute to the development of self-regulation, since students plan their activities, determine learning objectives;

2) Using software allows to increase the level of students' motivation, since they have an opportunity to determine the speed and pace of their work with educational material and feel their own responsibility for the result;

3) The use of information technologies contributes to the increase of students' activity and independence in the learning process, develops creative thinking skills, makes the process of learning English mobile, integrates it to the needs of each student, taking into account their levels of knowledge and speed of information uptake;

4) The possibility to access all the necessary materials in the Internet allows students to work with profession-oriented sources for obtaining necessary information, which makes the learning process convenient and familiar increasing motivation.

Models of blended learning

There are six models of blended learning most widely used:

1. Model "Face to Face Driver". A significant part of the curriculum is studied at school through direct interaction with the teacher. E-learning is used as an additional part to the main program. The work with electronic resources is most often organized with the use of computers during the lesson.

2. Model "Rotation". The model involves traditional face-to-face learning combined with online learning. Students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments. The teacher also provides remote support through e-learning.

3. Model "Flex". Most of the curriculum is mastered electronically. The teacher accompanies each student remotely. In order to work out topics that are difficult in understanding, he organizes face-to-face consultations with small groups or individually.

4. Model "Online Lab". The curriculum is mastered in an e-learning environment at school, usually in classrooms equipped with computers. A teacher accompanies online training. Students, in addition to online courses, can be trained in the traditional face-to-face form.

5. Self-blend model. The model is traditional for higher educational institutions in America.

Students independently choose courses additional to basic education. Different schools and educational institutions can provide the learning content.

6. Model "Online Driver". Most of the curriculum is mastered using electronic resources of the educational information environment. Face-to-face consultations, interviews and exams are periodical and mandatory [8, 52].

In teaching foreign language to students studying information systems engineering, "Rotation" Model might be mostly effective, as the process of language learning presupposes both face-to-face communication and distance learning. The use of the option for foreign language learning is based on students' interaction not only with a computer, but also with a teacher. The material studied by students is summarized, analyzed and applied in real-time situations through performing communication tasks. This form of learning provides students with various content to study and explore in their own time and at their own pace, supporting, thus, the main idea of student-centered approach. At the same time, combining technologically mediated learning with classroom discussions helps students to gain more understanding of the studied subject matter. It develops their cognitive and social skills, revealing diversity of students' personal features.

Advantages of blended learning

Diversity is a major characteristic of higher education system as groups consist of various cultural background, different learning preferences and linguistic proficiency levels. Technology plays an important role in this case as it supports differentiation, providing a wide range of solutions that can serve different types of students' personalities.

Thus, interviewing 26 first and second-year students studying educational program "Information systems" at Sh.Ualikhanov Kokshetau University showed that good command of the English language is an important factor to all the interviewees. 20 students out of 26 interviewed see the prospects in developing profession-oriented English language proficiency.

As for the learning process itself, 11 students confirm it is difficult for them to read new texts and learn new words. 19 students find it complicated to understand audio-material in English. 17 interviewees consider that learning grammar rules and performing exercises is the most complicated part of the learning process. 10 students state they need help with homework performance. Only 3 of the interviewed chose the variant "I have no difficulties in studying the English language". 16 students either do not remember what they have learnt at previous lessons or can partially remember the subject matter. 24 of the interviewed students agree that the use of learning management systems and internet technologies (professional sites, blogs, chats, electronic libraries, wiki tools etc.) could provide many benefits to the learning process, making it easier and more interesting.

Taking into consideration the students' opinions and attitudes to the learning process blended learning might improve the situation with the mentioned weak points and provide challenge for further development.

Bordiyanu I.V. refers to university students' opinions in favor of blended learning [9, 15]. The author argues that students being digitally literate "enhance the chances of extending their lessons and conversations beyond the classroom".

Hence, when teaching a foreign language to students studying educational program "information systems" the use of Internet technologies brings the following advantages:

1) Elements of distance learning integrated into the educational process reduce the time for mastering new grammatical material, as students can perform tasks independently using computer programs;

2) The use of computers and related software in the educational process improves the educational process efficiency and reduces classroom time for mastering presented material in the English language;

3) The use of internet technologies makes the process of learning the English language mobile adapting it to the needs of each student and taking into account the level of knowledge of each student, as well as the speed and method of assimilating information;

4) Easy access to necessary materials via Internet makes the learning process convenient due to much time spent by students online;

5) The possibility to communicate and study in familiar to students mode increases motivation.

