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## **INTRODUCTION OF BLENDED LEARNING IN TEACHING A FOREIGN LANGUAGE AT THE UNIVERSITY**

### *Abstract*

Research paper focuses on the viewpoints on the blended learning technology used in the system of American and European education during some period of time. The given work deals with the analysis of the nature of blended learning, its prospects and opportunities. Kazakhstan also seeks the ways to adopt best practices in the implementation of blended learning and offer its own vision of the possibilities of this method in the context of the domestic education. The purpose of this article is to regard the theoretical treatment of foreign experts about the nature, peculiarities and prospects of the blended learning on the whole. A plenty of the sources belong to American researchers representing the community of initiators of the blended learning and Russian experts as the implementers of this initiative in the context of the educational system modernization. The experts point to the system-forming nature of the blended learning and its direction to student-centered learning. In experts' opinion, the blended learning development in the education system implies a qualitative transformation of the academic role of the teacher, methodological support and

organization of the educational process as a whole. Experts think that the successful development of the blended learning depends mainly on the resource conditions of the learning environment resources, which should be provided with the appropriate digital infrastructure, content, IT staff, digital competencies of teachers and students. The results obtained indicate that there is a need for practical understanding of the theoretical foundations of the blended learning in relation to specific higher educational programs.

**Keywords:** education, hybrid, digital, blended learning, theoretical, method, models, resources, context.

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## УНИВЕРСИТЕТТЕ ШЕТЕЛ ТІЛІН ОҚЫТУ БАРЫСЫНДА АРАЛАС ОҚЫТУДЫ ЕНГІЗУ

### *Аңдатпа*

Мақалада белгілі уақыт аралығында американдық және еуропалық білім беру жүйесінде қолданылған аралас оқыту технологиясына ғалымдардың көзқарасы қарастырылған. Бұл жұмыс аралас оқытудың мәнін, оның болашағы мен мүмкіндіктерін талдауға арналған. Қазақстан да аралас оқытуды енгізудің озық тәжірибесін енгізуге ұмтылады және отандық білім беру контекстінде бұл әдістің мүмкіндіктері туралы өзіндік көзқарасын ұсынады. Бұл мақаланың мақсаты ретінде жалпы аралас оқытудың мәні, ерекшеліктері және болашағы туралы шетелдік сарапшылардың теориялық әзірлемелеріне шолу жасау болып табылады. Дереккөздердің негізгі бөлігі аралас оқыту бастамашылары қауымдастығын білдіретін американдық зерттеушілерге және білім беру жүйесін жаңғырту жағдайында осы бастаманы жүзеге асырушылар ретінде ресейлік сарапшыларға тиесілі. Сарапшылар аралас оқытудың жүйе құраушы сипаты мен оның оқытуға бағытталғанына назар аударады. Сарапшылардың пікірінше, білім беру жүйесінде аралас оқытуды дамыту мұғалімнің академиялық рөлін сапалы түрлендіруді, жалпы білім беру үдерісін әдістемелік қамтамасыз етуді және ұйымдастыруды көздейді. Сарапшылар аралас оқытудың табысты дамуы негізінен білім беру ортасының ресурстарына байланысты екенін мойындайды, олар тиісті цифрлық инфрақұрылыммен, мазмұнмен, IT қызметкерлерімен, оқытушылар мен студенттердің сандық құзыреттіліктерімен қамтамасыз етілуі тиіс. Алынған нәтижелер нақты жоғары білім беру бағдарламаларына қатысты аралас оқытудың теориялық негіздерін практикалық түсіну қажеттілігін көрсетеді.

