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ТЕХНОЛОГІЇ ЗМІШАНОГО НАВЧАННЯ У ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ В УМОВАХ СУЧАСНОЇ УКРАЇНИ

Стаття присвячена дослідженню ефективності технологій змішаного навчання у викладанні англійської мови в сучасних умовах України. Актуальність роботи зумовлена забезпеченням адаптації освітніх процесів до викликів сьогодення, включаючи наслідки пандемії COVID-19 та повномасштабної війни, що потребують пошуку гнучких і стійких освітніх моделей.

У роботі проаналізовано основні моделі змішаного навчання, які ефективно застосовуються в українському освітньому контексті: ротаційну модель, гнучку модель та збагачену віртуальну модель. Особливу увагу приділено адаптації цих моделей до різних типів навчальних закладів – від великих університетів до регіональних і сільських шкіл, які мають обмежені технологічні ресурси.

Дослідження розкриває методи забезпечення безперервності освітнього процесу в складних умовах, включаючи застосування асинхронного навчання, використання офлайн-навчальних пакетів та кризових комунікаційних каналів. Значну увагу приділено інструментам персоналізації навчального досвіду через адаптивні платформи, модульний підхід до вивчення матеріалу та створення індивідуальних навчальних траєкторій.

Окремо проаналізовано трансформацію ролі викладача від передавача знань до фасилітора освітнього процесу, що забезпечує створення умов для самостійного навчання студентів, розвитку їхнього критичного мислення та навичок самоорганізації. Розглянуто стратегії підтримки мотивації студентів через використання елементів гейміфікації, релевантного контенту та систематичного зворотного зв'язку.

Важливою складовою дослідження є аналіз методів оцінювання результатів навчання у змішаному форматі, який поєднує традиційні підходи з новими можливостями цифрових технологій. Розглянуто застосування портфоліо, проєктної діяльності та заходів забезпечення академічної доброчесності в умовах дистанційного навчання.

Результати дослідження підтвердили стратегічну виправданість впровадження технологій змішаного навчання як ефективного інструменту підвищення якості іншомовної освіти, здатності адаптуватися до складних умов і забезпечити високі

результати навчання. Визначено перспективні напрями подальших досліджень, що включають комплексний аналіз впливу різних моделей на розвиток окремих комунікативних компетентностей та інтеграцію штучного інтелекту у викладанні англійської мови.

Ключові слова: змішане навчання, змішане навчання, викладання англійської мови, цифрові технології в освіті, персоналізація навчання, освітні моделі в кризових умовах, фасилітативна роль викладача, гейміфікація в навчанні, академічна доброчесність, адаптивне навчання.

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BLENDED LEARNING TECHNOLOGIES IN ENGLISH LANGUAGE TEACHING IN CONTEMPORARY UKRAINE

The article focuses on the evaluation of blended learning technologies in teaching English in contemporary Ukraine. The relevance of this work lies in ensuring the adaptation of educational processes to the challenges of today, including the consequences of the COVID-19 pandemic and full-scale war, which require the search for flexible and sustainable educational models.

The paper analyses the main models of blended learning that are effectively used in the Ukrainian educational context: the rotational model, the flexible model, and the enriched virtual model. Special attention is given to the adaptation of these models across different types of educational institutions – ranging from large universities to regional and rural schools with limited technological resources.

The study reveals methods for ensuring the continuity of the educational process in difficult conditions, including the use of asynchronous learning, the use of offline learning packages, and crisis communication channels. Considerable attention is paid to tools for personalizing the educational experience through adaptive platforms, a modular approach to studying the material, and creating individual learning trajectories.

Separately, the transformation of teacher's role from a transmitter of knowledge to a facilitator of the educational process is analysed, focusing on the creation of conditions for students' independent learning and fostering the development of their critical thinking and self-organization skills. Strategies for supporting student motivation through the use of gamification elements, relevant content, and systematic feedback are considered.

