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У тематичному випуску вміщені наукові статті фахівців з питань вищої освіти, присвячені актуальній проблемі входження України до європейського освітнього простору. Перспективи євроінтеграційних процесів у сфері вищої освіти, вимоги Болонського процесу та питання готовності України відповідати цим вимогам, моніторинг якості освіти, стандарти європейського освітнього простору та завдання, що стоять перед вищою освітою України сьогодні - ось далеко не повний спектр проблем та питань, до висвітлення та спроби розв'язання яких звертаються автори випуску. У центрі уваги також питання управління якістю освіти, перспективи запровадження механізмів сучасного освітнього менеджменту, а також - умови й напрями оптимізації та розвитку вищої освіти України в сучасних умовах. Для фахівців-освітян, науковців, дослідників психолого-педагогічних та управлінських проблем розвитку освітньої справи в Україні та за її межами.

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HIGHER EDUCATION OF UKRAINE IN THE CONTEXT OF INTEGRATION TO EUROPEAN EDUCATIONAL SPACE

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ТЕМАТИЧНИЙ ВИПУСК

ВИЩА ОСВІТА УКРАЇНИ У КОНТЕКСТІ ІНТЕГРАЦІЇ ДО ЄВРОПЕЙСЬКОГО ОСВІТНЬОГО ПРОСТОРУ

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Сучасний освітній менеджмент: економічні, організаційні та психологічні
засоби реалізації в Україні, Європі та світі

Філософія та психологія освіти

Новітні засоби навчання: проблеми впровадження та стандартизації

Послідовність загальної середньої та вищої освіти
як європейський стандарт

Психолого-педагогічні та організаційні умови запровадження європейських
стандартів вищої освіти в Україні

Освіта. Культура. Глобалізація: виклики сьогодення

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APPLICATION OF BLENDED LEARNING IN TEACHING FOREIGN LANGUAGES AT HIGH SCHOOL

The article is devoted to the issue of application of blended learning approach in teaching foreign languages as the powerful tool to ensure student-centered learning. Various definitions of the term «blended learning» were considered and the author's interpretation of this educational technology was offered. The author analyzed different models of blended learning and identified the most suitable for teaching and learning foreign languages in terms of forming the professional competence. In the article the author also emphasizes the most significant advantages of blended learning and outlines the major problems which may arise in the process of its application as well as the issues which require further consideration and research.

Key words: *blended learning, educational technology, digital tools, foreign language, online training, professional competence*

Стаття присвячена проблемі застосування технології змішаного навчання в процесі викладання іноземних мов в ВНЗ. У даній статті автор аналізує різні підходи до визначення даної технології і пропонує свою інтерпретацію цього терміну. Проаналізовано різні моделі змішаного навчання та запропоновано модель, яка враховує специфіку вивчення іноземних мов. Також визначені переваги застосування змішаного навчання в процесі викладання іноземних мов у ВНЗ і позначені проблеми, які потребують подальшого розгляду.

Ключові слова: *змішане навчання, освітня технологія, цифрові інструменти, іноземна мова, онлайн навчання, професійна компетенція.*

Статья посвящена проблеме применения технологии смешанного обучения в процессе преподавания иностранных языков в вузе. В данной статье автор анализирует различные подходы к определению данной технологии и предлагает свою

интерпретацию этого термина. Проанализированы различные модели смешанного обучения и предложена модель, которая учитывает специфику изучения иностранных языков. Также определены достоинства применения смешанного обучения в процессе преподавания иностранных языков в вузе и обозначены проблемы, требующие дальнейшего рассмотрения.

Ключевые слова: смешанное обучение, образовательная технология, цифровые инструменты, иностранный язык, онлайн обучение, профессиональная компетенция.

Introduction. The content-based specialist training is the distinctive feature of informatization of higher education. It is necessary to bear in mind that the graduates will live in information society and the primary goal of every educational institution must be teaching their students not only successfully obtain and process information, but also efficiently use this information in order to maintain and develop intellectual and creative potential.

