ЗМІСТ

СЕРІЯ «ФІЛОЛОГІЯ»

Terletska Liubov Mykolaivna Phd (pedagogy),senior lecturer,Foreign languages and Methodology department,Faculty of pedagogical education,Borys Grinchenlo Kyiv Metropolitan University, Kyiv, https//orcid.org/0000-0002-3690-5691

BLENDED TEACHING APPROACH TO ONLINE LEARNING OF FOREIGN LANGUAGES

Abstract. This research paper aims to explore the significance of implementing Blended Learning in the context of online teaching and learning of foreign language at the university. A mixed-method approach has been employed for data collection and analysis. The findings of the study reveal several key components: the research design, the framework for foreign language instruction, the role of teaching and learning through role-play and reflection and the methodological schemes utilized. While the integration of blended learning is crucial for effective teaching and learning practices, the results indicate a pressing need for the provision of methodologies and computer training sessions for educators to enhance the effective use of blended learning during foreign language classrooms. Consequently, the study seeks to offer a practical framework that equips foreign language teachers with the necessary pedagogical and technological knowledge to effectively implementation of this method. Teaching and learning a foreign language presents numerous challenges that both educators and learners must navigate from the outset of this esteemed discipline, the ability to apply modern methods and technologies of teaching foreign languages in accordance with the student's goals and needs.Nevertheless, the application of blended learning can help mitigate many of these obstacles. For example, the availability of a large number of videos and authentic materials on the Internet creates the prerequisites for effective learning of a foreign language, provided it is systematic and controlled.The exploration of blended learning models aims to enhance educational opportunities for students engaged in foreign language acquisition. This approach increases the accessibility and flexibility of education, accommodating individual learning needs while allowing students some degree of control over the timing, location, and pace of their studies.

Keywords: blended learning, learning models, e-Learning, computer activities, online course,foreign language learning

Терлецька Любов Миколаївна кандидат педагогічних наук, старший викладач кафедри іноземних мов і методик їх навчання, Факультету педагогічної освіти, Київський столичний університет імені Бориса Грінченка, м. Київ, https//orcid.org/0000-0002-3690-5691

ЗМІШАНИЙ ПІДХІД ДО ОНЛАЙН ВИВЧЕННЯ ІНОЗЕМНИХ МОВ

Анотація. Ця стаття має на меті вивчити значення впровадження змішаного навчання в контексті онлайн-викладання та вивчення іноземної мови в університеті. Для збору та аналізу даних застосовувався змішаний підхід. Результати дослідження розкривають кілька ключових компонентів: методологія дослідження, мета навчання іноземної мови, роль викладання та навчання через рольову гру та рефлексію та використанн вказаної методики. Незважаючи на те, що інтеграція змішаного навчання має вирішальне значення для ефективної практики викладання та навчання, результати вказують на необхідність інтегрованого дослідження онлайн навчання та змішаного навчання іноземних мови у синхронному форматі під час занять іноземної мови. Отже, метою статті є дослідження переваг змішаного навчання , які дадуть викладачам іноземної мови необхідні педагогічні та методичні знання для ефективного впровадження цього методу. Під час викладання та вивчення іноземної мови з'являються труднощі, подолання яких в першу чергу залежить від педагогічної та методичної майстерності викладача, уміння застосовувати сучасні методики та технології навчання іноземних мов відповідно до мети та потреб студента. Тим не менш, застосування технологій змішаного навчання може допомогти уникнути багато з цих труднощів. Наприклад, доступність великої кількості відео та автентичних матеріалів у мережі інтернет створює передумови для ефективного вивчення іноземної мови за умови систематичності та контролю. Дослідження моделей змішаного навчання має на меті покращити освітні можливості для студентів, які вивчають іноземну мову. Такий підхід підвищує доступність і гнучкість освіти, враховуючи індивідуальні навчальні потреби, одночасно дозволяючи студентам певною мірою контролювати час, місце та темп навчання.

Ключові слова: змішане навчання, моделі навчання, електронне навчання, комп'ютерна діяльність, онлайн-курси, вивчення іноземних мов.

