BLENDED LEARNING IN THE PROCESS OF PROFESSIONAL ENGLISH LANGUAGE LEARNIG WITH THE USE OF TEACHER'S INTERACTIVE ELECTRONIC COURSES

Iryna Afanasiievska
Kherson State Maritime Academy Senior Teacher of
English Language Department for Marine Engineers
e-mail: afanasievskay.irina@gmail.com
https://orcid.org/0000-0001-7326-8559

Annotation. The study is devoted to the issue of the effectiveness of blended learning in the process of learning professional English. **The aim** is to analyze the benefits of blended learning for English studying for thee future mariners. It is suggested that blended learning is especially suitable for effective foreign language learning. The basic course of learning English is organized in face-to-face practical classes, and an interactive course of English is used to expand and deepen knowledge. The advantages of author courses on the Moodle platform are described. The most interesting and effective types of tasks on the Moodle platform for learning English vocabulary and grammar, external resources useful for use in the process of distance learning English teaching are considered. It should be noted that our present requires changes in the old form of education in higher education. Students' personal abilities and needs, their ability to choose which professional skills they will need in their future careers, their ability to think critically and evaluate their capabilities, make emergency decisions and the ability to make their own professional growth plan come first. The article analyzes the process and advantages of mixed English language training for maritime professions (based on the Kherson State Maritime Academy). Blended learning has entered our lives and is gaining momentum very quickly. Among its main advantages are: 1) the ability to work calmly and comfortably at home, 2) flexible study schedule (opportunity and evening training), 3) your pace of learning new material – the ability to independently plan their studies, share questions or their achievements in chats, 4) saving time, 5) increasing interaction and understanding between students and teachers.

Interactive courses are created by teachers of the academy using multimedia teaching aids, which makes them attractive to students. They allow students to

learn at their own pace, asynchronously. Students' attitude to blended learning at Kherson State Maritime Academy is positive. The surveys and oral interviewing expresses some progress in students computer awareness, self-studying process. Research information proved that students prefer to use Internet, You tube and Facebook resources for studying that makes their learning process interesting and close to life. Various videos and interative activities gain their good attitude. Teachers' interactive courses allow their students to perform practical tasks (teachers use SCORM packages with interesting tasks, reference materials (Wiki), audio and video materials, chat for discussion, creative tasks). On the Moodle learning platform, each group has its own virtual room for classes. **The results** of the study demonstrates that students work on Moodle platform regulary, completing tasks or passing tests. Blended learning consumes time, because cadets (students) can study anywhere and anytime using their smart phones. The gathered information about the blended learning at KSMA showed that students are ready for the process of self-control, reflection and correction of one's own learning activities. **Conclusions.** It is important for future naval specialists to develop self-education skills. Far away from their schools and unable to attend face-to-face classes, sailors are enrolled in online academy courses on the Moodle platform, and learn English by completing course assignments. In practice, using the Moodle platform, creative teachers are finding more and more benefits. Moodle is ideal for distance learning, as it is a communicative platform.

Key words: blended learning, Moodle learning platform, teaching and studying resources, distance learning, e-learning, learning process.

Introduction. The study analyses the blended learning process and advantages of English language learning for maritime professions (based on Kherson State Maritime Academy). It should be noted that nowadays some changes in traditional methodology of high schools are required. Students' personal potentials and needs, their ability to choose which professional skills they will need in their future careers, their ability to think critically and evaluate their competences, make quick decisions and the mastery to make their own professional growth plan come first.

