

**ТЕОРИЯ И МЕТОДИКА ОБУЧЕНИЯ И ВОСПИТАНИЯ (ПО ОБЛАСТЯМ И УРОВНЯМ ОБРАЗОВАНИЯ) /
THEORY AND METHODS OF TEACHING AND UPBRINGING (BY AREAS AND LEVELS OF EDUCATION)**

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**THE USE OF BLENDED LEARNING TECHNOLOGY IN ENGLISH CLASSES FOR UNDERGRADUATES OF
NON-LINGUISTIC SPECIALITIES**

Research article

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Abstract

Teaching English to undergraduates of non-linguistic specialties is a relevant issue in the contemporary educational environment. Modern technologies diversify the educational process, and blended learning is becoming increasingly popular in the English language teaching. In addition to the obvious advantages, the authors point out minor disadvantages of using the mentioned technology, such as limitations of interaction, technical difficulties and the need for self-discipline. The results of our research have shown that teaching English to undergraduates of non-linguistic specialties requires the use of various approaches and technologies. In this case, the use of blended learning technology can be an effective tool.

Keywords: blended learning, educational environment, English language skills, non-linguistic specialties, online technologies, undergraduates.

**ПРИМЕНЕНИЕ ТЕХНОЛОГИИ СМЕШАННОГО ОБУЧЕНИЯ НА ЗАНЯТИЯХ ПО АНГЛИЙСКОМУ ЯЗЫКУ
ДЛЯ МАГИСТРАНТОВ НЕЯЗЫКОВЫХ СПЕЦИАЛЬНОСТЕЙ**

Научная статья

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Аннотация

Преподавание английского языка студентам неязыковых специальностей является актуальной проблемой в современной образовательной среде. Современные технологии разнообразят образовательный процесс, и смешанное обучение становится все более популярным в преподавании английского языка. Помимо очевидных преимуществ, авторы указывают на незначительные недостатки использования упомянутой технологии, такие как ограничения взаимодействия, технические трудности и необходимость самодисциплины. Результаты нашего исследования показали, что преподавание английского языка студентам неязыковых специальностей требует использования различных подходов и технологий. В данном случае эффективным инструментом может стать применение технологии смешанного обучения.

Ключевые слова: смешанное обучение, образовательная среда, навыки английского языка, неязыковые специальности, онлайн-технологии, магистранты.

Introduction

There is no doubt that in the modern information society, knowledge of English is an integral component of professional growth and a successful career. However, undergraduates of non-linguistic specialties face certain difficulties in mastering the English language, since they do not have sufficient practice and context for its assimilation. The use of blended learning technology can be an effective tool to overcome these difficulties.

Blended learning, also known as hybrid learning, is an integrated approach and includes the use of both traditional teaching methods and modern technologies, which contributes to the creation of a more effective and interactive educational environment [7, P. 174]. The use of computer technology for educational purposes takes place in various forms: they act as tutors (teacher replacement), simulators, devices for creating a learning environment [2, P. 91].

Main results

Let's take a closer look at exactly what advantages the use of online technologies gives when working with undergraduates of non-linguistic specialities.

1. Access to a variety of resources. Students can use the Internet to search for authentic texts, videos, audio recordings and interactive exercises. This allows them to choose materials that match their interests and level of language skills, making the process of learning English more interesting and effective.

2. Flexibility and convenience of learning. Students can independently plan their studies. Online resources and applications (e.g., *Diolingo*, *Memrise*, *QLango*, *Mondly*, etc.) allow students to adapt their studies to their needs and schedules, and learn English at a convenient time for them. The latter is especially important for undergraduates, who often have limited time due to academic and professional responsibilities.

3. Interactive features. Online resources and applications offer interactive exercises that help students practice specific skills such as grammar, vocabulary, reading and writing, and receive instant feedback (e.g., *Study.ru*, *Learn English British Council*, *Wordwall*, *Quizlet*, *Bright*, etc.). Students can interact with the content through tests, assignments on listening and reading, games and other interactive exercises. This allows them not only to actively apply their language skills, but also to develop communication skills in English.