Statement of the problem. In today's world, knowing a foreign language is important for faster and more meaningful global communication and

connections due to increased interconnectivity. In the global marketplace, having strong connections and being able to speak a foreign language is always an advantage. Knowing two languages has many advantages such as better memory, creativity, confidence, job prospects, and understanding of your first language.

Learning a new language has a positive impact on cognitive development. Learning a foreign language involves understanding grammar and vocabulary, regardless of personal interest in them. Learning a new language improves cognitive processes and helps individuals understand linguistic complexities and patterns. Like muscles, the brain can become stronger and more capable with increased cognitive activity. There are different ways to learn a foreign language, each with its own pros and cons. Blended learning combines online educational materials and virtual interactions with traditional classroom methods.

Analysis of recent research and publications. The problem of blended learning was analysed by methodologists and scientists such as Allen K. H. [1], Banados E.[3], Irwan Angraini and Tiara M. [7], Neumeier P. [9], Picciano A. [10], Christensen K., Schwartz R., Horn M., Greenberg B.and others.

Foreign methodologists developed the concept of blended learning for various applications, but the use of blended learning models in online language learning at universities has not received much attention from researchers. This lack of focus highlights the importance of conducting further scientific research in this area.

The purpose of the article is to investigate the feasibility of using blended learning models in order to expand the educational opportunities of students in the process of online learning foreign languages by increasing the accessibility and flexibility of education, taking into account their individual educational needs.

The main part of research. In recent years, there has been a noticeable shift in university foreign language education towards the integration of different information and communication technologies. The integration of computer and internet technologies in higher education is continuously evolving, offering educators substantial opportunities to enhance the learning environment, boost student engagement, and maximize instructional time in the field of foreign language education. The education sector is shifting towards incorporating a mix of online tools and resources, like virtual courses and alternative assessment methods, into their traditional methods to enrich the academic experience. Encouraging interaction between instructors and students is essential in foreign language teaching, as it fosters a learner-centered approach. Blended teaching, a type of synchronous instruction, includes integrating online learning components and technology-infused teaching techniques. One of the most prevalent and diverse instructional approaches used in educational settings is widely recognized [6].

A mixed course is different from a hybrid course. A hybrid course incorporates aspects of traditional teaching in a physical classroom setting along with online learning modules. Blended learning combines in-person interactions with a mix of traditional and online teaching techniques to meet a range of educational obstacles and offer numerous ways to improve the learning process. Incorporating technology into conventional teaching techniques can be viewed as a progressive development in educational methodologies. Some benefits of this method include enhanced availability for students of all abilities, allowing them to retrieve online materials whenever and wherever they desire. Interactive learning is further improved when students engage in group activities and are encouraged to ask questions for clarification during class. In addition, teachers can save time by utilizing online grading tools, which cuts down on the necessity for printing materials. The combination of traditional classroom methods with online activities enhances the delivery of instruction and creates an effective teaching strategy. Technology in education should be customized to meet the varying requirements of students. .

The use of synchronous and asynchronous learning tools allows for a variety of learning opportunities to be developed. Blended learning combines traditional in-person teaching methods with digital tools and technology to create a more dynamic classroom experience. In a true blended learning setting, it is crucial for both the student and teacher to be present together for instructional activities. Students must possess a high level of skill in using digital tools to improve their learning experience. The use of the flipped classroom model demonstrates a teaching method that leverages technology to revolutionize the way education is delivered. A vital aspect of this model is motivating students to utilize digital learning materials on a cloud-based platform outside of regular class hours. Before every session, important information will be shared from teacher to student using a variety of resources including video lectures, podcasts, links, and articles. This flexibility in scheduling allows teachers to dedicate more time during class for individual student support, encourage meaningful conversations, and promote engaging learning activities.

Some key characteristics of a blended learning setting include improved communication between educators and learners, fostering a sense of ownership in one's own learning, effective time management and adaptability, and increased academic accomplishments[5]. Additionally, there is a focus on self-improvement and continued education, as well as greater opportunities for hands-on learning. Blended learning offers numerous advantages, including virtual collaboration for remote teamwork and adaptability in learning with technology. It also enhances engagement through increased interaction and leads to improved educational outcomes with diverse learning activities. Additionally, it helps in the

development of digital citizenship and promotes essential digital learning skills for lifelong learning. Merely incorporating technology into the classroom does not guarantee a blended learning setting. Effective planning and creation of reliable learning materials and experiences are necessary for the success of this educational method, which can ultimately benefit students and teachers alike.

