

## CHAPTER «PEDAGOGICAL SCIENCES»

### IMPLEMENTATION OF INNOVATIVE EDUCATIONAL PRACTICES IN THE PROCESS OF FUTURE TRANSLATORS' TRAINING

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**Abstract.** The purpose of the paper is to research, summarise and present the possibilities of translators' professional training improvement in Ukraine. The author proves the need for partner collaboration, group forms of activities to solve problematic learning problems at universities through Blended Learning and Project Based Learning. Blended learning is considered to be one the most popular and effective technology in the world. Being a tool of contemporary education modernization, it implies the creation of new methods and technologies integrating traditional approaches and e-learning. It is blended learning that allows organizing the most productive time of a teacher and a student, and makes the process of learning the language fun and accessible. The flipped classroom model and its introduction into the university practice as a type of blended learning, allows us to speak of it as another innovative, quite successful model of differentiated learning in higher education.

Methods of logical generalization, comparison and systematization of psycho-pedagogical, linguistic and methodological researches have been used to determine the basic terms of the paper: “blended learning” and “flipped classroom”; and to consider the advantages of such forms implementation into the educational process. To substantiate didactically rational method of future translators' training under the condition of blended learning usages, the method of pedagogical modelling has been used.

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The author offers examples and some possible ways of blended learning implementation into the university educational process.

It has been concluded that blended learning is an educational concept in which the student acquires knowledge both in-person (with a teacher) and independently (online). This approach to learning, in a harmonious combination of traditional and online learning, allows to control time, place, pace and way of learning the material, increase motivation, activate the learning process, make the educational process mobile and flexible, implement a subject-subject interaction between participants of the educational process, apply different forms of learning, including individual, group, real and virtual. Being educated in the framework of a mixed training, students form skills of working in the informational space; to plan and organize their training activities, to search, select and analyze information by themselves, to submit the results of their work with the use of various modern technologies. Blended learning contributes to the formation of the ability to build individual educational environment of students with the teacher, to interact with fellow students and a teacher, to increase students' responsibility for the learning results.

### **1. Introduction**

EU-Ukraine cooperation in higher education has more than a 20-year history and is a complex and multi-level process. The Ukrainian universities are the European consultancy and technical assistance recipients. Internal measures to modernize the higher education system are also largely inspired by the European integration processes in the area of the common educational standards adoption. Studying the experience of the leading European countries educational systems allows us to take a critical approach to the problems of education and upbringing in Ukraine, gives an understanding of the need for changes in the field of vocational education and promotes the introduction of pedagogical innovations. An important issue is the training of modern translators/interpreters. The European experience can help to improve this process. A graduate of the 21st century is known to live in the information society, so he/she should not only be prepared to obtain and process information, but also learn to use the information efficiently to maintain his intellectual potential. The development of information and communication technologies has

led to the introduction of e-learning in the educational process, the role of which in the higher education system is constantly growing and has already become an important component of blended learning, which is known as the combination of traditional full-time education (classroom work in learning language material) and e-learning, integrating electronic technology into traditional classroom education (learning and discussing the most important aspects of e-mail, web conferencing, or e-learning materials and platforms) [2]. The role of e-learning in higher education is constantly increasing, as it allows complying with global development trends and adapting to the rapidly changing conditions of the modern world.

### **2. Current views on blended learning implementation**

The research of international cooperation in the field of education on the internationalization of the educational space was given attention in the works of B. Klimenko, O. Kozievskaya, K. Levkivsky, V. Lugovoi, V. Palamarchuk, G. Poberezka, M. Stepko and others. Issues related to the possibility of using the achievements of foreign experience in domestic education are devoted to the works of O. Arefiev, V. Astakhov, O. Tovožniansky, G. Kriuchkov, Yu. Sukharnikov, O. Khodakovskiy and others.

Today, the Ukrainian education is in the initial stages of the formation and development of blended learning, also called ‘integrated’, ‘combined’ and ‘hybrid’, because the concept and its content have not been fully defined yet, although national and foreign researchers are already working over this problem (E. Butenkova, L. Desiatova, M. Yevdokimova, Yu. Kapustin, O. Lvova, M Mokhova, A. Nazarenko, M. Tatarinova, S. Titova, I. Allen, V. Barrett, J. Bersin, C. Bonk, Di Clark, R. Dziuban, R. Garrett, R. Garrison, H. Kanuka, S. Kmnar, A. Picciano, and others).

