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BLENDED LEARNING IN FOREIGN LANGUAGE CLASSES IN HIGHER EDUCATION INSTITUTIONS

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Abstract. The purpose of the scientific article is to study the conditions necessary for the effectiveness of various blended learning models in teaching a foreign language in higher education institutions. The blended learning method allows developing the educational process for university students by combining traditional learning and digital resources.

Blended learning is a pedagogical approach that is a direction of quality education in modern educational practice. The scientific article examines pedagogical strategies and technological tools used in various blended learning models.

In the course of writing the scientific article, an online survey was conducted among university teachers and students. 100 people took part in the survey. The purpose of the study is to compare existing blended learning models through a survey and qualitative analysis.

The scientific article aims to identify various types of blended learning and their effectiveness in teaching foreign languages. The purpose of the research work is to study the effectiveness of blended learning approaches in teaching foreign languages, as well as their impact on students' motivation and academic performance.

The study used qualitative and quantitative methods, including theoretical analysis and a review of scientific research on blended learning.

The practical value of the research work lies in studying successful blended learning methods that improve foreign language proficiency. The analysis of the article is aimed at identifying the results of combining digital tools (such as video conferencing, mobile applications, and online platforms) with traditional teaching methods to improve communication skills and deepen language skills. Scientific recommendations suggest that combining traditional and digital teaching methods at the university will help teachers optimize the learning process.

Keywords: blended learning, foreign language, higher education, pedagogical approach, education, pedagogical methods, teaching foreign languages, communication skills

Introduction

Higher education is undergoing a period of rapid evolution, precipitated by the advent of digital technologies and the evolution of learning styles. In recent years, blended learning has been incorporated into the educational process, particularly in the context of foreign language instruction. The blended learning method facilitates the enhancement of the educational process for university students by integrating traditional learning methodologies with digital resources. The extant research is predominantly focused on digital tools and individual teaching methods, necessitating a comprehensive study of the types of blended learning. A systematic analysis of pedagogical strategies and technologies in various blended learning models remains necessary.

The novelty of the study lies in its focus on enhancing the efficacy of foreign language instruction in the era of digital education, a pressing concern that underscores the significance of the topic. Given the potential lack of motivation among students when engaging with conventional educational methods, a blended approach has been identified as a strategy to enhance motivation for learning, thereby addressing the diverse needs and preferences of each student.

The objective of the present study is to examine the efficacy of blended learning methodologies in the context of foreign language instruction, with a particular focus on their impact on student motivation and academic achievement. The present study employed a combination of qualitative and quantitative methodologies, encompassing theoretical analysis and a comprehensive review of extant scientific research on the subject of blended learning. The hypothesis posits that the implementation of specific blended learning models (e.g., rotation models and flipped classrooms) will facilitate more effective foreign language acquisition in comparison to conventional methods. It is further hypothesized that the integration of digital technologies with face-to-face learning methodologies will enhance students' motivation levels and refine their language skills.

The scientific significance of the study lies in the systematization of knowledge about the types of blended learning and their role in teaching foreign languages. The practical significance of this study lies in its ability to develop recommendations for choosing the most effective methods and tools to help university teachers optimize the educational process.

Building on the basic model proposed by Graham and Curtis this analysis highlights how blended learning can be specifically adapted for language courses [1]. Graham emphasizes that the success of blended learning depends on the harmonious integration of face-to-face and online components that complement each other rather than being mutually exclusive. Further insights are provided by Horn and Staker who highlight the importance of personalizing the educational experience [2]. They argue that blended learning provides a more adaptive approach to education by accommodating students' different paces and learning styles, which is particularly relevant in language education where personalized

approaches to developing speaking, writing, reading, and listening skills are needed. Allen, Seyman, and Garrett also noted that the adoption of blended learning in higher education significantly improves student satisfaction and academic achievement [3]. They argue that the implementation of blended learning entails not only methodological changes but also a re-evaluation of the educational structure itself. Bridges and Botelho explored cultural differences in the perception and effectiveness of blended learning across countries, highlighting that different cultural contexts require tailored approaches to blended learning, emphasizing the need for cultural sensitivity when delivering courses to international students [4,5]. McComas discusses the practical challenges of implementing blended learning, including technical barriers, resistance from faculty and students, and the need for high-quality educational resources [6,7]. Successful implementation, the study suggests, requires significant initial investment and ongoing support from institutions [8].

