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CONTEMPORARY BLENDED LEARNING BACKGROUNDS OF TEACHING ENGLISH FOR LAW ENFORCEMENT

The article is devoted to the implementation of contemporary blended learning backgrounds into teaching English for specific purposes in the higher educational establishments of the Ministry of Internal Affairs of Ukraine. The analysis of the method's usage in the special conditions of the war state is introduced. It is underlined that the implementation of such kind of technology will benefit not only the possibility to hold an educational process in the distant form in stressful conditions but also give the opportunity to the formation of a specific discipline's knowledge using interdisciplinary ways, to support the skills and abilities of the active self and group work.

The contemporary background of using blended learning technology is worked out in the paper. Special attention is paid to the respectful points of the international language learning centers that work in the sphere of new technologies implemented into teaching English in higher educational establishments. The peculiarities of the special cadets and officers' regimes of study and daily routine are analyzed, and their advantages and disadvantages for the organization of the educational process are implemented in the process of the model's building. Many possibilities to make the model flexible with the help of supporting the educational process through the different structural elements and units of the educational establishment are introduced. Active participation and correlation of all the members of the educational process on each level of the model's organization are considered to be the central idea of the study. The organization of interdisciplinary events and the realization of creative and scientific directions of the educative work are also crucial for the successful realization of the model.

Keywords: *blended learning; English for specific purposes; interdisciplinary; active agent; methodological support; state of war.*

Articulation of the problem. Technological innovations of the contemporary world are giving us such opportunities which can hardly be overestimated. The educational process is consequently using the advantages of the digital learning. The system of higher education has been faced the problems of rapid necessity of innovations in the sphere of distant learning at the time of the COVID pandemic and the ongoing war processes in Ukraine make this question even more important.

In the sphere of teaching English for specific purposes in the higher educational establishments of the Ministry of the Internal Affairs of Ukraine (MIA of Ukraine) the *actuality* of the teaching and learning technologies of the educational process's distant learning organization gains special importance due to the several factors:

- Educational process in this educational process is specialized by the duties and obligations of the cadets and officers, especially at the time of the War.
- The study is strongly intensified and the need to review humanitarian part of the educational programs is obvious.
- The methods of teaching English for special purposes are to be chosen in accordance with the military state of the country, duties of the participants, their geographical location and a lot of other factors.

The author strongly beliefs that the usage of the blended learning method and its modifications will help to include these special factors into the educational process's organization.

Analysis of recent publications. The problem of using blended learning technologies and their modifications in the process of learning a foreign language in the higher is devoted to the study of domestic (H. Oleynikova, O. Sherbakova, Zh. Nikolaieva, O. Korotun etc.) and foreign scholars (C. Artmas, C. Bonk, K. Chan, J. Evans, M. Impedovo, C. Graham, A. King, K. Kinley, D. Marsh, H. Yip, and others). Scientists, in particular, pay special attention to the classic definition of the term “blended learning”, to the development of its modern variation accounting rapid creations in the technological strengthen by the digital modernization. Besides, some of them stress the teacher's role as the creator and moderator of the educational process and peculiarities of the learners' personal interests.

The research all the above mentioned facts gives the possibility to define the *purpose* of the article as to build the frame of such a blended system of teaching English for specific purposes which would allow to continue educational process in the higher educational establishments of the MIA of Ukraine in the most flexible way for teachers, cadets and officers taking into account challenging circumstances of war in Ukraine.

According to the formulated purpose the following aims could be formulated:

1. To study the works of contemporary domestic and foreign scholars in the sphere of blended learning technology's development and clear out the most suitable for the upcoming model elements.

2. To take into account special regime of the professional duties of students, cadets and officers.

3. To mention technical support of the educational establishments, the possibility of connection and the geographical position of the members of the educational process.

4. To work out such a technology of blended learning of English for specific purposes which will include as many of the flexible structural elements as possible.

5. To define further directions of the technology's development.

The study is presented on the ground of historical, content and structural analysis of the scientific works, their modifications and variations, elements of observation and modelling will also be included into the article.