R. Oleksiienko and N. Ivanshyna point out that the use of IT in the process of formation future translators’ professional competence opens up qualitatively new opportunities for the higher linguistic education system. It enables to immerse future translators in to the real linguistic environment, which promotes the formation of their professional competence, including linguistic, socio-cultural, psychological, and computer skills in the context of their future professional activities, as well as to increasing students’ motivation in the process of their professional training, automating the process of knowledge and skills formation [9].

We agree with scientists emphasizing the importance of IT knowledge, because they promote the productive activities of professionals in the context of information society, increase their efficiency, mobility and compliance with the needs of the society. IT and informatization education make it possible not only to get the most useful information, but also to orient users in the information flow.

In our opinion, a competitive translator needs to have the IT knowledge, skills and abilities, which we treat as software and hardware tools and devices that operate based on microprocessor, computer engineering, as well as modern tools and information exchange systems, providing operations for the collection, accumulation, storage, production, processing and transmission of information. In addition, technologies ensure the effectiveness of the educational process; serve as a tool of learning, contributing to the formation of scientific outlook and broadening the worldview; guarantee the ability to adapt to new scientific and technological achievements; act as a means of communication providing the optimization of the educational tasks' solution.

Considering the advantages and disadvantages of the education informatization process from the standpoint of psychology of a student and the educational process, V. Shadrykov and I. Shemett note that nowadays IT create fundamentally new opportunities for the educational process organization, changing the attitude to traditional forms of learning, in which educational process, when the student is controlled by the teacher and uses IT, has no sense [12].

Let us look how the use of IT will enhance the future translators' competitiveness. We shall start by using various types of software, namely: computer dictionaries, electronic encyclopaedias and computer translation programs.

Thus, the use of search engines gives you the opportunity to quickly find the answers to various professional questions in the sphere of translation studies and in other fields of science. In this regard, the Internet plays a significant role in the translators' professional training as a powerful means of modernizing the educational process; e-mail and other communication tools facilitate and speed up the exchange of information with customers and colleagues.

The work with electronic encyclopaedias ranks a special place among IT. The electronic encyclopaedias databases are easily accessible,

the process of working with them is not tedious, but, on the contrary, promotes future translators' development of cognitive and research activities, ensures support for the interest in gaining knowledge through the original ways of presenting texts on the screen and their design. Undoubtedly, the positive characteristics of multimedia encyclopaedias can include the students' ability to work with video clips as opposed to traditional photographs, to have voice and text material, which are compact.

The new multimedia tools that are currently available in the computer software and technology market have a number of advantages over traditional means of learning. The main of them are: variability of application at different stages of training; economical use of educational time; individualization of learning; determination of the depth and sequence of absorption, pace of work; reduction the monotonous work time; creation a comfortable learning environment; activation of student's training activities; intensification of training and increase of motivation; formation of students' self-esteem and creation of conditions for independent work.

As the translators' training is closely connected with the study of a foreign language, IT in this case allows to develop oral speech skills in the classroom and independent work and to supplement the active vocabulary. In addition, the Internet is a source of up-to-date information where there are various means of interactive communication (mailing lists, forums, chats, the ability to view and participate in on-line teleconferences, etc.) that will enhance the capacity for intercultural communication and will serve as a platform for future translators' professional communication. In terms of improving professional training, it should be noted that knowledge of the IT helps to form bilingual translation skills; organize spell check; provide analytical processing of messages and synthesis of documents; to perform knowledge testing. In addition, future translators may find information about the organization of their work, links to online resources, computer programs, and websites of translation agencies, translation associations and individual translators. This will increase the motivation to study the material; awareness of the latest developments in the theory and practice of scientific and technical translation; ability to work with various auxiliary tools: scanner, printer, disk drive; developing the ability to independently acquire knowledge and make decisions; contribute to translation of texts on different themes from English into Ukrainian and backwards using IT;

the search and process a large amount of information in English contributing (at the same time with the translation competence formation) to the formation of foreign communicative and sociolinguistic competences.