Professional activity is becoming more intellectual and multifaceted and requires constant updating of existing skills. Thus, instead of traditionally accepted criteria like "knowledge" and "skills" the educators now pay more attention to such notion as "competences" regarding the new learning paradigm. Among the competences, which are of paramount importance in the modern world, it is worth mentioning the ability to process, organize and analytically interpret large volumes of data, to generate ideas, turning them into innovations, to be flexible and easily adjust to changes. It is clear that these modern requirements to the professionals need new methods of teaching and training. This issue is especially important when it comes to teaching and learning foreign languages. The new learning environment requires rethinking of existing approaches to training and education, introduction of more modern techniques, creating conditions for their successful development and application. It is necessary to notice that there have been dramatic changes in higher educational institutions over the last ten years related to the ample use of information technologies in the process of education and training. Indeed, the wide application of various educational platforms and Internet resources has significantly improved both the process of learning, making it more diverse and effective, and the quality of acquired knowledge. Hardly can we find nowadays a lecture at the modern university without being supported by colourful and structured Prezi presentation with some Youtube video attached. Undoubtedly, all these tools, when properly used, contribute greatly to the classroom environment making learning conscious and enjoyable. However, it is necessary to concentrate attention on the strategic development of the education system which

lies mostly in the solution of the problem of student-centred learning. The type of learning in which a person, an individual with his or her needs and wants takes a central place, which is aimed at providing necessary conditions of self-realization and development of this person, is considered the most effective and worth striving for. More often than not the process of learning foreign languages is confined to the traditional classroom sessions in a group of students with different backgrounds and levels of language and a teacher mainly focused on an average one. These conditions leave so called «strong» and «weak» students “outboard” and demotivated because they make little progress in learning due to the peculiarities of perception and individual psychological characteristics. On the other hand, it is rather difficult to ensure an individual approach in the classroom conditions. In order to diversify the process of effective language acquisition many teachers resort to online learning using various platforms for providing their students with resources which would meet their needs. Such an innovative method which is primarily called to optimize the learning process, to create the most favourable conditions for the understanding of educational material, and as a result, to enhance the quality of education is considered blended learning. This technology has become very popular with students learning foreign languages and appealing to the teachers because it makes language learning effective, fun and accessible and allows organizing time of a teacher more productively ensuring individual approach.

It is also well known that when learning languages, each student requires a lot of practice to obtain the relevant skills. Unfortunately, research and practice have shown that the percentage of time allocated to oral practice is not enough, even if the group consists of 8-12 students only. The inclusion of distance component allows to customize the learning process by offering unique opportunities to provide each student with the extensive practice taking into account individual capabilities and needs.

The main aim of the article is to consider the terminological background of blended learning, analyse its concept from the different viewpoints, outline its strengths and weaknesses and identify the model of blended learning which is suitable for implementation in teaching foreign languages at high school.

The analysis of scientific literature shows that there are several terms used by foreign scholars to refer to the concept of «blended learning». This educational technology is also called hybrid learning, combined (mixed-mode) or integrated (web-enhanced) learning. [2, c. 8; 6, c. 15] The definitions of this relatively new approach also differ in terms of interpreting the nature and modes of blending.

Garrison and Kanuka, for instance, define blended learning as a personality-oriented approach to learning in which the student interacts with other students, with a teacher and content through thoughtful integration of online and teacher