Research findings. At the beginning of the study it is worth to clear out the peculiarities of the term «blended learning». Although, the backgrounds of the concept were developed intensively in the recent years, the following standing points are considered to be the most useful in the content of the presented work.

As to the definition of the term «blended learning» in the borders of this article the most suitable is considered to be the one, presented by C. Bonk and C. Graham (Bonk & Graham, 2012, p. 5) who defined that “Blended learning systems combine face-to-face instruction with computer-mediated instruction”. In this work the authors (Bonk & Graham, 2012, p. 12) introduced that the blended learning systems can be designed accounting six categories:

- (1) the role of live interaction;
- (2) the role of learner choice and self-regulation;
- (3) models for support and training;
- (4) finding a balance between innovation and production;
- (5) cultural adaptation;
- (6) dealing with the digital means”.

From the point of view of the English language's study the very special attention is paid to the authors who work for the international language organizations, namely Cambridge University press, as their points of view are considered to be the most authoritative in the sphere of teaching English in the world. As an example the definition, given

by A. King (King, 2016, p. 2), where he states, that “the practice of combining (blending) different learning approaches and strategies is not new. Distance learning courses have long combined blended learning through a mix of self-access content (print / video / TV/radio) and face-to-face / telephone support. What is new is that today, technology combines all the different media within one environment: online. The online space facilitates learner–learner interaction, encourages incidental and exploratory learning and allows learners and teachers to stay connected outside the classroom, if they so wish. Learners can benefit from the fact that space and distance do not matter anymore. Teachers and educationalists are now understanding more and more that, with the 'right blend', teachers can offer a much richer, supportive learning environment, learning opportunities increase, learning becomes more effective and the learning process becomes more enjoyable.”

D. Marsh (Marsh, 2012, p. 2-5) also supports his definition, stressing that “Today blended learning can refer to any combination of different methods of learning, different learning environments, different learning styles. In short, the effective implementation of blended learning is essentially all about making the most of the learning opportunities and tools available to achieve the "optimal" learning environment.” She also underlines the following strengths of blended language learning;

- “It provides a more individualized learning experience J provides more personalized learning support;
- It supports and encourages independent and collaborative learning;
- It increases student engagement in learning accommodates a variety of learning styles;
- It provides a place to practice the target language beyond the classroom;
- It provides a less stressful practice environment for the target language;
- It provides flexible study, anytime or anywhere, to meet learners’ needs;
- It helps students develop valuable and necessary twenty-first century learning skills.

Significant deal of information is performed at the sites of universities, language learning and development platforms. Special

interest is paid to the basic grounds of the blended learning performed in the work (Blended Learning: 10 Trends. April, 2014). The main 10 directions of the continuously developing technology of blended learning can be defined like that:

- Constant change of the student' quantity.
- Development of cognitive skills on the high level (According to Bloom's taxonomy).
- Realization of activities of the teachers' and the students' advantages.
- Teaching of the decision making with e usage of the knowledge bases.
- Support of the learning individualization.
- Productive gamification.
- Mobile world of the students.
- Student's access to the mobile devices.
- Broadband connection.

Grounded on the abovementioned scientific works in the sphere of blended learning, taking into account the most contemporary trends and peculiarities of the English language study, performed by authoritative international organizations, specifying the technologies' development, specially minding the demands and trends of the foreign languages development in the higher educational establishments (Concept of development ..., 2019) and other, paying attention to the performing law enforcement duties at the time of war the main frame of the blended learning organization of teaching English for specific Purposes at the time of war can be defined.

The background content elements of this model were inspired by the works of the Cambridge Educational Centers' scientists (King, 2016) and (Marsh, 2012). The main tips and technologies of the Cambridge Education and British Council cites are also used in the process of writing this article.

At the beginning of the model's description it must be stated that during the period of the military state of the country the system must be as much flexible as possible and the exclusion of one element is to be replaced by the strengthening of the others.