An important part of the study is the analysis of methods for assessing learning outcomes in a blended format, combining traditional approaches with new capabilities of digital technologies. The use of portfolios, project activities, and measures to ensure academic integrity in distance learning conditions is considered.

The results of the study confirmed the strategic rationale for implementing blended learning technologies as an effective tool for enhancing the quality of foreign language education, adapting to challenging conditions, and ensuring high learning outcomes. Promising areas for further research were identified, including a comprehensive analysis of the impact of different models on the development of individual communicative competencies and the integration of artificial intelligence in English teaching.

Key words: blended learning, blended learning, English language teaching, digital technologies in education, personalization of learning, educational models in crisis conditions, the facilitative role of the teacher, gamification in learning, academic integrity, adaptive learning.

The relevance of the problem. The current stage of education development in Ukraine is characterized by deep transformational processes, caused by both internal reforms and external challenges. Globalization, Ukraine's integration into the European educational space, and the need to ensure the quality of foreign language training for future specialists place new demands on the organization of the educational process. Learning English is gaining strategic importance, since it is not only a means of international communication, but also a tool for professional and scientific integration.

At the same time, recent years have been marked by a number of crisis circumstances – the COVID-19 pandemic, a full-scale war in Ukraine, and constant security threats, which led to the need to find flexible and sustainable educational models. In these conditions, traditional forms of education have proven to be insufficiently effective because they do not guarantee the continuity of the educational process and full-fledged interaction between teachers and students.

One of the most promising areas of education modernization is the introduction of blended learning technologies, which combine the advantages of face-to-face and distance learning. This approach provides the opportunity to personalize the learning experience, optimize the use of digital resources, develop student autonomy, and increase their motivation to learn. In

addition, blended learning models are particularly effective in crisis conditions, as they allow you to quickly adapt to changes in the environment, support educational interaction, and maintain the quality of foreign language training.

Thus, the study of implementing blended learning technologies in teaching English in modern Ukraine is highly relevant and carries significant scientific and practical potential. It not only makes it possible to identify effective models for organizing the educational process but also contributes to the development of a sustainable education system capable of functioning under constant challenges and uncertainty.

Analysis of recent research and publications. In the scientific literature of the last decade, blended learning is considered a holistic pedagogical model that combines online and offline components based on thoughtful didactic design (Garrison & Vaughan, 2013; Hrastinski, 2019; Bonk & Graham, 2020; Dziuban, 2018; M. Moore, 2013). Researchers emphasize the importance of considering students' individual needs, their level of preparation, learning motivations, and access to digital resources. In Ukrainian scientific thought, the issue of implementing blended learning has been actively studied by N. Morze, O. Spirin, N. Kovalenko, T. Kovalchuk, O. Hlazunova, M. Shut, V. Manko, and V. Zaitsev.

Their works emphasize the importance of developing teachers' digital competence, creating adaptive learning environments, and implementing open educational resources. In particular, N. Morse (2021) highlights the need to consider the specific features of the national education system and to ensure academic integrity in the online environment.

An important contribution was made by foreign and Ukrainian scholars who analysed blended learning in crisis conditions. In particular, the works of R. Hodges and C. Moore (2020) described the concept of "emergency remote teaching" during the pandemic, emphasizing the importance of sustainable models that can adapt quickly. Such issues have become even more relevant in the context of the war in Ukraine, when the educational process is accompanied by interruptions in the Internet, power supply, and constant danger.

Among the latest Ukrainian studies (Morze, Kovalenko, 2022-2023) are described the practices of rotational, flexible, and enriched virtual models. They demonstrate that the most effective blended learning approaches for Ukraine are those that consider resource constraints and integrate digital tools with traditional methods.

Nevertheless, despite extensive scientific studies, a number of issues have yet to be thoroughly investigated. In particular, there is a lack of a comprehensive analysis of how different blended learning models affect the development of students' language competencies in different conditions (universities in large cities, regional and rural educational institutions, and private language schools). The aspects of ensuring student motivation in a blended format, the role of the teacher as a facilitator of the educational process, as well as methods for assessing learning outcomes using digital tools, also remain insufficiently studied.