The difficulty to choose the most effective means and methods of teaching keeps going in the modern educational space. Innovative technologies in teaching are needed in order for universities to be able to meet the needs of modern students, to be able to develop students' skills to motivate themselves, to teach them how to navigate in the information space, to form creative non-standard thinking. Today new conditions have encouraged teachers and students to communicate and conduct the lessons online

It turns out that the Internet is a social and economical learning tool with endless resources. In connection with the development of e-learning, a new direction has been identified – blended learning. Therefore, blended learning has become the main basis for training cadets at the academy. This type of training allows you to simultaneously use the strengths of face-to-face training and interesting multimedia. Such a mix of online and offline learning usually requires changes in the organization of the educational process in the university and the home environment, as well as technical support. Innovations in the educational process affected both the teaching of foreign languages and the very pre-teaching of English for professional work. In English classes, standard methods are combined with innovative teaching aids in classrooms and at home.

Purpose and objectives of the study. The proliferation of Internet and gadgets has long changed our lives. The term computer assisted language learning (CALL) has appeared in science due to online audioprograms usage in education. By means of computer programmes it becomes possible not only to improve comprehension of the requirement, but also accompanied by visualization; special computer / telephone programmes are used to improve speech (pronunciation, intonation, rhythm, pronunciation speed) – students can record their pronunciation and listen by comparing their pronunciation with the pronunciation of the English media, there are online resources for the formation of reading skills, writing programs and literacy.

Now these technical tools have appeared in teaching too, they have become an integral means of learning in the classroom and at home in the preparation of homework. Therefore, it is clear that teachers must use the latest trends in learning, in order for it to become diverse, real and interesting, and therefore useful. The best environment for university students with the opportunity to have an internship during the academic year is blended learning

Blended learning is an educational concept that allows the use of traditional and innovative teaching methods. The student attends "live" practical classes in the classroom, listens to lectures on educational platforms such as Moodle, but at the same time widely uses information and communication technologies in their teaching through their personal computers, electronic notebooks, mobile devices and more.

Blended learning has entered our lives and is gaining momentum very quickly. Among its main advantages are: 1) the ability to work calmly and comfortably at home, 2) flexible study schedule (opportunity and evening training), 3) the pace of learning new material – the ability to independently plan their studies, share questions or their achievements in chats, 4) saving time, 5) increasing interaction and understanding between students and teachers.

Literature review. Many modern linguists have long created integrated courses for learning English, which you can install on your personal gadgets and practice every day at your own pace and ability. Changes in our lives and offline learning have helped to make these integrated courses formal. Blended learning promotes creative lesson planning, using new and technical forms and methods of teaching, an individual approach to each student, increasing the variety of methods of teaching vocabulary and grammar, the use of non-traditional teaching aids or checking home projects. D. Bodnenko, N. Bolyubash, C. Bonk, A. Burmistrov, C. Christensen, V. Gnezdilov, C. Graham, M. Horn, I. Ilyin, S. Khan, O. Kirilenko, E. Kostina, M. Koval, S. Shokalyuk, H. Staker, studied in their work the integration of classroom work and homework (outside the classroom) [1]. In particular, G. Sotska, N. Pazyura consider ways to use social networks in the process of learning English as a second language [6; 7]. V. Lapinsky in his study substantiates the learning environment of the new generation and its components, V. Kukharenko, K. Bugaychuk consider the theoretical foundations of blended learning and the possibilities of its use in higher education [3; 4]. E. Kostina and M. Nikitina describe the model of blended learning and ways to use it in the process of teaching a foreign language in the Free Economic Zone [2].

The aim of study. Blended learning is a balanced combination of traditional full-time learning and distance learning, so consider such a synthesis as a combination of pedagogical skills to achieve effectiveness in learning with a connection of technical means with practical tasks. Blended learning is a purposeful process of acquiring knowledge, skills and abilities, during this form of education teachers and students use various means, namely: technical (tablets, phones, personal computers, electronic dictionaries) and traditional (textbooks and workbooks). With the help of such training, students increase self-control and responsibility for the result of the subject and the pace of learning and mastering new skills. Given the benefits of online learning and considering it an inevitable phenomenon of today, the Kherson State Maritime Academy is paying more and more attention to the introduction of blended learning

Material and methods. In the process of transition to blended learning, the question of choosing a learning platform arose. Teaching the disciplines "Marine English" and "English (for professional purposes)" at the Kherson State Maritime Academy is conducted remotely on the online platform Moodle and in the classrooms. 146 hours of classroom work and 214 hours of independent extracurricular work are allocated for the study of disciplines from the first to the fourth year. Therefore, it was decided to use the distance form (teachers interactive courses) training for independent work.