Encouraging students to take control of their educational journey by engaging in independent learning helps them develop self-reliance and ownership of their learning experience. With the increasing independence of students in their learning, educators can offer personalized instruction and individualized support to a larger group of students, resulting in enhanced effectiveness in both teaching and learning. Blended learning offers educators a thorough and precise evaluation of each student's advancement. This technology allows for increased and personalized teacher engagements with students, providing educators with the chance to enhance and foster connections with their students. Developing strong interpersonal relationships between teachers and students is crucial for gaining insights into students' personal challenges. This understanding helps educators provide effective support and guidance to help students overcome obstacles to learning. This approach combines the advantages of both online learning and face-to-face instruction, enabling teachers to effectively meet the needs of students without increasing their workload. When deciding how in-person and online instruction should be balanced, various factors need to be assessed. The primary mode of student-teacher interaction and instruction often takes place through in-person classroom sessions. This is further supported by the online distribution of course materials and potential supplemental activities. Most class assignments are completed online, with occasional face-to-face meetings for group work, addressing challenges, and fostering connections within the community. Some hybrid learning models provide students with the option to select tasks to complete online or in a traditional classroom setting for added flexibility. Tailored mixtures are created to address the unique requirements of students depending on factors such as their age, personal situation, and academic requirements, in order to improve the efficiency of their educational journey. Students can select from a range of course options, such as fully online, completely in-person, or a hybrid format that includes both online and in-person elements. Blended courses offer students the opportunity to attend in-person classes and access course materials and assignments online, allowing for a more flexible learning environment. It is essential to prioritize optimal learning outcomes for students, regardless of whether the instructional delivery method is single-mode or blended. The main goal should always be to promote successful learning, regardless of any personal preferences or ideal situations. Teachers play a crucial role in assisting students as they navigate a variety of educational settings. Educators and curriculum

developers must choose a variety of activities that match the particular topic, address the students' needs, and follow the curriculum guidelines. Some exceptional and captivating blended learning designs do not follow a one-size-fits-all approach[1]. Blended learning offers numerous benefits for students, one of which is the importance of fostering a secure learning environment to enhance educational achievements. The blended learning approach minimizes in-person interactions, thereby increasing safety measures, but at the same time, still allows for immediate communication options. Interactive learning opportunities are facilitated by this method. Understanding theoretical material can be difficult and often lacks excitement. Actively participating in interactive activities such as click-based tasks, simulated discussions, or gamified learning modules offers a higher level of engagement compared to passively listening to a lecture for a long period of time. Acquiring new information can be a fulfilling experience, and blended learning provides a wide variety of tools and materials to enrich the learning process. Blended learning also allows students to become independent learners by equipping them with the necessary tools and resources to take control of their educational path. Adult learners must have the ability to customize their own learning path and take an active role in managing it. Education is an essential element in a person's overall growth, but it is just one part of their life and may not always be the most important aspect. Juggling work, family obligations, hobbies, and social activities can often be overwhelming for many people. Educational institutions should adjust to support individuals' various responsibilities without disrupting their current balance. Blended learning provides learners with the flexibility of accessing course materials at all times, allowing them to interact with the content on their own time and adapt to their individual schedules.

Encouraging a culture of learning within a company can boost employee understanding and increase overall efficiency. Moreover, this occurrence results in increased success for your company. Offering chances for employees to enhance their abilities and talents can result in higher levels of engagement and motivation in the office. On the other hand, when employees have limited access to opportunities for career advancement, they may start looking for other job opportunities, leading to higher turnover rates. This is because they may feel like their professional growth is stunted. Blended learning allows students to tailor their learning experience based on their specific interests. Online courses allow students to study at their own speed, giving them the chance to go over course content as many times as necessary. This method guarantees a conducive and supportive atmosphere for learning, giving the learner the autonomy to manage their own educational journey. Blended learning environments utilize a variety of teaching techniques to help employees understand complicated ideas. This

contributes to enhancing the efficiency of the training programs offered by your organization. Blended learning has been proven to have lower teacher requirements than other methods, leading to decreased training expenses. Numerous students can now receive training simultaneously due to the extensive accessibility of learning materials [2].