The following main active agents are to be introduced in the model:

1. An Educator (a teacher, a tutor, a lecturer)
2. A Learner (a cadet, a student, an officer)

3. A Support (a methodical department worker, a course officer, authority of the educational establishment).

We are also to underline levels of the blended learning technologies on which the definite characteristics of the active agents' interaction and the usage of the possible technical means will be performed:

1. Preparatory, pre-task level
2. Initial level
3. Middle level
4. Final level
5. Post work considering

Before the presenting of the model it is to be stated that the usage of the “blend” proposes a part of the time to be devoted to the off line auditoria communication with the teacher. It comes nearly impossible at the state of war. That is why it is considered to be replaced by the other forms and means where possible.

Table 1.

**Model of the teaching English
for law enforcement in challenging circumstances**

Active agent Levels	Teacher (tutor, lecturer)	Cadet (student, officer)	Support (a methodical department etc.)
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Tasks

Preparatory, pre-task level	- to evaluate the conditions and components of the educational process; -to reorganize the time scale of the kinds of work (if the online part is impossible it should be substituted by the recalling of the previous material or by the on-line communication)	- to recollect the previous materials carefully; - to be connected with the methodical worker of the educational establishment, the course officer, the authority of the educational establishment	- to connect with the teachers and learners; - to get the information about them, their living spaces, job duties etc.; - in cooperation with the teacher to check and adopt the materials and stocks for distance learning (repositories, e-books, e-tasks, e-tests etc.)
Initial level	- to prepare teaching materials in order to revise and recollect as much of the off-line gained material as possible; - to prepare on-line, home, self and individual	- to prepare and check the quality of on-line connection and electronic devises; - to prepare the given materials, their openness and to make	- to revise the time table and make changes in it if necessary; - to create the group chats which will include all active agents;

	<p>tasks;</p> <ul style="list-style-type: none"> - to prepare and check the tasks for the platforms for distance learning; - to prepare recommendations for usage of external informational platforms and courses 	<p>their reserve copies;</p> <ul style="list-style-type: none"> - to connect with a teacher; - to connect with the other members of the studying group; - if possible, to free the morning shift; - to create a working space; - to revise previous material 	<ul style="list-style-type: none"> - to check the psychological state of the members of the educational processes; - to exclude and correct technical breaks, if possible; - to support teaching process
Middle level	<ul style="list-style-type: none"> - to explain the themes and structures of the lessons; - to clear the materials; - to define forms and methods of the work; - to recommend materials for on-line, self- and individual study; - to use appropriate and effective methods and blend them in accordance with the specific situation; - to provide individual and group consultations 	<ul style="list-style-type: none"> - to be involved into the learning process as much as it is possible; - to use all the recommended and additional materials; - to be in constant connection with the other members of the group; - try not to depend on the teacher all the time; -to communicate with each other in pairs and small groups; 	<ul style="list-style-type: none"> - to check the correspondence of the electronic materials to the curriculum of the learners; - help to build individual educational trajectories of the learners; - to initiate creating working groups of students from different departments; - to support the individual learning of the students; - to control on-line lessons and to propose ways of their perfections
Final level	<ul style="list-style-type: none"> - to sum up the materials; - to organize the revision of the most difficult parts; - to prepare different forms of control; - to held a possibility of multidisciplinary control (creative forms included); - to initiate and support research and scientific forms of the learners' work; - to support the work of creative and research work; - to benefit international connections. 	<ul style="list-style-type: none"> - to be able to find necessary information in order to make the tasks; - to be ready to the individual and group work; - to appreciate the value of the work of each member of the educational process; - to be able to make interdisciplinary connections and use the given knowledge practically; - to be able to correct their own mistakes after the consultations. - to be able to learn from each other. 	<ul style="list-style-type: none"> - to initiate different events on the level of the educational establishment and its structural parts; - to enlarge communication with the agents of the educational processes; - to provide technical support of the work of technical individual means of control; -to support individual and group consultations; - to count additional forms of the learners' self-education. - to initiate binary and multidiscipline lessons