Current research in the field of language education highlights the growing importance of blended learning (BL) as an effective model for training future language teachers. In the post-pandemic reality, special attention is paid to technologies that allow the educational process to be adapted to the diverse needs of students. According to Nassar et al. blended learning contributes to the expansion of accessibility of education, personalization of the learning process, and the formation of an active learning environment [9]. These aspects are especially relevant in English language teaching, where it is important to take into account the individual styles and interests of learners. The study also found that the BL format can reduce academic attrition rates and increase student satisfaction due to a more flexible and comfortable learning environment.

Blended learning promotes individualization of the learning process, allowing students to work at their own pace and in accordance with their personal needs. This approach develops students' independence and creates conditions for the formation of sustainable self-learning skills, which are necessary in the context of continuous professional growth [10]. E-learning in general has become a powerful catalyst for the development of the educational process due to technological advances and extensive communication capabilities. However, an empirical analysis conducted using student questionnaires and teacher feedback analysis found that blended learning is the most balanced and effective approach compared to fully online courses, including massive open online courses (MOOCs) [11].

According to the study, blended learning contributes to higher levels of student satisfaction, as it combines the flexibility of digital platforms with the benefits of live communication and pedagogical support [12]. Moreover, this format stimulates the development of self-determination and individual advancement skills in the educational process in students - key components of successful foreign language acquisition in the modern educational environment [13].

Blended learning shows significant promise for improving the quality and accessibility of foreign language education; its effective implementation requires a holistic strategy that takes into account the specific characteristics of the institution and the active involvement of both faculty and students [14,15].

The integration of digital technologies in educational settings, often termed “blended learning,” is predicated on the notion that it will facilitate more profound engagement with course material and promote active participation in the learning process. The rotation model enables students to address language challenges at their own pace in an online environment. The flipped classroom format optimizes instructional time for interactive communication and practical language exercises, which are pivotal for cultivating communicative competencies. This combination has been shown to enhance learning outcomes and increase student motivation, thereby empowering students to exercise greater agency in their learning and providing a visual representation of their progress.

Methods and materials

The present study is predicated on a combination of qualitative and quantitative analytical methods, including the analysis of educational and methodological reviews of scientific research on blended learning, as well as the study of online materials and systems for teaching foreign languages. The empirical method entailed the administration of a survey to a sample of 100 participants. The data, which included 19 questions in Kazakh and Russian, were made available to all respondents. The data and results of the survey were processed and incorporated into the article’s findings.

The survey was administered online at the following institutions of higher education:

1. The institution is referred to as South Kazakhstan Pedagogical University, which is named after Ozbekali Zhanibekov. The participants in this study were teachers of the English language department.

2. The Central Asian Innovation University invites students currently enrolled in the third and fourth years of its Foreign Language specialty, offered by the Department of Languages and Literature, to apply for the following scholarship.

3. The implementation of blended learning in the instruction of foreign languages by secondary school teachers has been identified as a salient feature of the “smart” school. The anonymous nature of the survey ensured the impartiality of the responses. In response to inquiries concerning the merits of blended learning and its impact on the cultivation of speaking skills, respondents were prompted to select one or more response options. This methodology enables a comprehensive study and assessment of the capabilities and limitations of contemporary blended learning methods, as well as the suggestion of optimal utilization in the higher education system.

Discussion

The use of the flip classroom model in blended English language teaching in higher education is an innovative approach that can radically transform the process of learning a foreign language. This method allows you to rethink the traditional roles of teacher and student, focusing on active student activity during classes and on the effective use of extracurricular time. The flip classroom restructures the standard distribution of the learning process time, transferring the transfer of information to the online space, which frees up class time for practical work. This allows students to actively apply language skills in discussions, project work and interactive exercises under the direct guidance of the teacher. Pre-familiarization with new material at home with the help of video lessons and other digital resources helps students better prepare for classes. This allows you to use class time for in-depth study of complex topics and the development of critical thinking. The flip classroom makes intensive use of technological resources for pre-teaching, which ensures a deeper understanding of the material. Videos, interactive modules and online testing enrich the learning process and make it more exciting. Flip class requires students to be active and self-directed learners, which develops self-organization and time management skills, which are key competencies in the modern world.