Online education can bring challenges. In order to excel academically, students must concentrate and actively participate in their studies. Let's establish some tactics: Activities that involve teaching one's peers, such as peer discussion and peer editing, are valuable opportunities for learning and growth. Activities in collaborative learning that are centered around problem-solving include case studies and role-playing scenarios. Tasks for learning in a group or community that emphasize conversation include discussions, debates, and interactive activities. These activities encourage collaboration and problem-solving among participants.

In numerous cases, teachers are responsible for guiding collaborative learning activities by implementing teamwork tactics instead of just providing information in a top-down manner. One method that can be used is known as the jigsaw technique. This method involves dividing students into small groups, where each member is responsible for studying a particular subtopic related to the main concept or topic being examined. This method involves creating specialized groups within multiple home groups to investigate specific subtopics or smaller components of a larger idea. Each specialist has a specific area that they focus on, resulting in well-rounded expertise among the team. Afterwards, participants come back to the original group to share the knowledge they have gained and lead conversations on a wider range of topics. All students may be required to take a comprehensive examination that will cover the material discussed. The jigsaw method breaks down complex subjects into smaller, more manageable parts as a teaching technique [3].Members of a home group collaborate to grasp the complete concept by receiving and distributing different parts, which they piece together like a puzzle. Encouraging collaborative learning is another effective technique for promoting student engagement. This involves students working together in groups or pairs to teach each other and share knowledge in order to support their individual learning goals. In this scenario, the teacher serves as a facilitator, supervising the conversation and providing assistance to participants. There are two main types of collaborative learning strategies that require working with classmates. Peer teaching is a strategy in which a student becomes the instructor for their peers. The item can be displayed in a group setting, whether in a casual or formal style. Participating in peer editing, reviewing, and writing provides valuable chances to enhance understanding and encourage more involvement. Peer assessment is also an effective strategy for fostering

collaborative learning in educational environments. Students evaluate and provide feedback on each other's works, assignments, and tasks as part of this practice. Students can enhance their critical thinking skills, feedback-giving abilities, and grasp of course material by participating in peer assessment. Peer assessment can promote a feeling of community and shared responsibility among students, contributing to a more interactive and engaging learning atmosphere. This method helps editors and reviewers by offering beneficial constructive criticism and feedback[8]. On the other hand, the authors acquire the skill of considering different perspectives and approach issues.

Educators often use this method in teaching environments. Collaborative learning is a commonly observed practice in educational settings, widely utilized across a variety of classrooms. This method encourages students to work together, leading to improved learning outcomes by sharing knowledge and multiple perspectives. The think-pair-share technique starts with presenting a subject to students, guiding conversations in small groups, and finally encouraging students to express their ideas with the entire group. Providing students with ample time for analysis is essential, along with allowing them to form their own opinions before pairing them up for discussion. In addition, it is important for students to delve deeper into topics like identifying target audience, implementing effective promotion strategies, and incorporating visually appealing elements in their discussions. This will make it easier to understand the methodology used by the organization. Participants are urged to share their answers either during the current meeting or the upcoming online seminar. Collaborative problem-solving strategies help students gain new skills, perspectives and information. To start, let's talk about problem-based learning. This method of education requires students to solve authentic, real-world scenarios[8]. The students' job is to recognize the issue and come up with a solution, all while making sure they are staying focused on the intended learning goals. Guided design is a structured approach for problem-solving and differs from other methods. In this instructional model, a teacher divides students into small groups and methodically breaks down the problem-solving process into specific steps and phases. Within this educational framework, an instructor provides guidance and expertise to steer student actions. When students engage in collaborative learning techniques, they gain skills and competencies that are easily applicable to real-world situations, tasks, and professional settings. For instance, a problem-solving task could involve students developing an application for a plant store. For effective collaboration and project completion among students, it is crucial to clearly define the roles, deadlines, and steps in the guided design process. The idea generation, prototype development, and evaluation are all parts of the research process covered by the second option. Identifying and addressing assumptions and

providing feedback to groups throughout the course are key elements in supporting students' learning. Implementing collaborative learning techniques can effectively boost student engagement and improve the overall learning experience. Peer evaluations provide valuable feedback and helpful suggestions, while the jigsaw technique improves understanding of complex ideas. PBL and guided design methodologies are effective in enhancing comprehension of theoretical frameworks and models, and simulations can enhance teamwork and collaboration in organizational environments [9].