Interactive courses are designed by the teachers of the maritime academy using multimedia teaching aids, which make them attractive to students. They allow students to learn at their own pace, asynchronously. However, during the practical classes, students have the opportunity to work together in groups and pairs, studying and consolidating the material. Teachers are systematically trained in the creation of educational content and the use of various tools on the electronic educational platform Moodle (based on Kherson State Maritime Academy there is the Center for Teacher Training, where teachers advance their competence in using Moodle electronic course).

We suggest that blended learning is especially suitable for effective foreign language learning. In view of the blended learning we consider 1) live communication, 2) students have the opportunity to prepare for the next lesson, find and watch videos on the topic, 3) learn new lexical items, train and consolidate new grammatical structures, 4) use visual programs for learning phonetics. When students gain such independence in their learning and big stockpile of different teaching materials and tools, they are able to organize and plan their work at home, independent of the teacher to receive and analyze new knowledge on the topic, search and select key or necessary information, critically consider and gain new skills, develop their skills, make the necessary decisions, engage in self-development through self-education.

The basic course of learning English is organized in face-to-face practical classes, and an interactive course of English is used to expand and deepen knowledge. Due to the fact that teachers conduct their online courses every day, it became possible to coordinate classroom practical tasks with online training, online interactions (forums, consultations, chats, blogs).

It is important for future mariners to develop self-education skills before their career at sea starts. Being far from their educational institutions and not being able to attend face-to-face classes, sailors are registered for the academy's online courses on the Moodle platform, and learn English by completing course assignments on their ships.

Teachers' interactive courses allow their students to perform practical tasks (teachers use SCORM packages with interesting tasks, reference materials (Wiki), audio and video materials, chat for discussion, creative tasks). On the Moodle learning platform, each group has its own virtual room for classes. The distance course is always available to the student studying in any time, so the student can participate in tests or tasks when he has free time or need. In as much as the interactive courses developing it has become possible to develop an individual learning mode for each cadet.

Before building their individual course, each teacher followed the plan:

– first, the structure of the course was compiled, which was based on the curriculum of Maritime English;

– in the second place, at the beginning of each interactive course the curriculum and syllabus are set out;

– in the third place, the teacher-author chose and determined the system of educational resources supplying, created tasks that interested for the student and feed his motivation to study;

– in the fourth place, on the interactive courses the tasks for students' self-study are set out.

Tasks on the interactive courses are interrelated. In each block (module) there are exercises to learn and drill vocabulary and grammar, tasks on professional topics in their individual courses, the teachers of the academy developed and posted worthwhile methods for teaching – business games, case technology, project method, teaching in small groups for research work. Teachers laid out all the necessary didactic support for learning in electronic form, which creates a basis for self-study. After completing the proposed exercises and tasks in the course, students will have to test their knowledge, namely the testing in the form of Stop and Checks tests for each module and two Progress Tests as tests for the course of English. The work performed is evaluated objectively by the system, but if necessary, the teacher provides his/her personal comment on the work of each cadet. The computer system also monitors the timely completion of each course assignment.

Teachers have a rich stockpile of programs and opportunities to create courses. In practice, using the Moodle platform, creative teachers are finding more and more benefits. Moodle is ideal for distance learning because it is a communicative platform.

To explain grammatical material, teachers usually use Power Point Presentations, this tool is quick to explain and understandable. We consider Hot Potatoes to be one of the most effective external resources – a universal program that allows teachers to create training exercises independently and tests in HTML format. This program already has several versions and allows you to do different types of interactive tasks using text, graphics, audio and video information.

