

component of team-based learning process: students get immediate feedback from their instructor on the results of group tests/papers and also evaluate their peers' contribution as group members.

Traditionally *Team-Based Learning* is considered successful when its four basic elements are incorporated (Michaelsen & Sweet, 2008):

*Groups.* Groups must be properly organized and skillfully managed.

*Accountability.* Students should be held accountable for the quality of their individual and group work.

*Feedback.* Students should receive frequent and constructive feedback.

*Assignment design.* Assignments should be skillfully designed to encourage both learning and group development.

Another question to answer is how common practices of pair and group work help students evolve as cohesive and productive teams. Forming coherent groups and minimizing barriers for group interaction is a responsible and challenging task to perform. Group dynamics to a great extent depends on coherent efforts of all group members to reach their common educational goals. If coalitions happen, they will hinder the potential development of the group and its evolution into a productive team.

In contrast to traditional lecture-based instruction, assignments in team-based courses are carefully designed to promote application of knowledge and group interaction. According to Larry Michaelsen, in order to obtain the maximum impact on learning, assignments at each stage should be characterized by 4 S's: 'significant, same problem, specific choice, simultaneously report' (Michaelsen & Sweet, 2008, p.20). Groups should work on the same problem which is important to all students. It is advisable that they use course concepts to make a specific choice and report about it.

Due to the social nature of a language, the basic principles of team-based approach can be successfully integrated into a foreign language classroom. Developing students' language skills and promoting their communicative competence while working as a group are integral in a language acquisition. Such activities as group discussions and debates, group project work and presentations, surveys and role-play performances help students increase their language proficiency, promote group interaction and teach them to be more accountable for the quality of their work. Sufficient group interaction in a language classroom provides a possibility for different kinds of students to get engaged into learning and enriches their learning experience. Accountability for the quality of group work serves as an effective stimulus for the performance improvement.

Thus, *Team-Based Learning* is a learning format that relies mostly on group interaction and incorporates principles of cooperative, active and problem-based learning. The focus on application of knowledge allows students to develop their conceptual, procedural and critical thinking. Getting frequent feedback makes a teacher constantly aware of 'how students are experiencing their learning and teachers' actions' (Brookfield, 2006, p.17) which is crucial in promoting students' growth and self-directed learning. When students become actively involved into learning process with enthusiasm and sincere devotion, classrooms get transformed into an exciting learning environment where students and teachers are true partners of one educational process.

## References

1. Brookfield, S.D. (2006). *The skillful teacher: On technique, trust, and responsiveness in the classroom*. San Francisco, CA: Jossey-Bass.
2. Michaelsen, L.K. & Sweet, M. (2008). The essential elements of team-based learning. *New Directions for Teaching and Learning*, 116, 7-27. doi: 10.1002/tl.330

## BLENDED LEARNING APPROACH IN ESP TEACHING

Oksana Kadaner (Kharkiv, Ukraine)

The main goal of modern higher education is to prepare specialists, who are competent in their professional activities, capable to work effectively in the specialty at international standards, continuous self-improvement and self-development.

Knowledge and skills become priority values in human life in the information society, including international one. Hence the growing importance of foreign language teaching, formation of communicative competence, needs of making changes in the teaching of a foreign language in non-language high schools.

Technology of blended learning is becoming the most popular and effective in learning a foreign language, as it on the one hand, allows to arrange a time of as well as a teacher as productively as it is possible and a single student, and on the other hand, makes the learning process fun and affordable.

Blended education. Hybrid learning. Flipping the classroom. The concept of "blended learning" appeared not so long ago. This method of learning—which combines classroom (work in class, learning the language course material) and online education (discussion of the most important aspects of educational material via e-mail and Web conferencing) – is going places and making headlines along the way. While education experts continue to debate the efficacy of hybrid learning, its very existence has challenged them to re-evaluate not just technology's place in (and out of) the classroom, but also how to reach and teach students more effectively.

According to education element, which develops hybrid learning technologies, successful blended learning occurs when technology and teaching inform each other: material becomes dynamic when it reaches students of varying learning styles. In other words, hybrid classrooms on the Internet can reach and engage students in a truly customizable way.

Blended learning technology creates benefits for the effective teaching of a foreign language using interactive elements or distance learning. All the components of blended learning harmoniously interact, but this occurs only if they methodically correctly organized.

Benefits of blended learning primarily include the ability to build individual educational trajectory of the student with the teacher, the student can constantly interact with fellow students and a teacher, increasing responsibility of the student himself for learning outcomes.

In this method, teachers and professors use online media to deliver notes, lectures and related course materials. Students review these materials at home and at their own pace. Classroom periods are then transformed into hands-on work periods where the teacher—who will have already delivered his or her lecture digitally—is free to field questions, engage class-wide discussions or offer other means of support.

Teacher and students work together, thereby ensuring the quality of teaching and learning process accompanying educational process with independent, helpful, efficient and motivating to development approach.

Blended Learning Technology aims to form students' ability to plan and organize their activities, focusing on the end result. Students learn to make decisions, to make informed choices and take responsibility for it. At students the skills and ability to work in the information space, to search for by themselves, select and analyze information, present results using a variety of modern technologies are formed, that is the formation of speech and socio-cultural competence has place.

#### References

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2. Watson J. Blended learning: The convergence of online and face-to-face education. North American Council for Online Learning. 2008.

### DEVELOPING CULTURAL AWARENESS OF A FUTURE ENGLISH TEACHER

Vadim Kalinin (Zhytomyr, Ukraine)

The Foreign Languages Curriculum for language universities in Ukraine states that an integral part of learning a foreign language is acquiring some familiarity with the culture of this or that country. For future teachers it means the necessity of their own cultural awareness and the importance of raising it in the English classroom at school.

During their professional development at the workshops on methods of teaching students learn how to incorporate sociocultural factors into their classrooms. They try to work out techniques which will enable them to combine two cultures together – the target culture and the Ukrainian culture; to raise their awareness of cultural differences and improve their intercultural communicative competence [1: 4].

One of the most effective sociocultural techniques is culture comparison which is based on the topics studied at school. Such comparison should deal with: the verbal communicative behavior patterns typical of different cultures (for example: *How do you express likes/dislikes in different spheres of life in your country. Give some tips for foreigners how to do it politely in Ukraine*); cultural facts characterizing different aspects of British, American and Ukrainian cultures (for example: 1) *Say how much you know about healthy family lifestyles in Britain and America*; 2) *What measures do Ukrainian families take to promote a healthy family lifestyle?* 3) *Why do many families around the world find it hard to balance a healthy lifestyle?*).

To find the answers to some questions students need to search the Internet or to use any literature available, thus developing their cognitive abilities. Taking into consideration students' different interests, we may specify their searching sociocultural tasks. For example: *Read the information about schools in England and do some individual research about the sociocultural phenomena mentioned in it about Oxford, Stratford-upon-Avon etc.; Look at the picture of the National Memorial in South Dakota. Find out the information about these presidents and comment on their role in the history of the country*.

Culture comparison will be more effective if it is performed in different forms: a) cultural comparison profile technique. For example: Draw a parallel between Ukrainian and American cultures in meals using the following comparison items:

Comparison Item	Ukraine	The USA
Attitude to food		
Traditional meal schedule		
National cuisine		
Food preferences		
Table manners		

b) the Venn Diagram technique. For example: Draw a parallel between Ukrainian and American cultures in terms of seasons and weather.