We believe that the necessary and relevant professional skills may be achieved with basic knowledge of the main principles and technologies of modern machine translation (MT) and computer-assisted translation (CAT) systems; their place in solving translation tasks; the basic file formats that modern translator faces, to be able to combine and convert them; techniques for working with electronic dictionaries, to be able to use automatic translation systems and translation memories; competently arrange text using a computer; to search and publish information on the Internet.

Consequently, the advantages of owning modern information technologies will increase the motivation to study the material; awareness of the latest developments in the theory and practice of scientific and technical translation; ability to work with various auxiliary tools: scanner, printer, disk drive; development the ability to independently acquire knowledge and make decisions; translation of texts of different subjects from a foreign language into a native one and backwards with the use of modern computer technologies; searching and processing large amount of information, development of translation, linguistic, textual and socio-cultural knowledge, abilities and skills. While browsing the web or reviewing existing presentations, students have the opportunity to learn and get useful ideas for their own presentations, to find out how to present their knowledge and results. Thus, IT can be called translators' tools, and the ability to organize the work with them and choose the optimal ones that provide a translator with an advantage in competition; a tool of cognition that contributes to the formation of a scientific worldview and broadening the outlook; a means of developing a person capable of adapting to the new achievements in scientific and technological progress.

Combination of the Internet, multimedia and classroom lessons opportunities becomes possible through blended learning that allows flexible use and control of time, place, pace and way of learning material, allows you to combine traditional techniques and innovative technologies. Thus, the implementation of independent work may include tasks for presentations and discussions preparation, educational and reference materials, links to additional resources online, tasks of increased complexity. Classroom

lessons are aimed at developing communication skills and include defence of projects, discussions, presentations and testing of skills acquired in the educational process. Particularly effective blended learning is realized in the study of foreign languages, because it involves live communication, online reading, watching videos and listening to audio files, visualization of the material being learned, participation in games, etc., that contributes to the better learning of the material. Such organization of the educational process allows to plan independent work, to receive and analyse knowledge independently, to search for and select information, to form project presentation skills. In addition, it is proved that  $\frac{1}{4}$  part of the heard material,  $\frac{1}{3}$  of what has been seen,  $\frac{1}{2}$  part of what has been seen and heard, and  $\frac{3}{4}$  of the material remains in the memory of the student if he/she is involved in active actions in the educational process.

E-learning is an essential component of the blended learning which is known as a combination of traditional full-time-learning (work in the classroom while studying the language material) and e-learning, the integration of electronic technologies into traditional classroom teaching (the study and discussion of the most important aspects of educational material via e-mail, web conferencing or electronic platforms).

C.J. Bonk and C.R. Graham later clarified that blended learning implies a kind of mix of face-to-face education and that by a computer. Nowadays, blended learning is referred to as learning that combines Internet, multimedia and classroom features. This approach provides the flexibility to use and control time, place, pace and method of study material [1].

D. Painter treats blended learning as integration of formal and informal learning: working in classrooms, learning theoretical material, followed by discussion via e-mail chat, online conferences, or webinars [10].

According to A. Rossett and R. Vaughan Frazee, to achieve meaningful learning outcomes, blended learning is needed as it integrates such approaches as: “formal and informal learning”, “face-to-face communication”, and various types of “online communication”, “managed actions and independent choice of the way”, “use of automated help and communication with colleagues” [11].

Also blended learning is defined as: a desire to combine the benefits of full-time learning and electronic resources [6]; learning / teaching combination of the most effective aspects and benefits of classroom teaching

and interactive or distance learning; it is a system consisting of different parts that function in a continuous relationship with one another, forming the whole [4, p. 142]; a combination of distance and traditional communication in integrated learning [8]; an approach that integrates traditional learning and computer-mediated learning in a pedagogical environment [1]; a system of learning that combines full-time, distance and self-study, which includes interaction between the teacher, students and interactive sources of information, reflecting all the components of the learning process (goals, content, methods, organizational forms, learning tools) that function in constant interaction with one another, forming a whole [7, p. 26–27].

Therefore, it can be concluded that blended learning is an educational concept in which the student acquires knowledge both in-person (with a teacher) and independently (online). This approach to learning, in a harmonious combination of traditional and online learning, allows you to control time, place, pace and way of learning the material, increase motivation, activate the learning process, make the educational process mobile and flexible, implement a subject-subject interaction between participants of the educational process, apply different forms of learning, including individual, group, real and virtual, etc.