guided environments [4, p. 8]. PurnimaValiathan, in his turn, considers blended learning as the process in which different ways of delivering educational content are effectively combined, such as online courses, built on Web technologies and knowledge management techniques. He also uses the term "blended learning" to describe the combination of different types of training activities, including on-site training (face-to-face), online e-learning and self-paced learning [6]. Bonk C. J. and Graham C. R. in their research on blended learning claim that it combines opposite, at first glance, approaches – such as formal and informal learning, «face-to-face» and «on-line» communication, guided learning and independent self-study [1, pp.12-14]. In terms of methods of teaching foreign languages, it is important to consider the viewpoint of M. Driscoll on blended learning. The quoted author argues that blended learning does not comprise a single technology, but a combination of technologies, namely modes of operation, Internet based technologies, different pedagogical methods and personal communication. M. Driscoll stresses that educational technologies should ensure the development of personal communication and also correlate with the actual job tasks imposed by curriculum [3, p.23]. As far as implementation of blended learning in higher education goes, it was defined by D. Clark as a combination of technology and classroom instruction in a flexible approach to learning that recognises the benefits of delivering some training and assessment online but also uses other modes to make up a complete training programme which can improve learning outcomes and/or save costs" [2, p.12]

As far as the application of blended learning in the Ukrainian system of education is concerned, it is possible to say that it is still in the process of development, though there are numerous examples of introducing online courses into the curriculum. Indeed, such scholars as S. Veledinskaya, M. Dorofeeva, Y. Kapustin, E. Kostina [7,8,9] and others are doing research into this educational technology, though its meaning is not fully determined in Ukrainian scientific literature, hence some incongruities in terms and definitions.

Although different terms and definitions, the essence of blended learning lies in judicious mix of traditional and e-learning, which allows to make use of the strengths and minimize the weaknesses of both. To sum up everything mentioned above, it is possible to define blended learning as a system of teaching / learning, which combines the most efficient aspects and advantages of teaching in the classroom and interactive or remote training. It is a system which consists of different elements correlating with each other forming the comprehensible whole. It is a system which harmoniously combines all the components provided, that all of them are methodically organized.

There are several models of blended learning and it is undoubtedly down to the subject which one is the most suitable for meeting all educational aims. It is

possible to single out the following models: Flex model is a course in which online learning plays the primary role. Students move on an individually customized, flexible schedule doing all the tasks online and the role of a teacher or language instructor narrows down to monitoring the students' performance providing them with necessary recommendations, guidance and assessment. Face-to-face support could be provided as well, but only with some complicated implications, whereas other tasks have minimal support [2, p.38-39]. Such model can be used in terms of learning foreign languages as a supplementary one, for instance, doing a particular individual project or research work where students have to come up with their own ideas, plan and materials. It is practically impossible to implement this model as the basic one on a regular basis.

A La Carte model – a course that students take entirely online to accompany other experiences that they have at the classes. The teacher of record for the A La Carte course is the online teacher. Students may take the A La Carte course either on the brick-and-mortar campus or on-site. Such model is suitable for achieving particular short-term goals, for example, enhancing one's grammar skills or getting some theoretical knowledge in applied linguistics or stylistics.

Enriched Virtual model implies that students are provided with face-to-face learning sessions with their teacher and then complete their remaining coursework remotely online. This learning mode is being used while teaching part-time students because their curriculum usually includes session and exam modes. As a rule, this model, given it is taken as the basic one, does not ensure achieving substantial results in language learning [3, p.21]. Rotation model is, in our opinion, the one which enables both learners and teachers to meet their needs and requirements. This is a course in which students rotate on a fixed schedule between learning modalities – face-to-face communication and online learning. It is at the teacher's discretion to choose these modalities. One of the key components of the rotation model is flipped classroom. The main idea of this educational technology lies in the rearrangement of the main stages of the learning process in which the study of theoretical material is carried out by the students themselves by viewing video lectures recorded by the teacher or taken from other sources, doing vocabulary exercises online, watching videos related to the particular topic, etc. and the classroom work is devoted to case studies and discussing the most important issues under the guidance of a teacher.