<p>Post work considering</p>	<ul style="list-style-type: none"> - to analyze the structural parts of the educational process; - to analyze the results of the control measures and the learners' results; - to provide the feedback from the learners; - on the base of the feedback and personal conclusions to think over the professional materials and initiate changes in the working plans if necessary; - to encourage multidisciplinary forms of the educational process 	<ul style="list-style-type: none"> - to analyze personal results and initiate improvements of the personal educational plan; - to be ready to the further work as a member of the educational or research group; - to improve the skills and abilities of performing the results of the work before the professional auditory; - to be able to debate on the professional grounds; - to propose contemporary topics, useful for the further practical work 	<ul style="list-style-type: none"> - to make the analysis of the teachers work for the definite period; -to analyze the results of the students' control measures; - to provide testing forms of supportive control; - in cooperative with the other active members of the educational process initiate changes of the curriculum; - to encourage the membership of the active agents in the international binary and multinational cooperation
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Conclusions. While analyzing scholars' works the following findings may be presented: the blended learning system of teaching English for specific purposes at the higher educational establishments of MIA of Ukraine is a complex and structured technology which includes a lot of necessary elements. It also must fit a great deal of demands. First of all, the participants of the educational process must be active and result oriented, the system itself is to be is flexible as it is possible to be ready to the changes of circumstances in the condition of the war state. The supportive part of the authorities of educational establishments and methodological workers is peculiar to this technology's building. The remarkable part is also devoted to the close connections, interdisciplinary relations and technical support of the active agents of the educational establishments.

Naturally, the restricted volume of this article gives no opportunity to research all the features and possibilities of the technology. Among others, the most competitive fields of the further researches are seen in the spheres of the careful planning of the work with this method and the planning of the work of those participants of the educational process's whose connection is complicated. Technical

and methodological support of the educational establishments also may be a significant part of further study.

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ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ МАЙБУТНІМ ПРАЦІВНИКАМ ПРАВООХОРОННИХ ОРГАНІВ НА ОСНОВІ СУЧАСНИХ ТЕХНОЛОГІЙ ЗМІШАНОГО НАВЧАННЯ

Стаття присвячена впровадженню технології змішаного навчання у викладання англійської мови спеціального призначення у закладах вищої освіти Міністерства внутрішніх справ України. Проаналізовано особливості використання педагогічної технології в стресових умовах воєнного стану. Підкреслено, що її впровадження сприятиме освоєнню знань із англійської мови на підґрунті міждисциплінарного підходу, формуванню вмінь і навичок активної самостійної та групової роботи.

У статті опрацьовано сучасні передумови використання технології змішаного навчання. Особливу увагу приділено міжнародним центрам вивчення мов, які працюють у сфері впровадження нових технологій формування іншомовної компетентності у здобувачів вищої освіти. Проаналізовано особливості спеціального режиму навчання та розпорядку дня курсантів і офіцерів, їх переваги та недоліки щодо організації навчального процесу.

Запропоновано авторську модель педагогічної технології змішаного навчання англійської мови, у якій чітко визначено завдання для викладачів, кадетів (студентів) і відповідних підрозділів навчального закладу (методичних служб) на підготовчому, початковому, середньому (проміжному), фінальному і контрольному (розміщення виконаної роботи) рівнях змішаного навчання. Автори намагалися зробити модель максимально гнучкою завдяки підтримці навчального процесу різними структурними підрозділами вишу. Центральною ідеєю дослідження є активність і взаємозв'язок усіх учасників освітнього процесу на кожному організаційному рівні технології. Окрім цього, важливе значення для успішної реалізації моделі має організація міждисциплінарних заходів та актуалізація творчих і наукових напрямів виховної роботи.

Ключові слова: змішане навчання; англійська мова спеціального призначення; майбутні працівники правоохоронних органів; міждисциплінарність; активний агент; методичне забезпечення; воєнний стан.

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