Online context of blended learning can be arranged through Learning Management Systems (LMS) (Microsoft teams, Moodle etc.) which are used to control the learning environment. Teachers can use the systems to post texts for reading, videos, links, and quizzes to enhance self-regulation and to increase student-teacher interaction outside the classroom option. Carmen denotes that such blended learning tools can "pave the way for the negotiation of meaning, scaffolding, and collaboration" [10, 45]. They also "accommodate students with different learning needs and interests" as stated by Dias & Diniz [11, 72].

Thus, it is important to learn about students' needs, interests and preferences before planning lessons. Teachers need to keep in mind students' IT knowledge and language proficiency levels, before incorporating technology in a course design.

Using projects and case studies at lessons "equipped" with technology tools supports students to be intellectually responsive in the process of getting real life experiences and skills. Students can stay in touch through cloud applications, emails, blogs, and messengers. Such digital interaction builds the model of a real life workplace. Teachers can integrate online chat space to encourage

students to have a discussion or debate on a topic covered previously in class. Besides, tools such as web courses, Microsoft teams provide easier access to information and knowledge exchange. Students can use live chats or blogs when communicating and working on a group task.

There are also sites such as Sutori, AppearIn, ConceptBoard, Coggle, RealTimeBoard which give teachers the opportunity to create a student-centered and collaborative learning environment. Students' motivation can be increased through attending webinars and live events. Students can benefit from lectures given by top schools and teachers. There are many other ideas that teachers can use in their courses to blend technology with face-to-face teaching. The choice of ideas will depend on the students' needs, and learning objectives.

CONCLUSION

Steps to design Blended Learning Courses

In practical terms, Whittaker suggests a four-step approach to designing a blended learning course. The first step is to "carefully consider the teaching and learning context, to identify the reasons for adopting a blended approach and to determine what the limiting factors to the design will be" [13, 89].

The second consists of designing the course by choosing the technology component of the blend, deciding what the lead mode will be, and deciding how much time learners will spend on each mode, as well as what the pedagogic purpose of each mode will be, and how this fits with the overall methodology of the blend. The second step also includes making detailed decisions about timetabling, such as the number, timing and location of the individual sessions that make up the blended course.

The third step includes a consideration of learners and teachers: for example, who will be involved in the course design process, what the teachers' and learners' roles will be. Other important issues to address at this stage include considering how teachers and learners will be supported in the transition to a blended approach, what level of autonomy learners will need, and what ratio of learners to teachers the technology-led component of the course will have.

The fourth and final step consists of deciding how to evaluate and develop the blend.

Based on the research to date, areas to consider in the design of blended learning courses might include:

Interaction: include provision for online interaction with other learners, the teacher, and possibly with individuals in the wider world.

Task design and tools: task design and the choice of technology tool(s) need to match.

Materials: rather than only providing content/input, technology-based tasks and materials can also facilitate process.

Integration: there needs to be a clear link and integration of technology-driven components of the course, with each complementing, supporting and developing the other.

Evaluation: technology-based work (including speaking and/or written work) needs to be integrated into overall learner evaluation.

Context: the blended learning design must take into account the local context, including the needs, skills, expectations, and beliefs of learners and teachers.

Teacher training: training is key for the successful implementation of a blended approach, to ensure that teachers understand the underlying principles, and are able to implement the blend effectively.

Learner training: if learners find working autonomously a challenge, the blend may require some initial learner training.

Disadvantages of blended learning

With the obvious advantages of using blended learning, such as a variety of educational materials, demonstration of learning processes, control of the learning process, there are also disadvantages. One of them is the lack of immediate response as compared to face-to-face classroom interaction. Some students feel that they cannot connect with teachers in a computer-

mediated learning mode, which results in the loss of their sense of classroom community. Students do not feel they belong or have group identity. Also, some students might face barriers in terms of accessing online classroom material due to different social economic backgrounds or lack of IT knowledge [14, 39]. Similarly, teachers need to be trained and/or have an expert to offer IT support while troubleshooting problems. They need to be flexible in continuously changing their course content due to the changing nature of technology. Besides, there could be cultural and social influences, and unwillingness to be independent learners, which consequently lower the success rate of blended learning. This drawback could be due to unwillingness to take risks or operate outside their comfort zone. Finally, the introduction of a blended form of education is associated with the need to amend the regulatory basis and requires investments in the development of necessary educational content.