Additionally, learning a new language can not only improve cognitive skills but also help prevent cognitive decline and age-related mental deterioration. Recent studies indicate that adults who speak more than one language tend to develop cognitive decline related to Alzheimer's and dementia later in life, in comparison to those who speak only one language. In a study analyzing various factors such as health, economic status, education level, and gender, the number of languages spoken by an individual was found to be the most influential factor. Some studies have suggested that learning a new language could help counteract dwindling attention spans in individuals. Studies conducted recently indicate that the average person now has an attention span of about eight seconds, showing a decrease from the previous average of twelve seconds. Some studies have proposed that learning a new language can improve the brain's capacity to concentrate and ignore interruptions. Individuals who are bilingual or multilingual have shown a cognitive skill that allows them to effortlessly transition between languages, which has been associated with increased focus on tasks and the capacity to ignore unnecessary information. In light of the worldwide trend towards diversity and internationalization, numerous companies are opening branches in foreign countries in order to increase their market presence and grow their businesses. As a result, bilingual candidates are in high demand in today's job market due to the increasing need for individuals who can speak two languages fluently. Developing skills in a second language can greatly improve one's professional prospects by expanding job options and accelerating career growth.

Mastering a second language doesn't just improve cognitive skills but also has a significant impact on creativity. As people begin learning a new language, they naturally gain a deep insight into the customs and traditions of the region where that language is commonly used. Having a comprehensive knowledge of various cultures can significantly expand an individual's worldview. Embracing diverse viewpoints can enhance creativity by promoting uniqueness, accuracy, and adaptability. Furthermore, learning a new language can boost cognitive functions by promoting fresh word connections, increasing brain activity, and enhancing creative capabilities. This inclination towards creativity can also yield beneficial results in both your personal and professional pursuits. Experts claim

that enhancing creativity can have a positive effect on overall health. Many people believe that acquiring one's first language happens naturally, without requiring any formal teaching. Growing up in a community where everyone speaks the same language, children will naturally learn and adopt that language as their own. Learning a second language is both distinct and complex in nature. When students begin their studies, they will be introduced to a variety of linguistic components such as grammar, vocabulary, idiomatic expressions, and sentence structure. The more one explores the study of a second language, the more they become aware of their proficiency in their native language. In the past, it may have been difficult to clearly explain the complex rules and structure of language. However, gaining expertise in a new language allows individuals to give names to ideas that they previously only grasped instinctively in their mother tongue.

This study allows for a thorough exploration of the disparities in organizational structures, vocabularies, syntax, idiomatic expressions, and sentence constructions found in both languages. The addition of these elements enhances understanding and interaction, leading to improved skills in one's mother tongue. Managing multiple tasks simultaneously is a rare skill that not many people possess. On the other hand, bilingual individuals are usually exempt from this rule. They are highly skilled and proficient in the world of multitasking. The person's brain has developed the skill of effortlessly switching back and forth between languages. Numerous studies have indicated that bilingual individuals exhibit cognitive advantages, especially when it comes to switching between tasks. Additionally, research has shown that bilingual people exhibit better cognitive functioning than monolingual individuals. This advantage persists as bilinguals age, with older bilinguals demonstrating exceptional abilities in switching between tasks. The thought of speaking in a language not native to them can be intimidating for many people, underscoring the difficulties of presenting in front of an audience in these situations. This phenomenon explains how individuals develop skills in a new language. Consistently challenging yourself and trying new things can help you build confidence in different situations, even if you make mistakes along the way.

