

УДК 372.881

G. B. Pavlova

*Senior Lecturer of the Foreign Language dept.
of the Far Eastern Law Institute
of the Ministry of Internal Affairs of Russia*

O. A. Chesnokova

*Senior Lecturer of the Foreign Language dept.
of the Far Eastern Law Institute
of the Ministry of Internal Affairs of Russia*

THE EFFECTIVE ROLE OF BLENDED LEARNING METHOD IN THE ORGANIZATION OF THE EDUCATIONAL SPACE OF THE LAW INSTITUTE OF THE MINISTRY OF INTERNAL AFFAIRS

The article considers blended learning technologies as one of the trends in organizing the teaching of foreign languages in educational institutions of the Ministry of Internal Affairs. The advantages of this method in comparison with the traditional Face-to-Face learning and its relevance in the formation of cognitive activities of students are analyzed. The conditions for the effectiveness of the integration of the blended learning in the educational space of a non-linguistic institute are noted.

The alternation and mixing of communicative, personality-oriented and competent teaching methods during a period equal to the life of a single generation is, to a great extent, a reflection of the fundamental changes in the life of society, which, in its turn, are caused by the positive and other consequences of technical and technological progress and inevitably lead to an accelerated change in the systems of views and approaches to the implementation of various types of human activities. Repeated changes in the socio-didactic context, however, did not entail a change in the teaching paradigm, which involves the use of all methodological means and approaches (linguocultural, ethnographic, sociocultural and intercultural) and the ability to use them to solve problems arising at various stages of educational and pedagogical interaction.

Internet education, which has become widely spread in the past decade including thanks to new opportunities in the field of virtual interaction, increases the chances of individualized and differentiated learning, optimizes and makes the process of learning a foreign language more accessible. The transformation of the role of the teacher in these circumstances — namely, from the source and supplier of the necessary knowledge in the studied discipline to the coordinator and organizer of the educational process, which provides support for the independent activities of students, is carried

out in conditions of updated pedagogical situations and requires a revision of the traditional competencies of the teacher.

Attention should also be drawn to the change in attitude to educational materials, the main of which — printed textbooks, teaching and reference aids – are no longer seen by most students as the main and exclusive source of information. One can argue about the predominance of clip thinking among representatives of the younger generation, to whom it is customary to explain their refusal to work with the traditional «paper» format of educational publications, but the limited possibilities of the latter in providing feedback are difficult to deny.

All of the above and much more contributed to the emergence of a blended learning model, which has long been successfully applied in the context of university education, combining the traditional «offline» communication and the «online» — environment technologies. The obvious advantage of this model is in its ability to continuously improve the organization and content of educational interaction by the use of the latest achievements in computer and info communication technologies, not to mention the enhancing the quality of training through the integration of interactivity, multimedia mode and joint activities, the implementation of research-oriented project tasks, and etc. In addition, the popularity of the blended learning model in teaching a foreign language in non-linguistic universities is quite natural due to the limited number of in-class training hours assigned to the teaching of this discipline of the general education unit, note here the necessity to teach a vocational-oriented sub-language of the specialty. In the context of a shortage of in-class training time, the expansion of the language load of students is possible through the appropriate organization of independent work by means of the latest educational technologies and the capabilities of the online-environment.

The success of working in a virtual environment with blended learning is largely due to the presence of properly organized feedback, which is established thanks to the need to check the fulfillment of tasks, adjust them with a subsequent increase in complexity or individualization of content that is a natural continuation of the educational process of in-class training. When implementing this method, it is not enough to simply provide students with educational materials or website addresses to study certain language phenomena with the followed selective grading of the papers, especially if the discussion of the results of completing the tasks remains outside the framework of the educational process.

The successful implementation of the blended learning model does not exclude the revision of the «traditional concept of a teacher, creating a number of competencies based on a unique combination of certain professional skills and personal qualities» [1], among which the following can be distinguished: competencies of integration, self-improvement, self-regulation, self-development, personal and subject reflection, as

well as competencies of cognitive activity and activity in general, competencies of information management and many others. Experience in using the blended learning model shows that the function of a successful guide and coordinator of the educational process in a new pedagogical situation is impossible if the teacher has no or insufficient level of formation of relevant competencies.

The studying of scientific and methodological literature on the use of new information technologies in the educational process convinces that through the means of a blended learning method, students not only adapt to the existing training system during the in-class lessons, but also learn to adapt this system to their capabilities and abilities, thereby creating their own system of studying the educational discipline through e-learning [2]. Cognitive activity of students organized by the efforts of teachers as well as self-organized meets the goals and tasks of forming the ability to independently find information and extract useful knowledge from it, and voluntariness, awareness and activity of students act as the main factors of success and effectiveness of cognitive activity.

The implementation of the method of blended learning in the educational process in terms of attracting an e-learning format takes place on the platform of the institute's electronic information educational environment (EIEE). The technical capabilities of this environment are constantly being improved, which ensures the expansion of the didactic capabilities of the electronic information educational environment to create an effective independent foreign language activity of students. The educational potential of in-class lessons and independent work on the EIEE platform is successfully integrated into a single educational space, since the conditions created by the means of in-class lessons for the perceiving, understanding, processing and assimilating of foreign-language information are continued in the systematization and consolidation of new knowledge in the process of independent performance of speech, analytical and information-intellectual tasks.