Like any technology, blended learning has also some disadvantages: it implies a uniform IT-literacy of teachers and students, which is often very difficult to achieve; all participants should have a good training to understand all the features of blended learning platform; it requires adequate technical support, as well as some costs for the creation of training programs, testing modules, and video and also it may be limited by the opportunities of the available equipment, the Internet channel bandwidth, etc.

Combining the best aspects and advantages of classroom teaching and e-learning, blended learning allows us to implement the principles of visibility, adaptability and ease of operation in large groups. With proper distribution of teaching resources, the result is a high level of students' foreign language knowledge.

### **3. Results of blended learning implementation**

The abovementioned technology fits well into the concept of modernization of contemporary education, which is based on the introduction of new educational standards and entry into the Bologna process and other



international agreements. The usage of informational tools and communication technologies in blended learning not only complements a traditional training, but also reduces the time that students spend in the classroom.

That is why, in the process of studying translation and linguistic subjects, such a model of blended learning as flipped classroom was used. Being one of the components of the modern blended learning technology, it was used for organizing students' independent learning activities on mastering program or additional educational material. This model of teaching is known to be characterized by the alternation of the components of full-time and distance training (e-learning), and the implementation of e-learning is committed outside the university. The teacher provides access to electronic educational resources for theoretical training in advance. If in the traditional classroom model of teaching, the teacher is usually the focus of the lesson and is the main source of information throughout the lesson, and the feedback is provided in the questions-answers' mode between a teacher and a student, then in the system of flipped classroom, the teacher-instructor deliberately shifts the educational emphasis to a personality-oriented model, in which students are constantly engaged not only in academic but also in research activities. This flipped classroom creates real opportunities for self-study. In our opinion, despite these positive changes, some teachers still consider this model to be simple and not very effective, but its use has allowed us to achieve the set goal.

One of the basic concepts of the flipped classroom is the use of the latest interactive educational technologies in the form of video content of various type (including online video). The latter is used to deliver educational content beyond the classroom. In a flipped classroom, delivery of educational content can take many forms. Frequently, video lessons or video lectures prepared by the teacher or a third party invited are the same content that the student learns in his/her free time. Video content can be filled with a completely different educational material, depending on the program requirements for the subject. Examples include video lectures, video seminars, online discussion videos, documentary video reports, and various video visuals with the use of animated files or images. The explanation of the new material may be posted by the teacher in the Moodle, or a student may simply record the material on his/her own media. Many forms are made possible by the Moodle platform in the learning process: the

student, under the guidance of the teacher, independently develops training material in the classes, which comes in different forms (text, graphic, animation, and hypertext); is involved in the forum; performs necessary educational tasks; takes exams, tests, topics in appearance, testing and more. Moodle provides access to the many resources that a student needs in order to learn professional English-language information, gives students new opportunities, for example, to study a discipline: you can not only view the necessary material online at any time, but also to test your knowledge on the subject, to get acquainted with relevant sources corresponding the topics learnt.

Therefore, while studying the course “Introduction to Translation Studies”, we prepared video lectures (these were both ready-made lectures of M. Strykh’s “Ukrainian Translation” and our own materials), which we recorded on the disc and gave to students. Each video was accompanied by an assignment, in case the video did not contain an assignment, students were asked to make up several questions to the video (they were general questions and special questions to individual fragments of the video) or a video plan, synopsis, etc. The students watched a video at home that allowed them to learn the material at their own pace, without being limited to the time of the lesson, being distracted by other students. Moreover, those students who were shy and did not ask the teacher in case they did not understand some material could listen to the lecture several times, look up unknown words.

Other advantages of such a model include the opportunity to read a lecture if a student is absent from the class; availability of lesson materials for all students; training at a convenient time and responsibility for their learning. This model has been chosen because we are convinced that, during traditional lectures, students often try to capture what they hear when the lecturer speaks. They do not have the opportunity to stop to reflect on what the lecturer has said, and thus students can miss important points as they attempt to record the teacher’s words, so the use of a video and other media allows students to fully control the course of the lecture: they can watch, rewind backward or forward as they need. This opportunity is of particular importance to students with certain types of disability, especially in the presence of signifiers for people with hearing impairments. Lectures that can be viewed more than once can also help those who are not fluent in English. By devoting time to lesson analysis,

teachers have the opportunity to identify mistakes in perception, especially those that are widespread in the classroom. At the same time, collaborative projects can foster social interaction between students, facilitating the process of perceiving information from one another. Classroom time was used to perform practical assignments.