Blended learning is known for its success in facilitating interactive instructional methods in both traditional and online educational settings. By focusing on fostering learner engagement rather than solely delivering information, aligning activities with specific learning outcomes directs the focus towards achieving educational goals. In addition to broadening students' access to information, distance education also enables faster feedback and enhanced communication between teachers and students. This method effectively expands chances for engagement in both physical and virtual environments. Access to educational resources is essential for the development of distributed learning

environments. Students are able to engage with course materials at their own pace, allowing for independent learning. Blended learning often leads to increased motivation and engagement among students due to its adaptable nature. Additionally, the affordability of this method is particularly advantageous in a corporate environment, as employees' hectic schedules may hinder their ability to participate in traditional face-to-face courses on a regular basis. Blended learning allows individuals to balance their education with responsibilities such as work, family, and other obligations. Universities are always looking for ways to enhance the quality of education and lower costs. Blended learning has become a vital component of their distance education programs and a significant commitment to educational projects. The collaborative initiatives between the institution and educators focus on improving the sustainability of educational quality within the faculty by incorporating innovative technologies, as evidenced by the information provided. While there may be obstacles to overcome, modern information technologies in education, like distance learning, offer significant advantages that improve the quality of education and exceed the effectiveness of traditional teaching approaches, ultimately providing students with greater opportunities for learning. In the field of language instruction, these technologies provide new methods for teaching and learning. Some benefits of online learning are the convenience of accessing study materials, the freedom to learn at a personal pace, and the flexibility to select study times and locations. However, these advantages are only marginally successful in fulfilling the needs of students who want to enhance their oral communication abilities.

Face-to-face instruction remains essential in improving speaking skills by providing practice and valuable feedback. Blended learning is a pedagogical approach that combines traditional in-person teaching with online components. This combination allows students to engage in practical applications that extend beyond the confines of the physical classroom. Modern studies indicate that the hybrid model provides students with a wide array of materials and resources, allowing them to participate in a diverse range of activities both in physical classrooms and on the internet. Incorporating classroom instruction with independent study is made possible by utilizing an online virtual platform effectively. This approach is particularly beneficial because it empowers learners to take charge of their own learning when acquiring English as a foreign language. Foreign language teachers can support students in their learning journey by offering extra activities that students can work on independently. Blended learning allows students to independently select material and progress through lessons at their own speed. Moreover, engaging in a blended learning course can enhance students' proficiency with technology as they navigate various online tools and materials. Within this academic environment, students can delve into their

subjects with greater depth, gather information online in English, and improve their understanding through a range of exercises found on language learning websites or platforms. Additionally, students can access numerous databases and blogs, facilitating easy communication with peers and learning communities worldwide. This promotes cooperative learning opportunities and gives students the ability to personalize their virtual learning spaces, among other advantages. A carefully structured methodology is crucial in a blended course. It is crucial for students to undergo basic training on the utilization of technological devices. Subsequently, it is important to offer them guidance on how to make use of the different virtual and printed resources that can help improve their English skills. In addition, students must be given instructions on how to effectively use these tools, as research has shown that some individuals may lack the skills required to apply them successfully. Therefore, educators must provide thorough explanations of every aspect and component of the virtual platform in order to promote better comprehension and utilization by students [11].

Recognizing the significance of integrating an auditory element is crucial when designing a blended course. The following step is to demonstrate to students how this component improves the online component of the course, while also clearly outlining the learning goals students are expected to achieve by the course's conclusion. Blended learning classes provide a unique approach to enhancing the learning of foreign languages. In order to enhance the effectiveness and engagement of these classes, foreign language educators need to thoroughly evaluate pedagogical and methodological strategies. Instructors can benefit greatly from utilizing technology tools in course design and enhancing student autonomy in English proficiency. However, it is crucial to keep the goals of foreign language learning at the forefront of the instructional process. Research indicates that technology is frequently perceived as only being useful for leisure activities or practical applications, with little recognition of its potential for educational purposes. Educators must not only comprehend the reasons for integrating technology into teaching and learning, but also put this method into practice to improve their instructional techniques and improve curriculum delivery. Balancing in-person and online activities is essential to meeting the varied needs of students. Every student may have their own specific learning style preferences. Some students may excel in independent study settings, allowing them to progress at their own speed. On the contrary, others may benefit from the social interactions that occur in conventional classroom settings. Educators must acknowledge and adapt to these variations to enhance the learning experiences of every student. Implementing a blended learning instructional model involves evaluating library resources, ensuring online materials are accessible to students, and designing learning strategies that cater to students' learning styles, assessments, and workload.