Thus, the analysis of scientific sources indicates the high relevance of the topic and the presence of significant research interest in the problem of introducing blended learning technologies in teaching English. At the same time, there is a need for further research aimed at adapting existing models to modern Ukrainian conditions, finding optimal methodological solutions, and developing practical recommendations to increase the effectiveness of foreign language training in conditions of instability and uncertainty.

The aim of this article is to examine the effectiveness of blended learning technologies in teaching English under contemporary conditions in Ukraine. To achieve this goal, the study plans to analyse models for integrating online and offline learning, methods to ensure continuity of the educational process under challenging conditions, and tools for personalizing the learning experience. In addition, the work aims to develop practical recommendations for overcoming technical limitations, optimizing interaction between students and teachers, and improving the quality of foreign language training. Particular attention is paid to assessing the effectiveness of various blended learning models and their adaptation to the needs of specific educational contexts in Ukraine.

Outline of the main research material. The current stage of development of English teaching in Ukraine is characterized by the widespread introduction of blended learning technologies, which has become an effective response to both technological changes and crisis conditions that arose after the COVID-19 pandemic and full-scale war. Instead of a temporary adaptation, blended learning is recognized as a fundamental pedagogical approach that offers significant advantages for language acquisition.

Research shows that in the Ukrainian context, several different models are effective in educational institutions, each with its own advantages in specific scenarios (Table 1).

Table 1
Blended learning models

Model	Description
Rotational model	This approach involves students alternating between online and in-person classes on a fixed schedule. It is particularly effective for secondary schools with limited technological resources, as it allows for the sharing of digital infrastructure. Typically, grammar and vocabulary are practiced online, while conversational practice and interactive tasks are practiced during in-person classes.
Flex model	Characterized by predominantly online learning with targeted in-person support. This model has become widespread in higher education institutions, as students can work through the content independently, and the teacher provides support as needed. A special adaptation for Ukraine is the so-called "emergency flexibility model", which allows for rapid changes in the proportions of online and in-person learning depending on security conditions.
Enriched virtual model	This model involves students learning most of the course material online, but attending mandatory face-to-face sessions at regular intervals. This model is popular among adult language schools because it combines flexibility with the benefits of face-to-face communication. Studies show that it provides a significantly higher level of student retention compared to fully online courses.

The effectiveness of blended learning in the Ukrainian context is ensured by two key components: methods of supporting the continuity of the educational process and tools for personalizing the learning experience.

Ensuring the continuity of learning is implemented through crisis-resistant technological solutions: asynchronous learning with access to materials at any time, offline learning packages for working without the Internet, alternative communication channels (SMS messages) for communication during power outages, and flexible loading schedules and deadlines.

Personalizing the learning experience is achieved through adaptive platforms that automatically adjust the complexity of tasks according to the student's performance, a modular approach to structuring the material, allowing students to select the level of core content, and individual learning trajectories. Teachers

actively use interactive digital tools - quizzes, simulations, gamification elements, which increase the dynamism of learning and support motivation.

Assessment of learning outcomes remains a key challenge in the blended learning system. In modern Ukrainian practice, you effectively use portfolios with a connection of online and offline tasks, project activities for a comprehensive test of language skills, and multi-level protocols for ensuring academic integrity (randomized task banks, proctoring, time limits). This approach ensures the objectivity of assessment and develops students' critical thinking and self-organization skills.

It is important to note that the use of blended learning in Ukraine demonstrates significant variability depending on the educational environment. In large universities with access to high-speed Internet, the most effective are flexible and enriched virtual models that allow for maximum use of digital resources. In regional and rural institutions, where infrastructure is limited, a rotational model is more appropriate, which provides the opportunity to combine independent work with texts and face-to-face practice of oral speech. Private language schools emphasize an enriched virtual model that provides a high level of personalization and a client-oriented approach.

