

Eurasian
Research Bulletin

Application Of Blended Learning Technology in Foreign Language Lessons

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ABSTRACT

Blended learning is an educational technology that combines and interpenetrates face-to-face and e-learning with the ability for the student to independently choose the time, place, pace and trajectory of learning. Thus, blended learning technology can be considered as a synergistic technology that allows you to more effectively use the advantages of both face-to-face and e-learning, and neutralize or mutually compensate for the shortcomings of each of them.

Keywords:

blended learning, teacher-assisted, face-to-face, station- rotation, implementation plan, analytical, preparatory stage, engagement, formative assessment.

Modern society is inextricably linked with the process of information. There is a widespread introduction of information technology. One of the priority directions of the process of information of modern society is the information of education. It is no secret that at present the general education school is increasingly faced with the problem of decreasing learning motivation and the lack of cognitive activity of students. Blended learning is an educational approach that combines teacher-assisted (face-to-face) learning with online learning and involves elements of self-control by the student of the path, time, place and pace of learning, as well as the integration of the learning experience with the teacher and online[1]. The learning process in blended learning is a sequence of phases of traditional and e-learning, which alternate in time. The basic and most effective blended learning models in school are: flipped classroom, station rotation, lab rotation, and flexible model [2]. This practice presents the experience of using blended learning technology according to the "Station Rotation" model. The essence of the "Station Rotation" model is that students are divided into several groups according to the

types of learning activities. During the lesson, students move from one station to another on a signal. The use of the "Station Rotation" model in the lesson gives the teacher the opportunity to implement differentiation, work with a small group at any given time, use interactive forms of work in the lesson, and organize regular group work[2].

Blended learning has other names, such as Hybrid learning, Flipping the classroom, Blended education, but they all show one thing: they all provide a learning method that combines pre-planned classical classroom learning and online education. Classroom learning can include teaching by the teacher to the whole class, individual work with the student, and collaborative learning in groups. Online learning can be individual or group, but it involves the use of online programs and resources by students[4]. Blended learning aims not to replace the teacher, but, on the contrary, to deepen and expand the learning process. The key idea behind blended learning is that students gain some control over time, pace, trajectory, and place. Students are allowed to control their learning, and this increases their motivation to study and allows them to find the

time needed to go through the material. For online students, blended or hybrid learning is a type of learning environment that combines "synchronous" and "asynchronous" learning. Synchronous learning means that students and teachers meet simultaneously online using a virtual learning platform such as Zoom or Teams. Such learning is often referred to as real-time learning[5]. Students may not have to complete other assignments outside of the scheduled meeting time. For example, if you are taking a course that uses video communication with your instructor, then you are in a synchronous learning environment. Asynchronous learning does not involve meeting with the teacher at a specific time; students work offline and complete tasks within the deadline set by the teacher. Completed work is submitted electronically. For example, if you took the Delta Module 1 course, then asynchronous learning takes place here. In this online course, you do not meet with your trainer at a set time, but work on assignments on your own at your own pace. Coaches provide feedback, but not face-to-face or in real time[6].

The problem of increasing the motivation of learning in the conditions of the new program from the teacher of the modern approach to its solution, in particular, more advanced teaching methods. One of the most important tasks in the first years of school life that a child faces is to learn how to learn, gain knowledge. But far from all elementary school students are motivated to learn, and here it must be remembered that a child is not born with a motivation for learning, but acquires it in the process of becoming learning. In order to "include" a student in educational and cognitive work, to make him an active participant in the educational process, motivation is needed. This is one of the first modern requirements, in this regard, the formation of learning motivation is a necessary condition for the effectiveness of learning [7]. Therefore, the issue of increasing educational motivation is relevant. Thus, the purpose of this pedagogical practice is to increase the motivation of the cognitive activity of students in the study of a foreign language through the use of blended learning technology.

As part of the implementation of the priority national project, we took part in testing the application of blended learning technology in primary school using the capabilities of the online platform. At the lessons of a foreign (English) language in the classroom, I tested the "Rotation of stations" model. To achieve this goal, the following tasks were defined: create learning content, implement the developed learning model, monitor student performance and motivation.

Implementation plan. The work on the implementation of this pedagogical practice included several stages[8]:

1. Analytical. The analysis stage includes the study of relevance, problem statement, definition of goals and objectives, as well as the choice of a blended learning model.

2. Preparatory stage. The preparatory stage includes the solution of issues related to the organization of a motivating educational environment, the necessary technical means, the coordination of a schedule for access to a computer class, and the preparation of educational materials.

3. Project implementation **4. Generalization and analysis of the results.**

Expected results was increasing the motivation of cognitive activity of students; development of their self-organization, independence, self-reflection, formation of responsibility for the results of educational activities, improving the quality of subject knowledge, blended learning will make it possible to diversify the choice of forms of organization of training[9].

