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НАЦІОНАЛЬНА ІДЕНТИЧНІСТЬ В МОВІ І КУЛЬТУРІ

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**BLENDED LEARNING IN TEACHING OF FOREIGN
LANGUAGE AT A TECHNICAL UNIVERSITY**

We are all different, we learn in different ways, at a different pace, and this is normal. Blended learning is aimed at helping the students at technical universities to learn through any necessary means: group work or individual counseling, online training, simulators. That is all that is needed in a particular situation to a particular learner. Blended learning frees from the framework. It is a complex concept and should not be confused: 1) with standard training using modern technical means, for example, interactive boards, simulators; 2) with distance education, where the student receives almost no help and appears only for exams.

Blended learning is not only self-study with a computer, you need to be part of a group and develop with it.

Full-time training develops communication skills, provides an opportunity for reflection and feedback. Electronic training speeds up the process of obtaining knowledge. These educational models merged together and the name of the mix is blended learning.

Blended learning is an educational concept that combines traditional learning with distance and online methods, which allows students to control the time, place, trajectory and pace of the learning process. The term “blended” refers to the mixing of online learning materials and group learning with a teacher. The student works independently, but he also receives support from both the group and the teacher. During the actual group classes, students show their progress, practice the development of communication skills, repeat the material and prepare for the next. Courses are most often based on assignments and basic information, and all supporting materials are submitted on an online platform. Autonomous students also receive support by getting assignments to perform in which they need to collaborate with other members of the group, often by participating in online discussions.

The introduction of blended learning at technical university requires a teacher to spend much more time and effort. It is also unequivocally hampered by the lack of a teacher’s psychological readiness to change their role in the learning process, from being a mentor to an assistant. The introduction of blended learning as an innovation leads to a number of changes in self-determination and the way students and teachers work. The student acquires a space of freedom and responsibility in which he learns to make an informed choice and be responsible for its consequences. The teacher begins to function in new roles for himself, in particular, moves away from the role of the translator to the role of the tutor, and the learning environment becomes the key tool of the teacher, in which the boundaries between the classroom environment and the online environment are erased.

As a result of the analysis of blended learning, we can confidently highlight the following advantages associated with the peculiarities of the use of digital educational resources:

- unlimited access to educational and other types of information posted on electronic media and in the online space (including in the form of online courses); in blended learning, the teacher ceases to be the only source of information, and the redundancy of information received by the student allows him to form various skills in working with it;

- the ability to "fine-tune" the content, methods and methods of teaching, allowing to satisfy the training needs of almost every student;
- transparency and understandability of the assessment system, especially in the part where the mark is set on the basis of electronic tasks with automatic verification, and the teacher's subjective opinion does not affect the mark.

One of the main problems in the development of blended learning models is the rigidity of lesson forms, the dominance of narrow subject specialization in the development of curricula, the predominance of top-down planning principles and, of course, the formats and content of existing reporting. The teacher does not break: realizing the need for change, he, at the same time, is forced to carry out the plan, and in this sense he remains a "hostage" to the existing system of education.

Another problem is the lack of IT literacy, dependence on technology, broadband Internet, sustainability of online mode and unlimited tariffs. Often, an obstacle to the implementation of this approach is a low level of knowledge of technology, therefore, teachers and students need technological education, as well as training to work with the LMS platform.

A significant "inhibiting" factor - blended learning requires technical support and certain costs for the creation of video materials, training programs and testing modules. Additional costs are also required for upgrading the classroom space at technical universities (for example, space zoning using the "change of work zones" model, equipping classrooms with computers, buying mobile devices for a student).

In the future, blended learning will develop thanks to the introduction of new forms of e-learning and the development of models of interaction between the subjects of the educational process, which will significantly expand the possibilities of the educational environment of the university.

For the effective implementation of the blended learning at technical universities, it is important not only to provide the technical part, but also to prepare students for the new format. Students should be able to learn, that is, have the knowledge and tools necessary to manage their own educational process. The essential elements made blended learning high-quality are the motivation to learn, the ability to act independently, the skills of planning and time management.

Thus, blended learning gives students and teachers:

- flexibility, which gives the opportunity to learn anytime, anywhere, from teachers from any school, any continent;
- openness provides constant feedback from the teacher, colleagues, the ability to maintain communication on the forums, online;
- individual approach - the pace and volume of development of educational material, depending on the personal characteristics of students. It gives a possibility to combine different models.

This is a large-scale strategy that helps break stereotypes inherent in the traditional system of higher education. It gives teachers the opportunity to reach students in ways that were previously impossible.

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