Like any model, the flipped classroom has its drawbacks: a student cannot ask a teacher immediately if a question arises; a student must have free access to the computer and the Internet; students who have not watched the video lecture at home will not be able to complete the practical assignments in class, students spend a lot of time in front of the computer, which can affect their health. It should be noted that working in the flipped classroom increases the share of the student's responsibility, IT stimulates the development of his/her personal characteristics (activity, responsibility, initiative) and metaphysical skills (self-organization, time management). After discussing and completing some practical assignments in the classroom, students performed tests to understand and consolidate the topic learned at home.

The above mentioned model was applied to perform an individual assignment in order to create a research project on "National features of verbal and non-verbal communication".

The fact that each nation has its own cultural traditions and national character is undeniable. It is well known that international contacts have two opposing views on the degree to which national communication is taken into account conducting joint affairs. Thus, some believe that the globalization of information systems, the development of international political, economic and cultural ties contribute to the mutual penetration of national communication styles, form a unified negotiation options. Others, on the contrary, tend to attach great importance to national peculiarities because they can create problems when negotiating between speakers of different cultures. So, considering the fact that national differences in mentality are virtually unnoticeable as long as the interests of the parties coincide, but when conflicts arise, they may play an important role and the translator is more frequently seen as a bridge between cultures. We have suggested students to carry out the project outlined in topic above.

The following assignments were identified in the process of the research phase of the project activity:

– academic: to learn how to create projects that reflect personal and collective goals of team members, improve skills of gaining text, graphics and other tools to create a project, develop the ability to work in Windows OS, systematize theoretical knowledge;

– developmental: to improve the ability to carry out intercultural communication, to learn how to organize an own work, to coordinate it with the work of the whole group, to form the ability to reasonably defend own point of view and tolerate others' views, to be able to quickly adapt to the conditions encountered unexpectedly, to form skills to come up with proposals, to present oneself and the results of the activities, to improve skills to select and organize information;

– educational: to develop respectful and attentive attitude towards representatives of different cultures, members of a group and a spokesperson; to educate a sense of responsibility for the team and its participants; to form the ability to conduct discussions, to cultivate respect for the opponent.

At this stage the problem is raised, the theme is voiced; the purpose and objectives of the project are defined. The topic is discussed, the relevance of the topic and its importance for future translators are clarified. Students delved into the problem, were divided into groups of three, and three countries that were interested for them in terms of knowledge/ignorance of cultural traditions, the peculiarities of communication with representatives were selected. Thus, each student had the opportunity to get acquainted with the country that he/she was most interested in. Doing so, participants needed to coordinate their actions in order to complete a joint project. It is interesting to note that in order to cover the topic of this project, students often chose Eastern countries, which may be explained by the fact that the school pays a lot of attention to the English speaking countries (the USA, England, New Zealand, Australia), because it is the students who study the texts about the above mentioned countries while learning English. Nowadays, as relations with the countries of the East develop progressively, students feel the need for knowledge about the national peculiarities of these countries. It should be noted that the choice of states was not to be repeated. Thus, at the last stage, during the presentation, students were able to get acquainted with the specifics of doing business with representatives of nine countries, which is undoubtedly positive, since in such a way students were able to expand their horizons significantly during one presentation. At the

same stage its content was discussed, assignments were set, which helped to fully reflect the disclosure of the topic. Thus, it was determined jointly that a student-translator must know the peculiarities of verbal and non-verbal behaviour of the representatives of these countries, their views on clothing during business meetings, leisure, attitude to kind attention, distance, topics that can be discussed during the first acquaintance. The aim was to have the same structure of all presentations so that, at the final stage, students could compare national characteristics of representatives of different countries, establish similarities and differences.

As you can see, the proposed topic of the project was relevant not only to theoretical issues, but also to practical ones, to everyday life and, at the same time, it required the integration of knowledge. Thus, the students had a sense of freedom of choice. They participated personally in determining the direction of the project, which ensured their conscious work in the implementation of the project, the adoption of its goals as their personal goals and ultimately provided a positive motivation to work on the project, and therefore to all the learning activities related to it.