Thus, the effectiveness of blended learning depends not so much on the availability of technologies as on the pedagogical justification of their integration and adaptation to specific conditions.

The success of implementing blended learning depends not only on technical tools but also on pedagogical strategies designed to support students' cognitive activity and motivation. Since the level of autonomy in this format increases significantly, the teacher should pay special attention to creating conditions that stimulate students' interest in learning.

An important factor in increasing motivation is the use of *gamification elements and interactive tasks*. The introduction of points, ratings, virtual awards and other game mechanisms using tools such as Kahoot, Quizlet or virtual debates makes the process of learning English more dynamic and exciting. Such approaches not only facilitate the assimilation of the material but also form a sense of progress and healthy competition in students.

The relevance of educational content and the *integration of authentic materials* are of great importance. When texts, news, podcasts, videos, and articles meet the personal interests and professional needs of students, their motivation increases. Teachers can offer cases or projects related to the students' future specialty, creating a sense of practical significance of knowledge and forming a connection between learning and future professional activities.

A key motivating factor is systemic and *multi-level feedback*, which is implemented both automatically through online platforms that check tests and exercises, and in an individual format through detailed comments by the teacher on written work, consultations, and individual recommendations. Thanks to this, students see their own progress, feel supported, and understand areas for further improvement. It is also important to develop self-

assessment and self-control skills to form student autonomy.

Blended learning requires special approaches to *organizing learning communities* to prevent feelings of isolation. Effective tools include the use of group chats in messengers, regular online meetings, and discussion forums. Project activities and collaboration, including completing collective tasks in Google Docs, preparing joint presentations, and collective discussions, are powerful tools for developing both linguistic and social competencies, promoting collaboration, critical thinking, and accountability.

In blended learning, the role of the teacher is radically transformed from a translator of knowledge to a facilitator of the educational process. The teacher's primary role shifts to creating conditions for students' independent learning, developing their critical thinking, and fostering information literacy skills. The teacher-facilitator coordinates individual learning trajectories, provides motivational support, and advisory assistance in choosing relevant digital resources. The facilitative approach aims to foster student autonomy through problem-solving tasks that require independent inquiry, analysis and practical application of information. This approach ensures the transition from traditional acquisition of language knowledge to the comprehensive development of lifelong learning competencies, including self-organization, planning and self-reflection skills. Assessment of learning outcomes in a blended format combines traditional evaluation methods with the new capabilities offered by digital technologies. Automated systems such as Moodle, Google Classroom and specialized applications can check grammar, vocabulary and certain aspects of phonetics, providing instant feedback. To assess more complex writing and speaking competencies, use a portfolio that includes written work, audio and video recordings of students. It can be assessed by the teacher, as well as in peer assessment formats, which creates objectivity and develops critical thinking.

In the context of distance learning, measures to ensure academic integrity are relevant. Multi-level authentication protocols are used, including proctoring, time-limited tasks, and automated tests that are generated from a question bank in random order. In addition, the role of project-based activities is increasing, allowing for a comprehensive assessment of all language skills. The use of collaborative tools, including Google Docs, and online presentations, makes it possible to track the contribution of each participant and ensure fair assessment.

To increase the effectiveness of foreign language training in conditions of instability and uncertainty, which are characteristic of the modern Ukrainian educational space, complex methodological solutions are needed that combine pedagogical innovation with technological adaptability. The key approach is adaptive planning and flexible organization of the educational process. Instead of rigid schedules, modular programs should be added that allow students to continue learning regardless of Internet interruptions. It is advisable to create educational packages for offline processing, containing texts in PDF, audio in MP3, video in MP4 and tasks in DOCX

format, ensuring continuity of learning even in the absence of a network connection.