The new generation is well equipped with a digital background. Thus, a blended learning approach can be significantly beneficial for it improves learning quality and makes students' access to information quick and easy. Blending technology with face-to-face instructions can stimulate learning and provide more collaborative learning experiences. Students' engagement, motivation and interaction are key factors to attain a successful learning process. When students can relate what they are learning to real life and personalize it, they become more motivated. [15, 100]. Therefore, blended learning can offer relevance to what students study in class, offering them an appropriate challenge.

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Деңгейлеп саралап оқыту жоо студенттерінің кәсіби шет тілдік құзыреттілігін қалыптастыру құралы ретінде

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Соңғы он жылдықта жоғары білім беруде аралас оқытуға сұраныс айтарлықтай өсті. Оқытудың бұл түрі шет тілін үйренудің ең танымал және тиімді технологияларының бірі болып саналады, өйткені ол мұғалімнің де, оқушының да уақытын тиімді жоспарлауға мүмкіндік береді. Әрі аралас оқыту технологиясы шет тілін үйрену процесін қызықты, әрі қолжетімді етуге мүмкіндік береді.

Аталған зерттеудің мақсаты аралас оқыту моделін сипаттау және "Ақпараттық жүйелер" білім беру бағдарламасында оқитын студенттерге ағылшын тілін оқытуда оның тиімділігін талдау болып табылады. Мақалада "аралас оқыту" ұғымы, оның негізгі компоненттері және оқу үрдісіндегі тиімділігі қарастырылады. Ағылшын тілін оқытуда қолданылатын аралас оқытудың артықшылықтары анықталып, оның қазіргі оқыту жағдайындағы тиімді тұстары талданады. Зерттеудің жаңалығы аралас оқыту негізінде "Ақпараттық жүйелер" білім беру бағдарламасында оқитын студенттердің кәсіби-бағытталған шет тілдік құзыреттілігін дамытуға бағытталған білім беру моделін құру болып табылады.

Мақалада Қазақстанда Ш. Уәлиханов атындағы Көкшетау университетінде 2020-2021 оқу жылында "Ақпараттық жүйелер" білім беру бағдарламасында оқитын 26 студенттен тұратын екі топқа өткізілген сауалнама нәтижелері келтірілген. Сұхбаттың нысаны аралас оқытуды дәстүрлі білім беру жүйесіне біріктірудің негіздері мен артықшылықтары болып табылады.

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Смешанное обучение: студентоцентрированный подход в обучении иностранному языку по образовательной программе «Информационные системы» в вузе

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Спрос на смешанное обучение в высшем образовании значительно вырос за последнее десятилетие. Данный вид обучения считается одной из самых популярных и эффективных технологий изучения иностранного языка поскольку позволяет наиболее эффективно планировать время как учителя, так и учеников. Смешанное обучение также позволяет сделать процесс изучения иностранного языка интересным и доступным.

Целью настоящего исследования является описание модели смешанного обучения и анализ ее эффективности при обучении английскому языку студентов, обучающихся по образовательной программе «Информационные системы». В статье рассматривается понятие «смешанное обучение», его основные составляющие и эффективность в учебном процессе. Анализируются преимущества смешанного обучения, используемого при обучении английскому языку, раскрывается его эффективность в современных условиях обучения. Новизна исследования заключается в создании образовательной студентоцентрированной модели, направленной на развитие профессионально-ориентированной иноязычной компетенции студентов, обучающихся по образовательной программе «Информационные системы» на основе смешанного обучения.

В статье представлены результаты опроса двух групп, обучающихся по образовательной программе «Информационные системы», проведенного в Университете им. Ш.Уалиханова в Казахстане с участием 26 студентов, обучающихся в 2020-2021 учебном году. Предметом интервью является основания и преимущества интеграции смешанного обучения в традиционную образовательную систему.

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