IMPLEMENTING BLENDED LEARNING IN NON-LINGUISTIC UNIVERSITIES

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Abstract. This article discusses the advantages in the using blended learning model in English language teaching with non-linguistic universities, and how it differs from other forms of learning in terms of the goals, standards and opportunities.

Key words: innovations in education, blended learning, e-learning, learner autonomy, communicative competence, learning management system.

Currently, the use of new methods and technologies in the educational system is highly relevant. Innovations in education – innovations outlined to resolve problem situations in order to ensure the growth of the educational process, the organization of favorable conditions for mastering the material and improve the quality of education.

Innovation activity not only provides the basis for the competitiveness of an institution in the education market, but also determines the direction of the teacher professional growth, its creativity, promotes personal growth of students. Therefore, innovation is inseparably connected with scientific and methodological activities of teachers and teaching and research students.

The primary objective of innovation in education is the development of teacher skills to motivate actions of the student, to orient himself in the received information, to form creative individualistic thinking, using the latest achievements of science and technology. Manufacturability currently is becoming the primary characteristic of the activity of the teacher and means a transition to a higher level of formation of the educational process.

The primary goal of modern higher vocational education is to prepare a specialist, competent in their professional activities, able to work effectively in the specialty at the level of world standards, continuous self-improvement and self-development [1].

Knowledge and skills are the priority values in human life in the information society, including international. Hence the increasing importance of learning foreign languages, the formation of communicative competence, needs changes in the teaching of a foreign language in non-linguistic universities.

Traditionally, teaching a foreign language in non-linguistic institutions was focused on reading, understanding and translating texts, as well as the study of the syntax problems that defines a standard educational system. Innovative methods of teaching foreign languages, based on the communicative approach and include the use of various Internet technologies that contribute to the educational process of democracy, acceptance and flexibility.

The communicative approach is a formation of the learning process, in which all the used methods and techniques must be refracted through the student's personality, needs, motivation and abilities. Only then the student becomes the subject of the speech and learning activities, an active participant.

Currently, language training process in non-linguistic universities takes different forms and dimensions. Innovations are relating to various aspects of the educational process, starting with a change of the forming of space in classrooms, classrooms equipped with modern technical means and ending with testing of new educational technologies in the practice sessions and during self-study students with a large number of online components and Internet resources.

Blended learning technology (blended learning) is becoming the most popular and effective in learning a foreign language, because it is on the one hand, it allows you to organize the most productive time for the teacher and for the individual student, and on the other hand, makes the process of learning the language fun and accessible.

The concept of "blended learning" is considered to be a contemporary approach. On the one hand, it is an association of blending strict formal means of learning (working in class, learning a language course material) with informal (discussion of the most important aspects of educational material via e-mail and Web conferencing). On the other hand, it is a combination of different ways of presenting educational material (full-time face-to-face, e-online learning and self-learning self-study learning) using knowledge management techniques [2].

Blended learning technology creates advantages for the effective teaching of a foreign language with interactive elements and distance learning. All components of blended learning harmoniously interact, but this occurs only if they are correctly and methodically organized.

The advantages of blended learning, above all, include the ability to build individual educational course of students with the teacher, the possibility of a permanent student interaction with fellow students and a teacher, the increasing responsibility of the student learning outcomes.

In the blended learning environment the teacher needs to manage effectively Bland (a combination of classroom and extracurricular student work), to encourage independent and group work students create online support for students. Students, in turn, it is necessary to formulate the ultimate goal of learning to identify and develop their own style of learning, develop an individual learning plan [3].

Teacher and students work together, thereby ensuring the quality of teaching and learning process accompanying independent, useful, effective and motivating approach to development [4].

The efforts of many trainers in the present conditions aim to develop technologies of independent student learning. To do this, we have to create the whole

multimedia e-learning or learning management system (Learning Management System), in which both students and teachers are able to effectively move forward on the way to the cognitive goals. These systems may operate in real time, characterized by a high level of interactivity, contain a large number of individual and group assignments.

The functioning of these systems are provided by the so-called "electronic platforms" (online platforms), with which you can create a rich informational environment and conditions for active learning. The future of foreign language education is difficult to imagine without this kind of technology.

The use of electronic tools on the one hand, it is a choice of their own learning course for learning a foreign language (student working with ICT at a convenient time for him, in a convenient location and the number of times that you want to him) and the ability to control their own cognitive processes in the organization of work during extracurricular time. On the other hand, the ease of use of ICT enhances students' motivation when learning a foreign language.

The modern model of blended learning implies:

— all the materials of practical lessons are available to students, and can easily be used for self-study, i.e., training materials exist not only in printed version, but also in electronic form;

— the teacher is a resource map that shows the main and auxiliary materials, web links, which can use a student during the passage of a certain language course;

— there is a possibility of online communication, using tools such as chat, forum, blog, wiki;

— is developing individual and group projects that develop research skills, analyze information, learn to work in teams, to properly distribute responsibilities and be accountable for their decisions;

— used audio and video lectures, which make learning easier and more complete.

Blended learning technology aims to form students' ability to plan and organize their activities, focusing on the end result. Students learn to make decisions, to make informed choices and take responsibility for it. Students form skills to work in the information.

An important task in the context of current trends in development of higher education in system, including in the process of learning a foreign language, is development of skills of independent educational activity of students - their academic autonomy.

Teaching autonomy means the willingness and ability of students to take control of their learning activities: plan, organize, evaluate, and adjust their teaching work. However, for students it is equally important to acquire skills and abilities that allow for self-education and self-improvement. The choice of various educational strategies

depends largely on the individual characteristics of students, primarily cognitive teaching style [6].

Scientists believe that the concept of academic autonomy due to the understanding of the responsibility of each student for the result and the process of academic labor. At the same time students are not passive and obedient executors of the will of the teacher, ready to accept all the conditions of a given model of training, and equal partners, have the right to choose an individual educational trajectory. The role of the teacher is significantly expanded - it is not just knowledge of the translator, as a strategist, consultant, expert and a partner in dialogue, especially intercultural [7].

Certainly, implementing innovative methods and technologies in foreign language teaching must be aware of the effectiveness of the implemented innovations in the learning process, because innovation requires a critical approach and a comprehensive analysis. Evaluation of the quality of research is impossible without a regular situation. In this regard, sharply raises the question of carrying out monitoring studies, which will allow time to identify the difficulties in planning, organization, content, during the training process, the problem of adaptation of teachers and students to the new conditions of the educational environment, and after the analysis of the situation will help to take appropriate decisions.

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