**Түйін сөздер:** білім беру, гибридік, сандық, аралас оқыту, теориялық, әдістеме, модельдер, ресурстар, контекст.

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## ВНЕДРЕНИЕ СМЕШАННОГО ОБУЧЕНИЯ В ПРЕПОДАВАНИИ ИНОСТРАННОГО ЯЗЫКА В ВУЗЕ

### *Аннотация*

В статье рассматривается точка зрения ученых на технологию смешанного обучения, применяемого в системе американского и европейского образования в течение определенного периода времени. Данная работа посвящена анализу сущности смешанного обучения,

его перспектив и возможностей. Казахстан тоже стремится перенимать передовой опыт реализации смешанного обучения и предлагает своё видение возможностей этого метода в контексте отечественного образования. Целью данной статьи является рассмотрение теоретических разработок зарубежных специалистов о сущности, специфике и перспективах смешанного обучения в целом. Основной состав источников принадлежит американским исследователям, представляющим сообщество инициаторов смешанного обучения, и российским экспертам как реализаторам этой инициативы в условиях модернизации образовательной системы. Эксперты указывают на системообразующий характер смешанного обучения и его направленность на личностно-ориентированное обучение. По мнению специалистов, развитие смешанного обучения в системе образования предполагает качественную трансформацию академической роли преподавателя, методического обеспечения и организации образовательного процесса в целом. Эксперты признают, что успешное развитие смешанного обучения, зависит в основном от ресурсов образовательной среды, которые должны быть обеспечены соответствующей цифровой инфраструктурой, контентом, IT-персоналом, цифровыми компетенциями преподавателей и студентов. Полученные результаты свидетельствуют о необходимости практического осмысления теоретических основ смешанного обучения применительно к конкретным программам высшего образования.

**Ключевые слова:** образование, гибридное, цифровое, смешанное обучение, теоретическое, метод, модели, ресурсы, контекст.

**Main provisions.** Kazakhstan seeks ways to adopt the best practices in the implementation of blended learning and offer its own vision of this method possibilities in the context of domestic education. This process is still at the initial stage of the reflection, the results of which are presented in the research works on the development of the Kazakh education system. In this regard, an objective idea about the modern paradigm of the domestic education has developed, which has been integrated into international practice for thirty years and mastered to some extent the existing trends. It includes a development of the student-oriented learning model, the creation of an electronic ecosystem in universities, the formation of LMS content, the development of IT competencies among students and teachers, the introduction of distance technologies, etc. In our opinion, these are the basic conditions for the purposeful development of blended learning in Kazakhstan. The relevance of the problem of blended learning in Kazakhstan is related, first of all, to the necessity of identifying effective models in the context of resource conditions and prospects of the domestic education system development. In this regard, the purpose of this article is to identify the theoretical ideas of foreign experts about the nature, specifics and prospects of blended learning in general.

The new methodological strategy should be based on intervention tactics that will require the student to make more efforts to study problem based issues. There will be a narrowing of the pedagogical tasks of the teacher, who will be able to concentrate on the development of educational methods, the interpretation of student learning outcomes, the introduction of the group teaching method, and research work. New didactic functions will appear: for example, the forms of information presentation (text, sound, graphic, multimedia) will become more diverse, it will be possible to study the course content non-linearly, illustration modeling systems will be used and the degree of visibility of the material will be increased. It will allow the student to choose acceptable forms of learning activities. It will require the creation of the new tools for managing digital resources: for example, tools for creating and publishing educational content; for communication and feedback (Mirapolis, Vebinar.ru, Skype, Google chat, etc.); for collaboration (Google Docs, Word Online, etc.); for planning educational activities (electronic journal, organizer, etc.); for learning management (LMS).

**Introduction.** At the current period there is a growing interest of the expert community to the blended learning. There exist numerous attempts to theoretical comprehension this method used in the system of American and European education over the last 20 years. Available publications contain an analysis of the blended learning nature, discussions about its prospects and opportunities. The theoretical foundations made by the experts of the beginning of the XX century make it possible to develop various methodological models for training specialists at higher education system, which faces new challenges of the globalizing world.