Material and technical base for the implementation of the project: 5 workplaces with computers connected to the school local network with autonomous access to the Internet, interactive whiteboard, multimedia projector, webcam, headphones,

When implementing the "Station Rotation" model, work is organized within the class into groups. The rotation of stations is used in the classroom and requires serious preparation of educational material, educational space and the students themselves[10].

Students are divided into three groups according to the types of learning activities, each group works in its own part of the class (station): a station for working with a teacher, an online learning station, and a project work station. During the lesson, the groups move between stations so as to visit each of them. The composition of the groups from lesson to lesson varies depending on the pedagogical task [11]. For example, one group begins to work under the guidance of a teacher, another works with the help of computers, the third is divided into subgroups and works on group projects. Groups move in a circle: students who first worked with the teacher, then move on to group projects, and then to the online learning area, where they work on computers[12].

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are in a synchronous learning environment. Asynchronous learning does not involve meeting with the teacher at a specific time; students work offline and complete tasks within the deadline set by the teacher [15]. Completed work is submitted electronically. For example, if you took the Delta Module 1 course, then asynchronous learning takes place here. In this online course, you do not meet with your trainer at a set time, but work on assignments on your own at your own pace. Coaches provide feedback, but not face-to-face or in real time.

The goal of a teacher work station is to provide each student with effective feedback. Due to the fact that the software takes over the function of explaining the topic, albeit partially, the teacher can devote more time to individual work with students. In this zone, the teacher can work through the most difficult aspects of the educational material [16]. Focusing on the level of preparation of the group, the teacher organizes the work in such a way that it contributes not only to the assimilation of educational material, but also to the development of the method of applying the knowledge gained and the development of skills for their application.

The purpose of the online work station is to give every child the opportunity to develop independent work skills, personal responsibility, develop self-regulation and learn how to learn. At the online work station, students can get acquainted with new material, test their knowledge and practice their skills. In the "Online" zone, children each work at their own computer on the Uchi.ru platform. The variety of task types (multiple choice quiz, word selection, grouping, classification, crossword, games and quizzes, etc.) makes the learning process fun. In this case, the student can perform the task several times until he does it correctly [17]. The main thing in interactive tasks is that the student learns, and does not get a mark.

The purpose of the group work station is to provide an opportunity to apply knowledge and skills in new, practical situations, develop communicative competencies and receive feedback from classmates. The choice of the method of forming groups is determined by the

teacher depending on the available time resource, the presence / absence of conflicts in the class, the established traditions of group work, etc. At the group work station, different forms of applying knowledge and skills are possible: group practice-oriented tasks, small studies, quests, etc[18].

Thus, during the lesson, each student will be able to independently consolidate and systematize knowledge, apply knowledge in practice and receive feedback when working with a teacher. The structure of the lesson according to the "Station Rotation" model can be represented in several stages.

Stage 1 - Engagement. This stage of the lesson usually begins with a problematic question or a brief introduction to the topic of the lesson, the task of the teacher is to interest (intrigue) students with the upcoming topic at the beginning of the lesson. At this stage, I aim to help each student formulate their goal, understand how to achieve it, and identify specific measures of achieving the goal [19].

Stage 2 - Instruction. At the second stage, there is a division into groups, and each group receives its own route sheet, which contains clear instructions for working in each zone.

Stage 3 - Rotation, i.e. sequential work of each group, first in 1 zone, then in another and in the third.

Stage 4 - Summing up the work area in the group

Stage 5 - Formative assessment

At the fifth stage, I organized the correlation by students of the results of their educational activities with the goals set at the beginning of the lesson. It is formative assessment that helps each student to realize progress in knowledge, to understand what he has learned, what he has learned, and what he still needs to work on. It is here that the foundations of responsibility for the result of their activities are laid[21].

The results of the application of pedagogical practice: In order to obtain information on the effectiveness of the application of blended learning technology, I conducted a monitoring aimed at tracking the level of subject knowledge of students and the level of motivation to study the subject of English. Analyzing my practice of using blended learning technology in English

classes, I can conclude that blended learning according to the "Station Rotation" model helps to increase the motivation of learning activities based on independent practical activities organized in different work areas [22]. Blended learning contributes to individualization of learning through the work of students at an individual pace in small groups with the necessary support of the teacher. This allows you to pay special attention to both a gifted student and someone who experiences learning difficulties, reducing the fatigue of students by changing the types of activities in different working groups, development of independence, a sense of responsibility for the work done, improving the quality of subject knowledge. In the work of children, there is a conscious possession of theoretical material and the ability to operate with it in practice.

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