

## VII МІЖНАРОДНА НАУКОВО-ПРАКТИЧНА КОНФЕРЕНЦІЯ

міжнародних проєктів, розвиток цифрової інфраструктури, підвищення цифрової грамотності учасників освітнього процесу та створення ефективних механізмів для пошуку партнерських установ, зокрема через освітні мережі або відповідні меморандуми про співпрацю.

Отже, онлайн-колаборації є не лише інноваційним напрямом у навчанні іноземної мови, а й ефективним засобом формування здатності до глобальної взаємодії, яка передбачає не лише володіння мовними засобами, а й глибоке розуміння культурного контексту та комунікативної гнучкості у багатонаціональному середовищі.

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## BLENDDED LEARNING AS A TOOL IN LANGUAGE TEACHING

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In the context of ongoing challenges such as the pandemic or martial law, both educators and students are required to remain adaptable and responsive to shifting conditions. The integration of technology and innovative teaching strategies has become essential for maintaining uninterrupted education. As a result, blended or hybrid learning is gaining popularity in many schools as an effective solution.

The topic of blended learning was studied by scholars C.Graham, L. Jeffrey, T. Harbuza and others.

The aim of the article is to explore the concept of blended learning, outline its key models, and examine its advantages, particularly in EFL contexts. It also aims to identify effective student engagement strategies and address the potential challenges teachers face when implementing blended learning.

Blended learning is an approach to education that combines online learning materials and online interaction opportunities with traditional classroom teaching methods.

The Blended Learning concept includes three components: distance learning, face-to-face learning and online learning [4, p. 69].

There are six models of blended learning (usually combined rather than used alone).

1. Face-to-Face Driver - is a model aimed at reinforcing traditional face-to-face learning.

2. Rotation Model - is an alternation between traditional face-to-face classroom learning and independent online learning in an individual mode

3. Flex Model. Most of the curriculum is mastered in e-learning.

4. Self-Blend Model. The student decides which courses one needs to supplement with online classes.

5. Online Driver Model This model involves distance learning, that is, through a certain platform and the student contacts the teacher online [4, p. 69-70].

One of the most commonly mentioned advantages of blended learning in ESL/EF settings is its positive impact on students' motivation, satisfaction, and engagement. Language learners often express greater satisfaction when traditional face-to-face learning is combined with online methods [1, p. 234].

Both online and classroom teaching should be effective. The criteria is often judged by student learning, but this can be influenced by many external factors. The article presents some of the ways to conduct blended learning [3, p. 124].

According to Lynn Jeffrey, there are three major categories of student engagement strategies. They include: getting student attention, maintaining engagement, and re-engaging those who drift away or fail to engage [3, p. 124].

**Getting students engaged** includes two key strategies:

1. Sparking curiosity and showing course relevance. First will help to highlight knowledge gaps, another - ensure that content feels personally relevant, which boosts motivation and interest.

2. Teacher enthusiasm, responsiveness, and an inclusive classroom atmosphere help students feel connected and involved. This sense of belonging is especially critical in online environments, where creating a personal connection with students can prevent feelings of isolation [3, p. 124].

**Maintaining student engagement** involves four strategies:

1. Students need a clear course outline with well-organized content from the beginning.

2. Detailed instructions and clear assessment guidelines help reduce anxiety and

clarify expectations.

3. Meaningful and challenging tasks push students to grow and boost motivation through effort and relevance.

4. Relevant and detailed feedback significantly improves learning outcomes [3, p. 124-125].

One more factor is **re-engaging students**. There are two methods for re-capturing the engagement of these students.

1. Observe and identify early stages of dis-engagement or those who have failed to engage.

2. Use personal contact, where the teacher offers support and collaboratively finds ways to bring students back into the learning process [3, p. 125].

Charles Graham mentions that blended learning can present several challenges for teachers.

- Role of live interaction requires balance in face-to-face and online communication to maintain student engagement.

- Student autonomy should be supported by teachers in making students' right choices and managing their own learning effectively.

- Teachers are supposed to be provided both with technical and instructional support.

- Unequal access to technology across different socioeconomic groups.

- Cultural adaptation is related to the materials that are used in both modes and their relation to the students' culture.

- In designing a blended learning classroom, a difficulty might arise between trying to use the new technological innovation and the ability to produce cost-effective results [2, p.14-16].

To conclude, blended learning offers a flexible and engaging approach to modern education, combining the strengths of online and face-to-face instruction. While it enhances motivation and learning outcomes, successful implementation requires careful planning, clear communication, and active student engagement. Teachers must also be supported in managing technological, pedagogical, and cultural challenges to ensure equitable and effective learning experiences.

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