Table 1: Results of SWOT analysis

<i>RM</i>		<i>FC</i>	
<i>Strengths:</i>	<i>Weaknesses:</i>	<i>Strengths:</i>	<i>Weaknesses:</i>
Flexibility; Increase student activity and engagement; Effective use of teaching resources.	Technology Reliance; Requirements for student self-discipline; Need for Teacher Training and Education	In-Depth Understanding; Active learning and interaction; Flexibility in learning; Effective use of teaching resources.	Requirements for student self-discipline and motivation; Technology Dependency; Need for technical skills and teacher training.
<i>Opportunities:</i>	<i>Threats:</i>	<i>Opportunities:</i>	<i>Threats:</i>
Incorporating new educational technologies; increasing educational accessibility; and creating multidisciplinary curricula.	Budgetary constraints, resistance to change, and technical glitches.	Increasing educational access; integrating contemporary educational technologies; and working on interdisciplinary projects and collaborations.	Technology glitches; Budget Constraints

A SWOT analysis of two university strategies for blended English language teaching – the rotation model and the flip class – allows us to identify parallels and differences in their application, as well as their advantages and disadvantages, opportunities and threats.

Both models offer students flexibility in learning and the opportunity to adapt the process to individual needs, managing their time and resources. The models encourage active student participation through practical classes, group projects and discussions, improving learning and communication skills. Both models require the integration and use of modern educational technologies, which allows for innovative approaches to teaching.

There are also differences between these teaching methods. The rotation model often involves changing the type of activity within one lesson, while the flip class transfers theoretical training to after-school time, leaving the classroom for in-depth work.

While both methods require a high degree of self-discipline from students, the flip class relies more on students' prior self-preparation.

In the rotation model, the teacher is more actively involved in organizing various activities during the class, while in the flip class, the emphasis is on the role of a mentor and moderator during practical sessions. Both models encourage better learning as they give students the freedom to learn at their own pace and in their own way.

The use of modern educational technologies can make the learning process more interactive and exciting.

Another big threat is the fact that high dependence on access to the Internet and technological resources can become a barrier in less developed regions. Both methods require a large share of self-study and self-discipline from students, which can lead to uneven learning among students compared to the traditional teaching method.

According to research, both approaches have much to offer to modern English language teaching in academic settings, but their successful application and use require rigorous preparation, teacher training, and infrastructure support.

Results

The blended learning rotation model alternates traditional classroom instruction with independent online work. This model can be broken down into different formats, such as station rotation, where students rotate between different classroom activities including online assignments, and individual rotation, where each student completes their own study plan [6].

The flipped classroom model introduces students to new course material at home through video tutorials and other digital resources, while setting aside class time for in-depth study of the topic, discussions, and instructor-led practice exercises [7].

According to research the rotation model can dramatically improve learning by giving students customized attention and allowing them to grow at their own speed [8].

This approach allows students to adapt to different learning formats at a high level. And the blended learning format can guide them to a deeper understanding of complex concepts through active and in-depth discussions.

This method allows for quality feedback and requires students to actively engage with the content of the task with the participation of the teacher. This method encourages students to think critically and apply knowledge practically.

And the rotation method can provide a variety of learning activities. In addition, it encourages students to take responsibility for their own knowledge. This can strengthen the cooperation between the student and the teacher in the learning process. However, when using this method, strict control by the teacher and clearly defined learning objectives are required. This can optimize the learning period.

In the rotated classroom format, students are actively involved in solving case problems by discussing practical tasks.

This method helps students to understand the content of the task at hand in a deeper way. However, it is known that some students have difficulty understanding the topic in advance. This reduces the quality of students' independent work. The use of rotation during classes is largely determined by the objectives of the course, its content and the students' learning abilities. Both of these methods have their advantages and disadvantages. It is also worth noting the importance of training and professional support through teacher development when implementing new methods. This is due to the fact that teachers have to quickly adapt to changing teaching methods and learn to successfully use the advantages of each model.

The survey was conducted using the empirical method, and involved 100 students and teachers of foreign languages. All respondents had access to data containing 19 questions in Russian and Kazakh. Comparative analysis is used to study how different blended learning methods differ in effectiveness. Statistical methods of data processing: quantitative assessment of respondents' answers and identification of the most effective procedures.

According to the survey results, to the question "Does the use of blended learning help improve foreign language skills?" the overwhelming majority of respondents (93%) believe that the use of blended learning helps improve foreign language skills, while only 7% of survey participants are of the opinion that this method does not have a positive effect. The hypothesis is that the use of certain blended learning models (for example, rotation models and flipped classrooms) will contribute to more effective acquisition of a foreign language compared to traditional methods, and the active use of digital technologies in combination with face-to-face learning will increase students' motivation and improve their language proficiency. According to these statistics, blended learning, which

combines traditional teaching methods with digital tools, is widely trusted as a successful way to acquire a language.

We can see that the majority of survey participants answered “yes” to the question “Is it necessary to use Internet resources and web tools in foreign language classes in schools and universities?” When answering the survey, the vast majority of respondents (97.8%) noted the need to use the Internet and online resources in teaching a foreign language. 2.2% of respondents considered the use of the Internet and online resources unnecessary.