4. A wide variety of audio and video materials. This is especially important for undergraduates who may need to understand and use English in real professional situations. Many online resources and applications offer audio and video materials that allow them to develop listening comprehension skills (e.g., *YouTube*, *TED*, *BBC Learning English*, etc.). The availability of materials of various complexity levels allows undergraduates to choose those tasks that correspond to their level of English proficiency. Such resources also often provide the opportunity to adjust the playback speed and other parameters in order to adapt the training to the individual student's needs.

5. Some online resources and applications offer the opportunity to communicate with native speakers via chat or video chat (e.g., *Hello Talk*, *Kansei*, *Olark*, etc.). Through online forums, chats and video calls, students can improve their speaking skills, practice interaction in English and receive feedback.

Discussion

The technology of blended learning is one of the promising innovative educational models [4, P. 237]. This approach is becoming increasingly popular in universities, and examples of its use can be found in various educational institutions [8, P. 97]. For example, the *Skyes University* digital educational environment from *Skyeng* was included in the educational process in several universities in Russia, and its effectiveness in shaping the information and communication competence of students has been obvious [3, P. 22], [9, P. 146].

Why is this technology widespread? In our opinion, there are several reasons for this. Firstly, blended learning allows students to flexibly allocate their time between studying in the classroom and studying material online. This is especially useful for those undergraduates who have limited time to stay at the university due to work or other obligations.

Secondly, blended learning provides students with more opportunities for independent study. They can use online resources to deepen their knowledge and skills in English. The teacher can provide students with access to online tests that will help them to test their knowledge independently and assess their level of language proficiency. Also, such tests help the teacher to assess the students' progress and identify areas that require additional study. Together, all this helps students to develop independence and responsibility for their education, as well as create new forms of independent cognitive activity [6], [10].

Thirdly, blended learning allows teachers to individualize the educational process more effectively, for example, using online tools to track student progress and provide feedback connections.

Finally, blended learning creates a more interactive and engaging environment for learning English [1], [5]. This may include the use of online communication tools such as forums, communication groups and webinars, as well as various multimedia materials that make the learning process more interesting and exciting.

Despite these advantages, there are also some disadvantages of using blended learning technology in English classes.

1. Limitations of interaction. Since a part of the classes are held in an online format, there may be restrictions on interaction between the teacher and students. Direct contact and feedback in the lesson may be limited, which may make it difficult to understand and master language skills.

2. Technical difficulties. The successful use of blended learning technology in English classes requires sufficient access to computers and the Internet, as well as students' and teachers' technical skills. In the absence of sufficient technical support, difficulties and delays arise in working with training materials.

3. The need for self-discipline. Self-study of English in an online format requires self-discipline and motivation from students. In the situation of the teacher's physical absence, it may be tempting to postpone assignments and not follow the training schedule, which may negatively affect the result.

Conclusion

In general, the use of blended learning technology significantly enriches the process of learning English by graduate students in non-linguistic specialities, making it more effective, interesting and flexible. This technology offers a large number of resources and opportunities for practicing and developing English language skills, which, in turn, helps students to achieve a higher level of proficiency in this language. Thus, the results of our research have shown that teaching English to undergraduates of non-linguistic specialities requires the use of various approaches and technologies, and the use of blended learning technology can be an effective tool.

Конфликт интересов

Не указан.

Рецензия

Все статьи проходят рецензирование. Но рецензент или автор статьи предпочли не публиковать рецензию к этой статье в открытом доступе. Рецензия может быть предоставлена компетентным органам по запросу.

Conflict of Interest

None declared.

Review

All articles are peer-reviewed. But the reviewer or the author of the article chose not to publish a review of this article in the public domain. The review can be provided to the competent authorities upon request.

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