The Hot Potatoes program propsesd such types of exercises as: JQuiz, JComplete the gaps, JMatch the words with the definitions, JCrossword, JMix.

– JQuiz – is used to create questions with the choice of the correct answer from several possible. It is possible to turn on a timer to count down the time left to provide a response.

– JCloze is a utility for creating sentences with "intermediate text fields" to be filled in by the user.

– JMatch – a utility for creating compliance tests.

– JCross – a module for building HTML crossword puzzles in a grid of characters. Based on the system of questions "horizontally" and "vertically", the user enters the answers, it is possible to use a hint.

– JMix – allows you to create sentences that the user must place in the correct sequence, having individual components.

In our opinion, Hot Potatoes should be used to process studying material for a topic.

Similar to this type of tasks are tasks that can be created and used in an interactive course – SCORM packages. Types of exercises that the teacher creates with this program and uses to study new knowledge or form new skills in the lexical units on the topic, or grammar – matching pairs (arranging the words/grammar forms into the given columns (group or pair work)), group assignment, number line (for completing the words by letters), simple order, freetext input, audio / video with notices, matching pairs on images, multiple choice quiz (used to complete the text by the given words/choose a correct grammar form), cloze text, horse race (used to choose the correct option (group or pair), app matrix, crossword, where is what?, guess, pairing game, group puzzle, word grid (guess the word by its meaning).
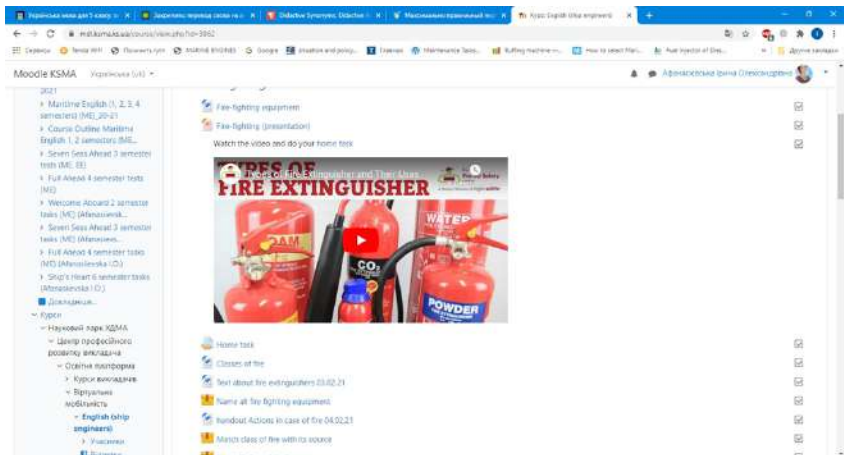
Figure 1 – An educational and active tool (SCORM packages) of an electronic course in the discipline "Marine English", "Fire fighting" (2nd year)

To study new lexical items use this type of task as Glossary – designed to compose terms with their definition. Students form a glossary on the topic, independently choosing the terms and means of creation to define them.
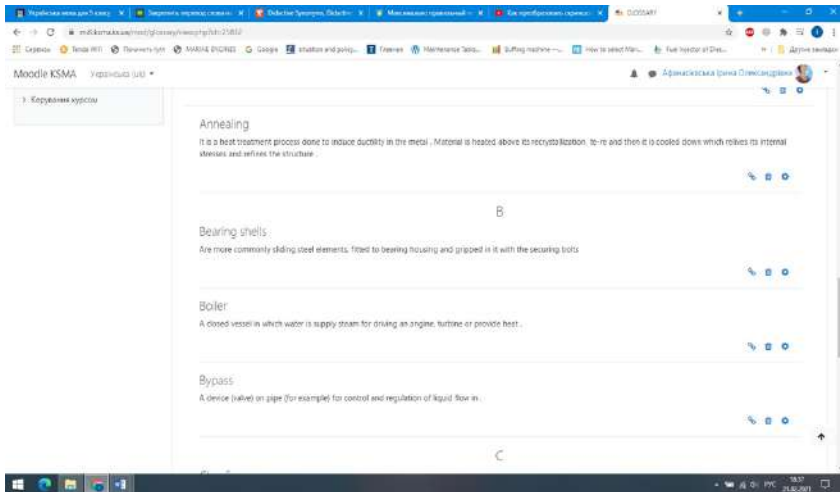
Figure 2 – Example of an educational and active tool (glossary) of an electronic course in the discipline "Marine English", "Auxiliary machinery" (2nd year)