The use of the 'flipped classroom' model is promising. Students independently study theoretical material using digital resources, complete practical tasks during class time, participate in discussions, and practice communication skills. This approach allowing for more efficient use of synchronous class time and help develop self-study skills. Thus, student motivation, the facilitatory role of the teacher, multifaceted assessment methods, and adaptive methodological solutions are key elements that ensure the effectiveness of blended learning of English in contemporary Ukraine. The successful implementation of these components ensures the continuity of the educational process, support for students' cognitive activity, and the development of their self-organization and autonomous learning skills.

Conclusions. The study confirmed that the introduction of blended learning technologies in teaching English in Ukraine is a strategically justified and effective solution that not only meets modern challenges but also creates conditions for improving the quality of foreign language training. Blended learning ensures the continuity of the educational process, allowing it to be adapted to the needs of students of different categories and the resource capabilities of educational institutions.

The success of this model depends on the teacher's ability to adopt a facilitative role, apply innovative assessment methods, and maintain motivation through gamification and personalization of content. The use of asynchronous forms of work, offline packages, and crisis communication channels is key to overcoming the challenges of war and instability.

Thus, blended learning technologies have demonstrated their effectiveness as a flexible and sustainable means of enhancing the quality of foreign language education, capable of adapting to challenging conditions and delivering high learning outcomes.

Perspectives for Future Research. Despite considerable scientific interest, several issues remain to be further explored. First, this is a comprehensive analysis of the impact of different blended learning models on the development of individual language competencies – speaking, writing, listening, and reading. Second, research into the long-term impact of blended learning on students' motivation and autonomy, as it remains an open question whether high motivation is maintained after completing the course. Third, the development of clear criteria for assessing the quality of foreign language education in a blended format, which would consider the specifics of hybrid approaches. Finally, a promising direction is the integration of artificial intelligence and adaptive systems into English teaching, which opens up new horizons for personalizing learning trajectories and providing instant feedback.

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СУЧАСНІ ПІДХОДИ ДО НАВЧАННЯ ПИСЬМОВОГО ПЕРЕКЛАДУ У ПІДГОТОВЦІ МАЙБУТНІХ ФІЛОЛОГІВ

У статті висвітлено підходи до навчання письмового перекладу в системі професійної підготовки майбутніх філологів, здійснено аналіз їхньої ефективності та виокремлено основні тенденції, виклики та перспективи удосконалення методики навчання перекладу в умовах сучасної освіти. Проаналізовано трансформацію методики навчання письмового перекладу під впливом цифровізації, автоматизації перекладацької діяльності, активізації міжкультурної взаємодії та зростання обсягів перекладу. Підкреслено необхідність інтеграції традиційних текстоцентричних методів з інноваційними освітніми технологіями та практиками, зорієнтованими на розвиток стратегічного, когнітивного, міжкультурного й технологічного компонентів перекладацької компетентності. Узагальнено результати вітчизняних і зарубіжних досліджень щодо формування лексичної, стратегічної, текстотвірної й аналітичної компетентностей; інтеграції Task-Based Learning, моделі Flipped Classroom, CAT-інструментів і технологій машинного перекладу; запровадження колаборативного письма, розвиток критичного мислення, рефлексії та цифрової грамотності. Розглянуто необхідність запровадження комплексних підходів, які поєднують теорію з практикою, роботу з жанрово-стилістичними особливостями текстів та використання професійних платформ. Виокремлено актуальні професійні ролі фахівців у галузі перекладу: локалізатор, редактор, координатор проєктів, а також відповідні навички: прийняття рішень, планування, робота в команді, робота з цифровими технологіями та редагування машинного перекладу. Наголошено на необхідності етичної та безпечної інтеграції штучного інтелекту у процес підготовки майбутніх фахівців. Особлива увага зосереджується на важливості формування здатності до критичного аналізу й аргументації перекладацьких рішень, розвитку рефлексії та цифрової грамотності як ключових умов професійного становлення. Підкреслено роль автентичних завдань і кейсів, що відтворюють реальні умови перекладацької діяльності та готують студентів до викликів сучасного ринку.

Ключові слова: письмовий переклад, перекладацька компетентність, цифрові технології у перекладі, методика навчання перекладу.

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