This approach is, in our opinion, the most appropriate and relevant in teaching a foreign language, as in a limited number of hours devoted to the study of the discipline, the emphasis shifted to the development of communicative abilities of students. The students are extensively provided with communication practice online as well by participating in webinars, online conferences, forums and panel discussions. It should be noted that the work in an electronic learning

environment helps students overcome the psychological barrier, a feeling of uncertainty and discomfort they might experience during their classes at university when the student compares himself or herself with other students who have a higher level of foreign language. Working on the computer the students reduced the level of stress and anxiety, increasing their confidence and self-esteem which has a positive effect on their participation in group discussions and debates. One more crucial point is that the efficiency of the traditional classroom increases, as classroom hours are not used for explaining the theoretical material, which the students can explore on their own with the help of electronic educational resources, but for performing creative tasks, participating in the project activities and discussing important issues. The process of putting blends into action within the course "English oral and written practice" might consist of three main stages – pre-course, during course and post-course. However, it is also necessary to mention, that prior to running any blended course, it is worth introducing the topic to the students by setting particular goals, drawing their attention to particular language patterns, motivating them to find additional information related to the topic under discussion, get the students involved in the active process of learning. By encouraging students to take an active part in material design a teacher ensures an individual approach thus meeting the students' requirements.

Pre-course might include the following types of activities as:

- reading articles related to the topic under discussion;
- watching educational videos;
- doing various vocabulary and grammar tests;
- posting reflections on a blog or forum.

As far as the digital tools and platforms used during the pre-course stage are concerned, it is possible, among others, to single out Moodle, web/Video conferencing. The Moodle platform also enables flexible organization of the educational process. The platform gives an opportunity to focus on more complex sections of the course leaving simple pieces for self-study. Multimedia effects are the next appealing component of Moodle courses. Besides the traditional textual and graphical information e-learning involves multimedia tools: animation, video, audio and color. This provides visualization of the teaching material and allows using most mechanisms of perception the new information by students. Video/web conferencing or Internet streaming can be used to deliver information live to students off campus.

During course includes:

- classroom teacher guided sessions aimed at clarifying and interpreting the questions which might have caused some problems during self-study;
- group discussions;

During study course might include such activities as: brainstorm – stimulating

ideas in order to activate the vocabulary learned during the previous stage, cooperative debate – in groups or individually presenting perspectives on a particular issue, followed by a whole group consensus-building discussion. Teaching modalities might include small-group or full-class instruction, individual tutoring, and writing assignments.

Post-course implies the following activities:

- group or individual project work carried out on or offline;
- posting reflections on a blog or forum;
- learning additional materials related to the topic under consideration.

This is a combination of classroom sessions and online collaboration or individual work where the emphasis is made on reflection and self-assessment.

Such digital tools as blogs, Wikis, forums, etc. can help achieve the desired effect. Blogs can provide an opportunity for improving communication and increasing impact in the process of completing a project and distributing findings. Social nets can be used as a resource sharing tool allowing students to share, review and critique resources as well as provide feedback.

It goes without saying that a teacher's role is crucial in the process of blended learning. The teacher guides students as they go through a huge amount of information, help analyze and synthesize the course material, organizes collaboration and interaction of the participants of the learning process. Moore characterizes such tutor's style as being supportive and encouraging, giving ample feedback, being a good role model, being appropriately informal, and eliciting discussion [5, p.78]. What are the main tasks of a teacher who decides to blend their classes? Firstly, it is necessary to properly organize learning material, which means that the teacher should know exactly what material will be studied at the classroom and what kinds of activities to allocate to online learning. It is necessary to take into account student's individual requirements and learning modes. Another important factor is the formation of a stable motivation for cognitive activity, which should be maintained throughout the process of learning. The teacher should stimulate self-control and self-assessment, encourage and develop different ways of productive cooperation.