A forum and a chat can be important and useful activities for foreign language teachers and students. The forum module is an activity where students and teachers can exchange ideas by discussing issues. Forum (Forum) offers asynchronous communication, gives the opportunity to present in the form of questions and answers to a discussion topic, as well as the presentation of textual information in the form of essays. Students set the topic for discussion. Of course, the condition of the teacher is the use of only English in communication and thematic units to the module. Important in the forum is the fact that students can speak freely without warning to make a grammatical error. But the teacher monitors the purity of speech, so in the practice of new material assesses grammatical correctness.

The Chat module is designed for synchronous learning, it can be used in any mode or controlled by the teacher. The use of this type of activity promotes the free use and practice of written speech. Students can express their opinions in writing in a real situation. Chat simulates live spontaneous communication. These

types of learning activities Forum and Chat teacher can use to explain new course material or answer students' questions about unclear or contradictory things.

Results of the research. Interviewing of students on the use of Moodle and interactive English language courses, as well as their own experience with the mentioned electronic platform show that self-fulfillment of tasks is a clear and accessible process for students. Thus, the use of e-learning courses also enables the process of self-control, reflection and correction of one's own learning activities.

The survey of cadets illustrates that they actively participate in the tasks on e-courses.
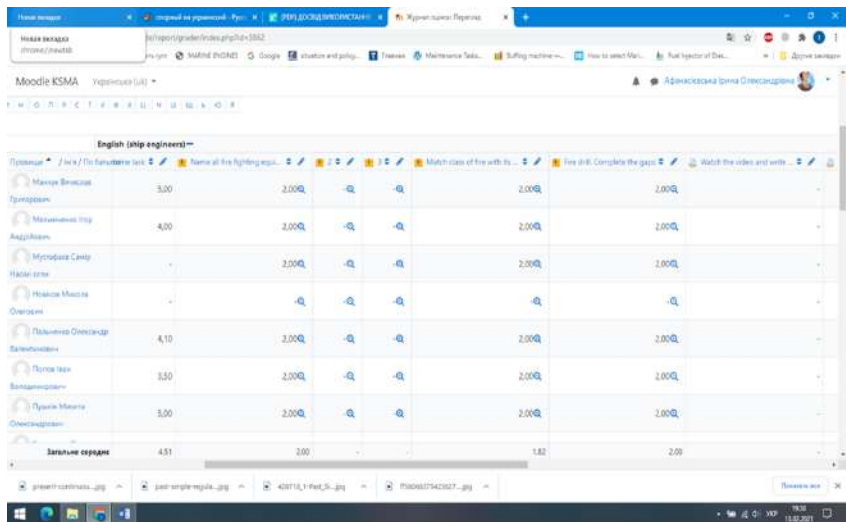
*Figure 3 – Assessment checklist for the performance of tasks
in the discipline "Marine English" (2nd year)*

Student feedback on blended learning was positive. When conducting an oral survey of students about their attitude to online learning, the majority of cadets (52 %) spoke negatively because they lacked "live" communication. Surveying the same students about the advantages and disadvantages of blended learning at the academy, they found that the number of students (57 %) who are satisfied with blended learning at the academy is much higher than those who do not like this form of education. Let's note that the percentage of cadets who like

blended learning is higher than the percentage who received offline training during the survey.