In modern conditions, the role of e-learning is noticeably increasing, which over the past decades has been implementing through online learning technologies and distance education. The intensity of the development of these technologies was determined mainly by the strategic tasks of the globalized world, which went into total self-isolation in year 2019. Finding themselves in a difficult situation, universities were forced to strengthen the interaction between traditional and e-learning formats. Having long period experience of education informatization, the implementation of the principles of distance learning universities managed to organize the educational process by combining real-time mode, modern communication technologies and their own electronic resources. In fact, it has become a serious challenge for the entire education system, which during the two years of the pandemic tested the viability of the blended learning. The history of the blended learning began in the early 2000s in the American business community, which used this method in training the staff. The first attempts to comprehend the effectiveness of this method were the work of American researchers Bonk, Graham [1, p. 132], Harrison and Vaughan [2, p. 12], thanks to which blended learning began to be used in the public education system. Over the years of observation, there has been a scientific opinion that this method can compensate the shortcomings of traditional and e-learning when used in its pure form. This is evidenced by the growing popularity of blended learning over the past 16 years, which is successfully used today in educational institutions in the United States, Europe, and Southeast Asia. The educational community of these countries has sufficient experience in using this method, which since 2006 has become the subject of the scientific research. Among the countries of the post-Soviet space, Russian experts are actively studying blended learning, who offer their experience in implementing existing Blended Learning models [3, p. 23].

**Materials and methods.** The study of the theoretical concepts of the blended learning is carried out on the materials of scientific and methodological works of foreign researchers in the 2000-2010s [4, p. 5]. Plenty of the sources belong to American researchers representing the community of initiators of the blended learning, and Russian experts as the implementers of this initiative in the context of the modernization of the educational system. The object of the study in the research works is the nature of blended learning; an expert assessment of its advantages, limitations and prospects of this method are also given; the conditions for its successful development are determined. To achieve the goal, we used a set of the research methods, including comparative analysis, synthesis, and inductive generalization.

**Results.** There is a common treatment of experts' views in understanding the blended learning essence, which has a hybrid nature, combines traditional and electronic formats. Using various conceptual markers from method to technology, experts recognize the system-forming nature of blended learning. A student-centered approach is noted as a defining feature. The goal set of the blended learning method is associated with the development of the self-learning student's skills, self-organization, information search culture. According to experts, the development of blended learning in the education system will entail a qualitative transformation of the academic role of the teacher, policy in the field of methodological support and organization of the educational process as a whole. Experts consider that the successful development of blended learning mostly depends on the resource conditions in an educational institution, which must be provided with appropriate digital infrastructure, content, and IT personnel. Among the new competencies of staff should be

the skills of modeling the process of blended learning, which is presented in the scientific literature in at least six versions.

A comparative analysis of publications indicates a positive attitude of the expert community towards blended learning, which is defined as promising and timely in the context of social trends and demands of the digital society. There is an obvious need up to the time for practical understanding of the theoretical foundations of the blended learning in the context of the specific educational programs of higher education.