Having considered the concept of blended learning and its main models, it is necessary to analyze the advantages and disadvantages associated with the use of this form of learning in the educational process as well. It is possible to divide the advantages into two groups. The first group includes benefits related to the organization of educational process foreign language learning, while the second group includes the benefits for the people involved in educational process. The first advantage lies in the flexibility of the educational process. Under the flexibility of the educational process we understand the mode of learning where the participants in the educational process have access to educational materials in the electronic

environment at any time convenient for them. Another indisputable benefit of blended learning is that it ensures a student-centered approach. Every student has the opportunity to individually select the tempo, rhythm and volume of training material needed for acquiring particular skills and knowledge. This allows them to build an individual educational trajectory [8, p.24]. One more advantage is that blended learning promotes learning autonomy of students. This contributes to the development of skills to plan and effectively organize their training activities, focusing on the result. In addition, the active participation of students in webinars, online conferences, discussion forums and group discussions contribute to the development of their learning activity. The increasing motivation of students in the subjects studied, in particular, a foreign language is also considered as the powerful argument in favour of this educational technology. This is due to the variety of electronic resources, multimedia and interactive training materials, presented in the form of audio, video, flash presentations, graphic visualization, etc. This form of training also allows the teacher to monitor the learning process and, if necessary, make the required adjustments. Students have the opportunity to see the results of their activities in a timely manner, to receive an assessment of their work and recommendations for improvement. Finally, what is considered the most important is the new features both teachers and students acquire in the process of education. The teachers are no longer the ones who only "translate" the knowledge, they become facilitators organizing joint activities of students and encouraging them to self-study. The students in their turn are transformed from passive consumers of ready knowledge into active participants of the educational process, which contributes to the increase of independence and responsibility for their performance.

However, there are many issues that need thorough analysis as well. In this regard most important of them are whether on-line training is suitable for all categories of students, whether online learning should be guided or individually programmed and finally, whether material design should be the same or have its distinctive features. The question which approach is more effective caused numerous discrepancies in scientific world having divided educators into two opposing camps – those who consider face-to-face communication in the classroom one possible method of teaching foreign languages and those who see the future of learning languages going online. However, it is obvious that the successful learning is seen in the rational combination of traditional education and modern information and communication technologies, especially when it comes to learning and teaching foreign languages.

Conclusion. Although blended learning is considered a relatively new educational technology, it has become increasingly popular in recent years in delivering knowledge in different subjects in general and teaching foreign

languages in particular. Blended learning is the one which ensures flexibility and learner's autonomy, it motivates and encourages students to expand their knowledge, be active participants of the educational process. In spite of the fact that there are still issues which require thorough research in this regard, we believe that application of blended learning and a flipped classroom as one of its models can significantly enhance and diversify the process of teaching and learning foreign languages at high school.

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ДИДАКТИЧНІ ПРИНЦИПИ ВИКОРИСТАННЯ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ (ІКТ) У ПРОЦЕСІ ВИКЛАДАННЯ ГУМАНІТАРНИХ ДИСЦИПЛІН НА ФАРМАЦЕВТИЧНОМУ ФАКУЛЬТЕТІ НАЦІОНАЛЬНОГО МЕДИЧНОГО УНІВЕРСИТЕТУ ІМЕНІ О.О. БОГОМОЛЬЦЯ

У статті описуються та аналізуються принципи використання інформаційно-комунікаційних технологій (ІКТ) у процесі викладання гуманітарних дисциплін. Нові інформаційно-комунікаційні технології навчання повинні задовольняти вимоги сучасної освіти, існуючих навчальних програм та навчального плану. У статті описуються дидактичні вимоги до викладання гуманітарних дисциплін на фармацевтичному факультеті з використанням ІКТ.

Ключові слова: інформаційно-комунікаційні технології, гуманітарні дисципліни, фармацевти, принципи.

В статье описываются и анализируются принципы использования информационно-коммуникационных технологий (ИКТ) в процессе преподавания гуманитарных дисциплин. Новые информационно-коммуникационные технологии обучения должны удовлетворять требования современного образования, существующих учебных программ и учебного плана. В статье описываются дидактические требования к преподаванию гуманитарных дисциплин на фармацевтическом факультете с использованием ИКТ.

Ключевые слова: информационно-коммуникационные технологии, гуманитарные дисциплины, фармацевты, принципы.

The article considers and analyses different principles of usage of information and communication technologies in the teaching of humanities. New information and communication technologies should satisfy the needs of modern educational process, educational pro-

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