Students determined the type of activity in accordance with their interests and capabilities. At the same time the teacher reminded that all parts of the project are interconnected, and failure of one of them entails the collapse of the whole project, thus creating conditions in which students had a sense of responsibility for their part of the work and for the whole project in general. For the successful project activity the following rules were proposed at this stage: all team members were equal (all participants could offer their ideas; defended them, accepted or disapproved proposals, were responsible for the decision made); team members defined their functional roles (taking into account the interests and capabilities of each student); everyone had to be active and contribute to the joint work.

At the same stage required documentation was created: e.g. a questionnaire for students about the personal importance of future work on the project; rules of work on it; the content and form of the report; evaluation criteria for the project and students activities.

The second stage in the project activity was technological. At this stage students accessed electronic libraries to find information that covered these project points through the use of the Internet and a variety of educational literature. It should be noted that some students had the opportunity to chat

with peers from other countries, which had a positive impact not only on the project creation but also on the improvement of foreign language knowledge. Thus, through active communication, students came to the conclusion that the national style of communication was only typical, the most common, the most likely features of thinking and behaviour. These features are not necessarily inherent to all the nation representatives. At this stage, participants in the experimental group decided that the intensity of business communication leads to a blurring of national boundaries. Representatives of Eastern countries are increasingly adopting Western partners' behaviour. During this stage students established not only similarities in the nature of communication of other countries representatives, but also many differences. It was noted that unlike the Americans, who introduce their first name and then their last name, the Chinese name their last name and then their first name.

The list of topics that can be discussed during meeting with partners was of a great interest as well. Thus, "Sport" was the most popular topic for conversations with Australians, and culture was the most popular topic for Italians. Some nations (the Chinese) attach great importance to the informal conversation on family, children, age and preferences. On the other hand, conversations about the health of a wife and children may offend the Arabs. Regarding the peculiarities of the verbal behaviour found and included in the projects, students stated that in some countries (Arab countries, Japan), etiquette prohibits being categorical, so during a business conversation the answer "yes" / "no" should not be required or expected from partners. If it is necessary to give a negative answer, it must be done in a veiled and diplomatic way. Thus, at this stage, students were able to make sure that it was important for a translator to know the national features of communication, so that contacts did not lead to undesirable conflicts, did not disturb social balance, and their work was beneficial to the society, which in turn facilitated the formation of social and adaptive component of the studied phenomenon.

The third stage – the documentation of the results – involved the organization and implementation of the project by the rules. Each participant had the opportunity to present their part of the completed assignment, the solution of a specific assignment. At this stage, there was an analysis of successes and failures, identification of the reasons for this, observations, additions, corrections were

made. At this stage the teacher organized interaction and mutual assistance of students in each group, encouraged and directed independent search for necessary information and provided consultations.

At the fourth stage – presentations – students presented the results of their research and proved their competitive advantages.

The fifth stage – reflection – was summarizing students' joint work. In three stages, projects were evaluated both by the students and the teacher by the criteria defined. At first, students were asked to evaluate their own project, the next step was to evaluate the project by other groups and finally by the teacher. The evaluation criteria included: theoretical value and practical relevance of the project (relevance of the material to the research topic, completeness of presentation of information according to the plan defined at the first stage); term of performance (indicates the possession of self-management techniques by the participants of the group); IT skills; attitude of group members to each other (tolerant attitude of group members to each other, possibility to change roles during project implementation (social mobility)); self-presentation skills (presentation of his/her part of the project by each group member); ingenuity and ability to improvise answering opponents' questions, which has been identified as an indicator of the future translators' competitiveness.

The best project for implementation was selected according to the results of the evaluation. During the discussion, it was determined to what extent the students were able to organize their work and the work of the whole group, whether they had the flexibility of behaviour and thinking, whether they could adapt quickly to the conditions that changed during the implementation of the project, they were satisfied with the presentation of their project, they were able to respond creatively to questions raised by representatives of other groups during the presentation of the material. In addition, we tried to track students' activities step by step, taking into account the type of project, its theme, as well as the language proficiency and the usage of the language in the project.