Conclusions. Achieving fluency in a foreign language comes with many advantages. Learning a new language provides many benefits, such as improving cognitive abilities and opening up more job prospects. Additionally, it can also help in fostering interactions with people from different cultures. Using language as a tool to navigate the world allows people to develop a greater understanding and respect for various viewpoints and societies. Blended learning models are expected to increase student engagement in learning and enhance the development of critical and creative thinking skills in foreign language instruction. Online technologies have been integrated into foreign language classes, turning them into dynamic research environments. Individuals' capacity to apply learned knowledge in real-world communication contexts is enhanced as a result of this evolution, allowing them to better assimilate new information. Educators must select a model that matches their students' proficiency levels and specific needs to successfully incorporate blended learning into foreign language education.

References:
1. Allen K. H. (2013). The How of Blended Instruction: Current Practices of North Carolina Teachers in One-to-One Schools. Cullowhee, NC: Western Carolina University.
2. Archambault L., Barnett J. (2010). Revisiting technological pedagogical content knowledge:Exploring the TPACK framework. Computers & Education, 55(4), 1656–1662.
3. Banados E. (2006). A blended-learning pedagogical model for teaching and learning EFL successfully through an online interactive multimedia environment. CALICO Journal, 23(3), p.533-550.
4. Christensen C. Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns / C. Christensen, M. Horn, C. Johnson – New York: McGraw-Hill, 2008. – 272 p
5. Claypole M.(2003). 'Blended learning: new resources for teaching business English' in A. Pulverness (ed.).IATEFL Brighton Conference Selections. Whitstable, UK:IATEFL
6. Comas-Quinn A. (2011). Learning to teach online or learning to become an online teacher: An exploration of teachers' experiences in a blended learning course. ReCALL, 23(3), p.218-232.
7. Irwan Angraini, Tiara M. (2020). Analysis of Student Interest on Blended Learning. (Icssgt 2019), 329–335. https://doi.org/10.2991/assehr.k.200803.041
8. Naveen H. M. (2021). IRJET- IPSIT Model: An Indian Framework for Blended Learning (BL). Irjet, 8(9), 773–781.
9. Neumeier P.(2005). A closer look at blended learning: Parameters for designing a blended learning environment for language teaching and learning. ReCALL 17(2) p.163-178.
10. Picciano A. (2009). Blending with purpose: The multimodal model. Journal of Asynchronous Learning Networks, 13(1), p7-18.
11. Sharma P. (2010). Key Concepts in ELT. ELT Journal Volume 64/4 p.456. Oxford University Press

Література:
1. Allen K. H. (2013). The How of Blended Instruction: Current Practices of North Carolina Teachers in One-to-One Schools. Cullowhee, NC: Western Carolina University.

2. Archambault L., Barnett J. (2010). Revisiting technological pedagogical content knowledge:Exploring the TPACK framework. Computers & Education, 55(4), 1656–1662.

3. Banados E. (2006). A blended-learning pedagogical model for teaching and learning EFL successfully through an online interactive multimedia environment. CALICO Journal, 23(3), p.533-550.

4. Christensen C. Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns / C. Christensen, M. Horn, C. Johnson – New York: McGraw-Hill, 2008. – 272 p

5. Claypole M.(2003). 'Blended learning: new resources for teaching business English' in A. Pulverness (ed.).IATEFL Brighton Conference Selections. Whitstable, UK:IATEFL

6. Comas-Quinn A. (2011). Learning to teach online or learning to become an online teacher: An exploration of teachers' experiences in a blended learning course. ReCALL, 23(3), p.218-232.

7. Irwan Angraini, Tiara M. (2020). Analysis of Student Interest on Blended Learning. (Icssgt 2019), 329–335. https://doi.org/10.2991/assehr.k.200803.041

8. Naveen H. M. (2021). IRJET- IPSIT Model: An Indian Framework for Blended Learning (BL). Irjet, 8(9), 773–781.

9. Neumeier P.(2005). A closer look at blended learning: Parameters for designing a blended learning environment for language teaching and learning. ReCALL 17(2) p.163-178.

10. Picciano A. (2009). Blending with purpose: The multimodal model. Journal of Asynchronous Learning Networks, 13(1), p7-18.

11. Sharma P. (2010). Key Concepts in ELT. ELT Journal Volume 64/4 p.456. Oxford University Press