The survey showed that the answers of respondents to the question “What web tools do you often use in your work?” showed the following indicators:

Digital tools and modern technologies are considered important for the learning process, as they provide wider access to relevant educational resources, diverse learning experiences, and more effective language acquisition.

The survey results show that 68.1% of respondents use YouTube, 38.3% of respondents use Quizlet application, 25.5% of respondents chose the Padlet, 21.3% of respondents use the Miro Whiteboard as an effective teaching tool.

As a result, the survey showed that teachers improve the quality of teaching by using platforms to teach students foreign languages.

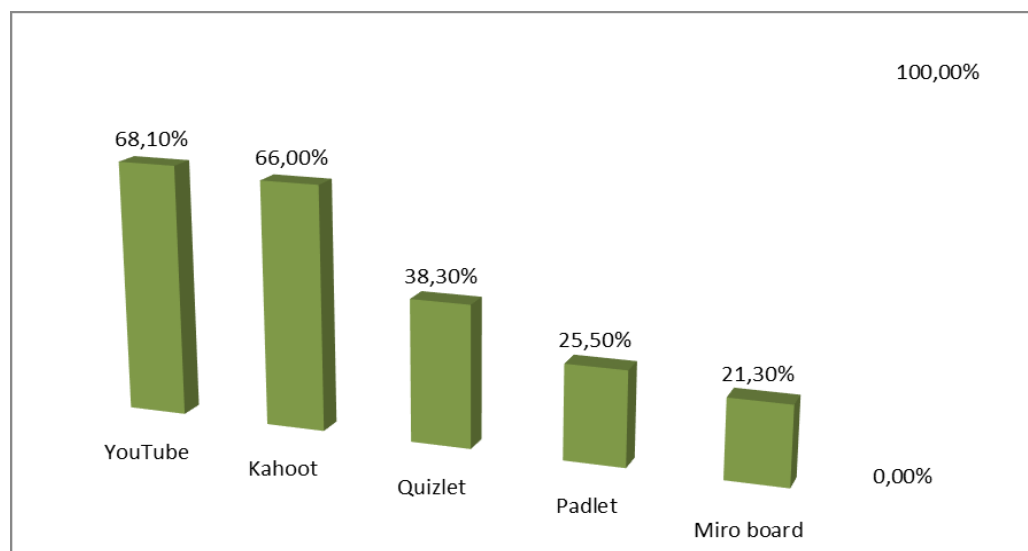


Diagram 1 - Result of answer to the question: «Which web tools do you use most often in your work?»

Additionally, teachers have the added benefit of monitoring student progress and offering timely support through the rotational blended learning model. Analytics technologies built into online platforms provide real-time tracking of student assignments and performance, allowing for prompt adjustments to curriculum and teaching. The flexibility inherent in the rotational

model also makes learning materials more accessible to a wider range of learners, including those who would otherwise find it difficult to attend regular classes due to personal or professional commitments. This strategy thus contributes to the creation of a more inclusive learning environment and the expansion of educational opportunities.

Conclusion

In the final section of this scientific study, we will present the primary findings regarding the impact of the rotation and flipped classroom models on the instruction of foreign languages in higher education institutions.

The findings indicate that blended learning, a pedagogical approach that integrates diverse instructional methods, enhances students' foreign language proficiency and acquisition to a greater extent than traditional teaching methods. The implementation of the blended learning method has been demonstrated to result in a substantial enhancement in academic performance and student motivation within the learning process. These pedagogical approaches facilitate students' engagement with academic material, promote active learning, and cultivate independent work competencies, which are pivotal for effective language acquisition. The merits of these methodologies include the personalization of the learning process, flexibility in planning study time, active involvement in real activities, and effective use of educational technologies. This initiative will contribute to the creation of an inspiring educational environment.

The findings of the present study demonstrate the relevance and effectiveness of blended learning in higher education institutions. The study demonstrated that the utilization of practical tools, contemporary technologies, and digital tools is not merely an ancillary instrument; rather, it constitutes a pivotal component of the teaching methodology. These tools have the potential to function as effective instruments in the acquisition of a new language. The study elucidated issues such as dependence on technological infrastructure and the high demands on students' self-discipline.

These issues necessitate a meticulous approach and the involvement of educational institutions. The integration of contemporary educational technologies and the augmentation of access to quality education through online components are precipitating novel opportunities for the development of language learning. This phenomenon necessitates further research.