**Discussion.** It is known that the idea of blended learning does not have a specific authorship, so its development was rather chaotic, due to the desire to change established teaching methods. This circumstance has complicated the theoretical understanding of the specifics of blended learning and its clear definition in the scientific literature. The analysis carried out in this regard shows that foreign experts consider blended learning as an academic combination of two formats: full-time and electronic. So, according to the definition of experts E. Rosetta and R. Frasi, blended learning combines formal and non-formal learning, i.e. face-to-face and online communication [5, p. 7]. Other experts, sharing this interpretation, clarify it with the concept of "information technology [6, p. 22], which is actively used for educational purposes. Having common view in the idea on the hybrid nature of blended learning, experts treat its methodological status in different ways. According to our observations, at least 6 terms traditional for pedagogical science are used: method, educational approach, technology, educational program, a form of organization of the educational process, training system. Some experts use alternative terms such as "combined instruction", "hybrid learning", "web-enhanced instruction", "integrated learning". Obviously, this expresses the desire of the experts to present the blended learning process in different ways, which is gaining popularity in the educational environment and is constantly comprehended by the expert community. For example, expert P. Valitan calls blended learning a combination of educational content delivery methods and knowledge management techniques [7, p. 4]. Despite the difference in terminological preferences, most of the experts have the same view point in defining of the purpose of blended learning, which is aimed at strengthening the student-centered vector of educational activity. Thus, according to American experts B. Greenberg and R. Schwartz, the idea of blended learning is to teach taking into account the individual characteristics of each student [8, p. 8]. Russian experts E.G. Pyanykh, Yu.P. Nemchaninova believe that the technology of blended learning is aimed at developing in students the skill of planning and organizing their educational activities with a focus on the final result [9, p. 257]. The idea that students in the course of blended learning are taught to make conscious choice and take responsibility for the final result are emphasized in many publications. The role of self-learning is big. The given approach to the goal determines the experts' treatment to the blended learning benefits. Here, as in the case of its interpretation, various possibilities of this method are highlighted. Some researches treat them as student's independent management of his "educational route" [10, p. 644], others consider them as a "synergetic technology that allows person more effectively use the advantages of full-time and e-learning, neglect level or mutually compensate the shortcomings of each of them" [11, p. 416]. American and European experts pay great attention to the possibilities of self-observation, self-assessment and self-regulation of learning, thanks to which the student monitors his own actions, evaluates his own success and reacts to his own learning outcomes. At the same time, the student can manage the learning process by applying strategies known to him, such as, meta-cognition, timing, critical thinking, distribution of forces. According to expert J. Reay, this list will be enriched as the blended learning method is studied [12, p. 32]. A number of experts highlight a whole range of the advantages, including a reduction of the student's classroom load, an increase in an individual approach to learning, the development of students' cognitive abilities and emotional intelligence, regulation of the pace of mastering the material, freedom to choose the time of study, and a single platform for managing the process. Some experts, such as H. Singh and K. Reed, believe that blended learning allows you to optimize learning outcomes and learning costs [13, p. 11]. Experts

agree that the development of blended learning requires following certain conditions. First of all, it is information and communication infrastructure, digital ecosystem, electronic educational content. Students and teachers should have developed IT competencies to effectively use these resources. Administrative services should reconsider the principles of planning the educational process with an emphasis on its individualization and hybridity. Additional efforts will be required to master such teaching methods as case-method, game, demonstration, inversion (contradiction), group work, search method, immersion in task, problem based project, programmed (guaranteed result), free associations, heuristic conversation according to Socrates, empathy (personal analogy). In addition, the teacher will have to change the role of the leader of the learning process and become an assistant who understands the individual needs of the student well. At the moment the main tasks of the teacher are to form the student's skills of self-study, collaboration, virtual communication for educational purposes. A comparative analysis of specialized literature allows us to note the unity of experts in the opinion about the transformation of the usual educational and methodological activities of a teacher in the blended learning conditions, so the rejection of study groups with a stable composition of students will become inevitable. They will vary depending on the level of preparedness, cognitive abilities. It will be necessary to move away from the traditional principle of transferring educational information in the format of a monologue and ready-made solutions. Much attention of experts is concentrated on the reformatting of the educational process in blended learning. The hybridity and compensatory nature of this method will require alternating in time traditional and e-learning formats. According to Russian experts, it will look in the following way:

1	2	3	4	5
Traditional format	Traditional format	Electronic format	Electronic format	Traditional format
Instruction period	Orienting period	Demonstrational period	Consolidating period	Final period
Organizational issues	Introductory lectures, setting tasks, assignments	Analysis of visual material and specific situations	Completing tasks, developing skills	Discussion of the results, control, summing up
With the teacher's participation		Student's independent work		With the teacher's participation

The resources availability, methodologically trained teachers will allow developing a regulatory framework and defining a blended learning model. In the expert literature, there are different ideas about the organizational and methodological boundaries of the blended learning. The analysis performed, shows that in most cases very similar models are distinguished, despite the difference in their names [14, p.15]. Having studied various typologies proposed by experts, we follow the model range, given below:

№	Model	Description
1	Face-to-face model	The main part of the curriculum is mastered in a traditional format using electronic resources as auxiliary
2	Rotation model	There is an alternation of training formats in the ratio of 50% / 50%. The student chooses the mode of work independently.
3	Flex model	The main part of the curriculum is mastered in the format of e-learning, independently.
4	Online Lab model	The basic part of the classes takes place in a regular classroom, for separate classes all students move to special IT rooms, where they work individually on the assignment in the online environment.
5	Flipped classroom	New material is mastered by students on their own with the involvement

		of recommended Internet sources and other electronic resources. Discussion of the studied, conversation with students, group work takes place in a traditional format with the participation of a teacher. The recommended ratio of classroom and electronic classes is 50%/50%.
6	Online driver model	Contact training in small groups begins with the participation of a teacher, continues independently using electronic resources, IT, platforms

Many experts, referring to practice, recommend combining these models even within the same training course. It is recognized that the factors determining the choice of model or their combination are the nature of viewpoint, the content of the expected learning outcomes, the level of complexity of the topic being studied [15, p. 329]. The content of modern publications testifies to the academic optimism of the experts, regarding the prospects for blended learning. As a rule, social trends are the reason, associated with the development of the digital society, the demand for the principle of "lifelong learning", and the popularity of online learning.

**Conclusion.** Blended learning is the subject of special study. As a result, a scientific understanding of the nature of blended learning, the conditions and prospects for its development has been developed. At this stage of theoretical understanding, it is possible to develop methodological tools for training specialists of a specific profile. Blended learning method have been used in English language teaching in Kazakhstan to provide students with a more personalized and engaging learning experience, and to help address some of the challenges facing the education system in the country. By incorporating a variety of blended learning methods and approaches, teachers are able to cater to the needs and preferences of different learners, while also promoting the development of digital literacy and technological skills. While there are some challenges that need to be addressed, the benefits of blended learning are clear, and it has the potential to transform the way education is delivered and experienced in Kazakhstan. With continued investment in ICT infrastructure and teacher training programs, blended learning can help to create a more flexible, personalized, and effective learning environment for students in Kazakhstan. We offer developing an educational and methodological base for each specialty, improving students' IT competence, equipping classrooms with modern technology, organizing free access to sites and platforms, increasing student self-study hours, improving the quality of the internet. Successful implementation of blended learning can improve the competitiveness of a modern specialist, enhance the quality of education, and expand the number of students through the use of an accessible electronic environment and flexible learning conditions, including those with disabilities and foreign citizens.

In conclusion, it should be noted that the opinions of experts agree that the development of blended learning in foreign language classes requires certain conditions to be met. First of all, it is information and communication infrastructure, digital ecosystem, modern electronic educational content. Students and teachers should have developed IT competencies to effectively use these resources. The administrative services of universities should reconsider the principles of planning the educational process with an emphasis on its individualization and hybridity. Additional efforts will be required to master such teaching methods as case-method, game, demonstration, inversion (contradiction), group, search, immersion in the task, problematic, project, programmed (guaranteed result), free associations. In addition, the teacher will have to change the role of the leader of the learning process and become an assistant who understands the individual needs of the student. Now the main tasks of the teacher are to form the student's skills of self-study, collaboration, virtual communication for educational purposes. As technology continues to advance, it becomes important for foreign language teachers to stay up-to-date and proficient in using IT technologies.

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## **АНАЛИЗ МИРОВЫХ ПРАКТИК ВНЕДРЕНИЯ ACTION RESEARCH В СИСТЕМУ ВЫСШЕГО ОБРАЗОВАНИЯ**

### *Аннотация*

В статье представлен анализ лучших мировых практик внедрения Action Research (AR) в образование разных стран мира на примере США, Японии, Великобритании, Финляндии, Австралии, России, Казахстана и др. Раскрывается история возникновения метода «Action Research», вклад ученых Kurt Lewin, John Dewey, John Collier, Stephen Corey, Lawrence Stenhouse, W.Carr, S.Kemmis, J.Whitehead, Walter R. Borg и др. Показана специфика содержания и форм внедрения подхода в разных странах. Рассмотрены возможности разви-