In the course of the research, it was important for us to find out whether the course "Maritime English" and "English (for professional purposes)" needs to be improved from the point of view of the student, not the teacher. Therefore, the oral survey was aimed at finding out whether students want to change or add something to external studies at their university, to identify promising areas for course modification. Thus, 64 % of respondents said that they were satisfied with everything and only 36 % indicated that they saw an improvement in external learning in increasing the number of interactive classes, holding online conferences and using social networking applications that promote foreign language learning.

Analyzing the results of oral interviews and personal interviews with students, they found that external learning affected the acquisition of English, many respondents noticed an improvement in general skills in working with information, appreciated the improvement of their computer skills. A significant number of respondents were convinced of improved understanding of their skills and interests and constant memory training during external learning, students agreed that external learning develops their communicative and informational competence, and they confirmed the improvement of their learning planning skills. Students noted that electronic resources help them learn English better, as they give access to listening to native speakers' recordings, watching videos with native speakers, and using social networking applications. At the same time, students recognize the attractive design of the course materials, note that the use of computer programs and mobile devices provides an opportunity to obtain more information, encourages self-development and motivates to succeed.

Blended learning at Kherson State Maritime Academy has improved the interaction between cadets and teachers, made the process of learning English interesting with the help of interactive courses for teachers. Blended learning is focused on independent work and provides opportunities to learn English at a time convenient for students. The cadets themselves find the necessary and available material for learning. This type of education is focused on the needs of students, it forms independence and self-control. Such training gives students the opportunity to study in class and online, allows you to take tests to test your knowledge of the topic online, you yourself to prepare for tests in the classroom, opens access to additional information.

At the same time, the results of the study show that external learning has certain disadvantages: it requires more time than the traditional, slow connection to the Internet makes it impossible to complete tasks on time.

Thus, the implementation of the method of blended learning in English classes contributes to achieving a significant level of student work, as well as one of the effective means of solving the problem of development and implementation of educational materials that meet the needs of smart education.

Conclusions. Blended learning has been able to successfully replace traditional learning in higher education.

Based on oral interviews and informal interviews with students, we conclude that blended learning has improved computer skills, improved information skills, improved students' understanding of their skills, trains memory and develops information competence, and improved planning skills.

Advantages of author's interactive courses for learning English:

– extensive use of audio and video materials, YouTube, chats and blogs for communication, multimedia, news, Internet resources have improved the learning process;

– writing individual comments on each work performed;

– systematization of group work in the study of the discipline, understanding of independent work and responsibility for it;

– objective assessment of knowledge based on the results of current and final tests;

– conducting classes in the comfort zone;

– clear and generalized evaluation system;

– flexible approach to an individual student;

– needs and interests of the student in the center of the learning process.

Blended learning allows you to use the accumulated positive experience of classical learning, complementing it with modern technological innovations. After all, the use of ICT in blended learning opens wide opportunities for independent work of students under the guidance of the teacher, promotes the development of independent creative activity, stimulates the acquisition of additional knowledge and their consolidation, which allows to train competitive professionals at national and international standards, social and professional mobility.

The analysis of the article gives grounds to say that students are enthusiastic about the use of computer technology in education: the majority of respondents were satisfied with the Moodle platform and its function. The main focus of Moodle courses is the practice of effective interaction. Cadets /students can listen to audio recordings, watch videos, answer questions, expand their vocabulary, participate in quizzes covering grammatical, intercultural, lexical topics, write on forums, or online chats with other students and teachers. The students themselves noted an improvement in general English proficiency, highlighting the skills of listening,

speaking and demonstrating projects. It is emphasized that the use of blended learning in English classes helps to increasethe efficiency of the educational process, as it allows to solve a range of tasks that are important not only for teachers but also for students. Prospects for further research are to diagnose a system of organizational and pedagogical conditions that provide overcoming professionally significant communication barriers for students of non-language specialties.

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