Demonstration of educational and methodological materials for distance and electronic forms of training takes place on portals with online courses addressed to students in various specialties, areas of training, courses and forms of training (full-time and part-time). The placed training complex includes a working program of the discipline, practical training lessons' plans, thematic plans, issues for intermediate control, teaching aids and educational and methodological recommendations for practical training sessions in the discipline under study. For a distance online lesson, a web conference system (BigBlueButton), which supports the sharing of video and audio files in real time, is provided.

Thematic blocks consisting of several micro themes (lexical, phonetic and grammatical) are presented in Word, Pdf or PowerPoint format files on offline forum platforms for asynchronous interaction of groups of students with teachers. Practical

tasks are placed here for understanding and consolidating the content of each thematic block, as well as tasks for self-monitoring. The blended learning format solves the problem of a limited number of in-class training hours to study the discipline in terms of organizing and conducting interactive forms of work such as brainstorming and discussion during practice training hours. As a rule, attempts of the teacher to stimulate students to express their opinions on the proposed situations are not very successful without prior study and elementary memorization of the discussed foreign-language material. For objective reasons, it is for this stage of preparation that an insufficient amount of time is given at the lesson, but formulating statements and generating new ideas in a foreign language is quite a difficult task for students without having a sufficient vocabulary. This contradiction, namely, the required interactive content of training and the lack of in-class training time for its full implementation, can be partially solved by using the blended method as one of the main means of forming in students foreign-language communication skills in the field of professional communication within the framework of the lexico-grammatical material provided for by the working program of the discipline.

Another advantage of the blended learning method is the adaptability and variability of the ratio of its main components — in-class training (Face-to-Face learning), e-learning and distance learning. The criteria for the selection of one or another format of the blended method are the initial level of language competence of students, their age, subject area and goals of training, an accessible Internet environment and technical capabilities of organizing distance and e-learning, etc. The effectiveness of the blended method depends on how well the ratio of its components is organized.

Foreign categorization of blended learning forms identifies the following models: «Face-to-Face Driver» (studying most of the course during in-class lessons with the addition of work with electronic resources); «Flex» (learning most of the course in e-learning format with online training material); «Rotation» (alternation of personal and electronic forms of training); «Online Lab» (e-learning on the website of an educational organization and in special computer laboratories); «Self-blend» (selection of a course of additional education, the opportunity of which is provided to students); «Online Driver» (studying the courses in the form of electronic training chosen by students according to their requirements) [3].

Any of the above models may be in demand in the conditions of the domestic pedagogical space. For example, technical, informational and other resources of modern educational institutions provide support for the use of the «Face-to-Face Driver» model for organizing the teaching of various program disciplines, including those for teaching foreign languages. The «Rotation» model is universal due to the possibility of alternation, flexible or fixed at the choice of the teacher, personal and

mediated (through online resources) interaction of subjects of the educational process. The «Online Driver» model is currently leading in the system of advanced training of employees of educational and other organizations. As for the «Online Lab» model, it was, to one degree or another, successfully tested by educational institutions during the 2020 pandemic period, in particular, by those organizations that did not have the opportunity to use the web conference format.

Thus, we can conclude that the integration of the blended learning method into the pedagogical process of educational institutions is natural and effective. By means of this method, individualization of training, optimization of the distribution of educational time, creation of an electronic fund of educational resources, and organization of constant access of students to educational materials are carried out. Combining the experience of traditional learning based on the direct interaction of students and the teacher in the classroom and mediated interactive interaction in the digital space, the blended learning method represents a transition to a new higher level of formation of foreign-language knowledge, as well as skills and abilities. Moreover, the effectiveness of this method is due to the correct ratio of its components and the compliance of the selected model with the original didactic goals.

1. Asadullina L. I., Duseev I. R. Competencies of a university teacher in blended learning [Electronic resource] // Young scientist. 2015. № 10 (90). P. 1086–1088. URL: <https://moluch.ru/archive/90/18914/> (date of application: 04.11.2022). [Перейти к источнику](#)
[Вернуться к статье](#)

2. Tsvetkova S. E., Malinina I. A. Informational educational environment as a means of intensifying of independent foreign-language activities of future economists [Electronic resource] // Siberian Pedagogical Journal. 2015. P. 105–111. URL: <https://cyberleninka.ru/article/n/informatsionnaya-obrazovatel'naya-sreda-kak-sredstvo-intensifikatsii-samostoyatel'noy-ino-yazychnoy-deyatelnosti-buduschih> (date of application: 04.11.2022). [Перейти к источнику](#) [Вернуться к статье](#)

3. Kudryashchova A. V. Model of integration of the method of blended learning into the system of language training of students of a technical university // TSPU Bulletin. 2015. № 4 (157). P. 75–78. URL: <https://cyberleninka.ru/article/n/model-integratsii-metoda-smeshannogo-obucheniya-v-sistemu-yazykovoy-podgotovki-studentov-tehnicheskogo-vuza> (date of application: 07.11.2022). [Перейти к источнику](#) [Вернуться к статье](#)

Г. Б. Павлова, О. А. Чеснокова

Эффективная роль метода смешанного обучения в организации образовательного пространства юридического института МВД

В статье рассматриваются смешанные технологии обучения как одна из тенденций в организации преподавания иностранных языков в образовательных учреждениях Министерства внутренних дел. Анализируются преимущества этого метода по сравнению с традиционным индивидуальным обучением и его актуальность в формировании

когнитивной деятельности студентов. Обращается внимание на условия эффективности интеграции смешанного обучения в образовательном пространстве нелингвистического института.