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СМЕШАННОЕ ОБУЧЕНИЕ КАК ВИД МЕТОДКИ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

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Аннотация. Целью научной статьи является изучение условий, необходимых для эффективности различных моделей смешанного обучения при преподавании иностранного языка в высших учебных заведениях. Метод смешанного обучения позволяет развивать образовательный процесс для студентов вузов, объединяя традиционное обучение и цифровые ресурсы.

Смешанное обучение — педагогический подход, являющийся направлением качественного образования в современной образовательной практике. В научной статье рассматриваются педагогические стратегии и технологические инструменты, используемые в различных моделях смешанного обучения.

В ходе написания научной статьи был проведен онлайн-опрос среди преподавателей и студентов университета. В опросе приняли участие 100 человек. Целью исследования является сравнение существующих моделей смешанного обучения посредством опроса и качественного анализа.

Научная статья направлена на выявление различных видов смешанного обучения и их эффективности в обучении иностранным языкам. Целью исследовательской работы является изучение эффективности подходов смешанного обучения в обучении иностранным языкам, а также их влияния на мотивацию и успеваемость студентов. В исследовании использовались качественные и количественные методы, включая теоретический анализ и обзор научных исследований по смешанному обучению.

Практическая ценность научной работы заключается в изучении успешных методов смешанного обучения, повышающих уровень владения иностранным языком. Анализ статьи направлен на выявление результатов объединения цифровых инструментов (таких как видеоконференции, мобильные приложения и онлайн-платформы) с традиционными методами обучения для улучшения коммуникативных навыков и углубления языковых навыков.

Научные рекомендации предполагают, что сочетание традиционных и цифровых методов обучения в университете поможет преподавателям оптимизировать процесс обучения.

Ключевые слова: смешанное обучение, иностранный язык, высшее образование, педагогический подход, образование, педагогические методы, обучение иностранным языкам, коммуникативные навыки

АРАЛАС ОҚЫТУ ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДА ШЕТ ТІЛДЕРІН ОҚЫТУ ӘДІСІ РЕТІНДЕ

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Аңдатпа. Ғылыми мақаланың мақсаты – жоғары оқу орындарында шет тілдерін оқытуда аралас оқытудың әртүрлі үлгілерінің тиімділігіне қажетті жағдайларды зерттеу. Аралас оқыту әдісі дәстүрлі оқыту мен цифрлық ресурстарды біріктіру арқылы университет студенттеріне білім беру процесін дамытуға мүмкіндік береді.

Аралас оқыту – қазіргі білім беру тәжірибесінде сапалы білім беру бағыты болып табылатын педагогикалық тәсіл. Бұл зерттеу жұмысында аралас оқытудың әртүрлі үлгілерінде қолданылатын педагогикалық стратегиялар мен технологиялық құралдар қарастырылады.

Ғылыми мақаланы жазу барысында университет оқытушылары мен студенттері арасында онлайн сауалнама жүргізілді. Сауалнамаға 100 адам қатысты. Зерттеудің мақсаты сауалнама және сапалы талдау арқылы аралас оқыту үлгілерін салыстыру болып табылады.

Зерттеу мақаласы аралас оқытудың әртүрлі түрлерін және олардың шет тілдерін оқытудағы тиімділігін анықтауға бағытталған. Зерттеу жұмысының мақсаты – аралас оқыту тәсілдерінің шет тілдерін оқытудағы тиімділігін, сонымен қатар олардың студенттердің ынтасы мен оқу үлгеріміне әсерін зерттеу. Зерттеуде сапалық және сандық әдістер, соның ішінде теориялық талдау және аралас оқыту бойынша зерттеулерге шолу қолданылды.

Зерттеу жұмысының практикалық құндылығы шетел тілін меңгеру деңгейін жақсартатын табысты аралас оқыту әдістерін зерттеуде жатыр. Мақаланың талдауы коммуникациялық дағдыларды жақсарту және

тілдік дағдыларды тереңдету үшін цифрлық құралдарды (мысалы, бейнеконференция, мобильді қосымшалар және онлайн платформалар) дәстүрлі оқыту әдістерімен біріктіру нәтижелерін анықтауға бағытталған.

Зерттеу ұсынымдары университетте дәстүрлі және цифрлық оқыту әдістерін біріктіру мұғалімдерге оқу процесін оңтайландыруға көмектесетінін көрсетеді.

Тірек сөздер: аралас оқыту, шет тілі, жоғары білім, педагогикалық тәсіл, білім беру, педагогикалық әдістер, шет тілдерін оқыту, коммуникативті дағдылар

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