It should be noted that, after summing up, students recognized that the proposed activity contributed to their competitiveness. Organizing project-based work not only individual student work but also teamwork became possible. This gave them the opportunity to acquire communication skills: teamwork in different capacities, to consider the same problem

from different angles. The participants of the experiment showed interest in the development of project material, took a very active part in its implementation, showed self-management skills, since their work was well planned, their projects were timely made and students were able to present the results properly. During the implementation of the projects, they easily played different roles, which testified the high level of their social mobility. During the presentation of the projects, students demonstrated excellent foreign and native language skills, although minor pronunciation errors were made, their translation skills, abilities and knowledge were sufficient, as evidenced by the translations of texts. That means that they improved their professional knowledge, skills and competencies. It was noted that there were some difficulties during the presentation of the first projects. While implementing a number of projects, the presentation of the obtained results did not cause difficulties, they answered the questions of other students well, were creative in answering questions, demonstrated professional image skills.

IT helped in the results of the project activity presentation, because besides oral (report, review, message, comparative analysis) and written (report, abstract, collection, article, script) students also selected visual (video, exhibition, layout, presentation, wallpapers, computer newspaper, poster). The junior and senior students used Power Point, which is a part of the Microsoft Office suite, which contains a large number of pre-made components and templates and makes it possible to work effectively even for students with low level of computer skills. In addition, they were able to use international resource directories in English, a digital public library and international search engines. The use of computer presentations in the educational process made it possible to intensify students' learning of the educational material; create striking spectacular patterns in the form of illustrations, diagrams, schemes, graphic compositions, etc., to increase their motivation. Computer means of communication and the Internet became the basis for students to organize effective intercultural dialogue: in forums, chats or via e-mail. Thus, they exchanged letters with the American friends. Topics of communication were not limited to information about themselves; they included discussion of current world problems, polls on various issues (attitude to religion, war, education, etc.). Such communication posed for the students the problem of not only mastering foreign languages at a high



level, but also knowing the intercultural communications features. The desire to overcome difficulties in communication generated interest and new questions. Students were constantly in search for new knowledge needed to successfully enrich their experience in intercultural communication.

### 5. Conclusions

Blended learning is becoming the most popular and effective technology while learning a foreign language, because it, on the one hand, allows organizing the most productive time of a teacher and a student, and, on the other hand, makes the process of learning the language fun and accessible. Being educated in the framework of blended learning, students form skills of working in the informational space. They learn to plan and organize their training activities, to search, select and analyze information by themselves, to submit the results of their work with the use of various modern technologies. Students learn to make decisions, make informed choices and take responsibilities for them. Among other advantages of blended learning we can name the ability to build individual educational environment of students with the teacher, the possibility of a permanent student interaction with fellow students and a teacher, the increasing student's responsibility for the results of learning.

Blended learning gives an opportunity to organize an educational process using such forms of teaching material presentation as video conferences between students and practitioners of the translation agencies (students can discuss the most interesting and important topics of the course, as well as develop practical skills) and online communication involves the use of various tools (chat, forum, e-mail), which give students the opportunity to communicate and work together. There is an opportunity to ask questions to the teacher at any time and as soon as possible to get an answer.

In our opinion, the use of the flipped classroom is the most appropriate and relevant model while teaching a foreign language, since in the limited number of hours given to study of the discipline the emphasis shifts to the development of students' communication skills. This occurs when students interact in class and during self-study in an electronic environment, while participating in webinars, online conferences, forums, and group discussions. It should be noted that working in an e-learning environment helps students overcome the psychological barrier, lack of confidence and

discomfort that emerge during classroom work when a student compares himself/herself with other students who have higher level of a foreign language. While working in front of a computer monitor, students reduce stress and anxiety levels, increase their confidence and self-esteem, which positively effects their participation in group discussions and debates. The important point is that the effectiveness of traditional lessons is increased, as the classroom hours are not used to explain theoretical material that students can learn independently using electronic educational resources, but to perform creative tasks, participate in project activities, and discuss important professionally relevant issues. Flipped learning implies a change in the role of teachers, who give their leading positions in favour of closer collaboration and joint contribution to the learning process. The accompanying changes also affect the roles of students, many of whom are accustomed to being passive participants in the learning process that is presented to them in finished form. The flipped classroom model places great responsibility on the students, giving them the impulse to experiment. Activities can be student-led, and communication between students can be the driving force behind a process of learning through practical skills. Learning by the above mentioned model leads to a significant shift of priorities from simply submitting material to working on improving it.

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