екстралінгвістичних факторів, оскільки курсанти живуть автономно всередині замкненої групи однолітків у системі жорстких ієрархічних відносин. Вплив соціокультурних факторів проявляється не лише у зміні притаманної їм раніше манери поведінки, способу життя, а й власне мовлення [2, с. 205-211].

Переконані, що інтерес українських філологів та соціологів до галузі курсантської жаргонології підвищиться, що допоможе в подальшому прогнозувати особливості розвитку національної мови в цілому.

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METHOD OF BLENDED LEARNING IN TEACHING ENGLISH

The education process is a daily challenge for many students and teachers. So, English as a foreign language (EFL) teachers must be facilitators who help students to go through different stages during the

learning of a foreign language and get them aware of the importance of the resources around them to learn a foreign language. Nowadays there is not only printed material but also a wide range of technological resources, thanks to the invention of the Internet and technological devices used all over the world. These are virtual resources such as wikis, blogs, podcasts, emails, websites, video links, iPods, third screen devices, etc., which foreign language learning. In this context, the foreign language teacher must organize all the technological resources in a methodological way to make them work for students in their learning process.

So, blended learning (BL) has become one of the most common ways to teach English as a foreign language due to its double component, which integrates face-to-face classes with virtual learning in order to offer students a wide range of materials and resources organized in a methodological way. Blended learning is an innovative teaching method which combines different learning approaches supported by flexible interactive platforms and resources that offer new environments to improve skills and upgrade competences. According to the concept of blended learning, under current conditions the educational system methods of traditional education can be optimally combined with the advantages of remote technologies.

Apart from that, as the ultimate goal for any language-learning student is communication, the blended learning process should facilitate authentic communication. A communicative approach to language teaching serves to expose students to authentic language, and includes assignments that simulate real-life tasks, requiring students to use English in real-life situations. The idea behind this approach is that the circumstances of learning a second or foreign language should be very similar to the way an individual learns his or her first language. Therefore, when learning a new language, skills should not be learned and practiced separately, but simultaneously due to BL [1].

Therefore, BL is a tool available to students in order for them to go beyond the classroom and work on different interactive activities as an extension of the direct teaching classes. Through all the technological resources they have around them, students can learn about different subjects and cultures, surf the internet and utilize technological devices they have access to, such as iPods, ipads, laptops, Mp3s and Mp4s, among others.

Blended learning refers to a language instruction approach that combines online (i.e., computer-based) and offline, face-to-face (i.e., teacher-led classes and course books) components to best meet the specific learning needs of an individual or group of individuals. Such an approach to language instruction provides learners with more varied, interesting, and

authentic learning environments, and allows learners to doubly benefit from the independent computer-based work (which is necessary to reach today's generation of students), and the time-tested teacher-led method that provides learners with the structure and guidance they need.

However, the implementation of a blended learning must have a pedagogical foundation for each setting where it is planned in order to be developed. When introducing blended learning, it is important to consider, among other things, the students' needs and preferences, their foreign language level, and educational background. Considering the previous aspects, EFL teachers have the challenge of planning virtual learning environments that are appealing to their students. In this way, foreign language teachers are in charge of the methodological planning of BL courses which could be used to empower the EFL learners [2].

When planning blended learning courses, it is important to take into account all the aspects involved in them, as stated by researchers [3]. The first element teachers have to consider is the institutional aspect since it depends on the institutional policies about the curriculum, the layout of the material, and the administration and financial area. The second component, the technological one, is the main consideration when teachers plan both the offline and online activities. Teachers need to have a wide range of technological resources in order to attract their students' attention: It is necessary to display topics and exercises which are appealing to them. The third variable to bear in mind is the pedagogical component, which no doubt is the most important one in these hybrid courses. If teachers have a methodological plan to organize both their face-to-face classes and the online aspect, it will lead the language learners to succeed in their learning process and obtain better results since they properly organize both components.

The fourth component is the interface design that entails the different ways teachers can display online and offline material by choosing the design and activity for each unit. To keep improving the virtual and Face-to-Face aspects of a class, it is necessary to evaluate them constantly in order to check which are appropriate and which are not, taking into account students' needs and preferences, the institutional policies and curriculum guidelines for teaching EFL. The fifth component is management. It is important to have all the learning management system ready to work and to train students to deal with this system: How to log in, how to work on the different assignments and, of course, apply learning strategies suitable to virtual environments so that students can surf the net and have links to different web sources around the world.

Blended learning is the integration of face-to-face classes with a virtual component where students have a practice opportunity to go beyond

what is taught in the classroom. So far, this hybrid learning offers students a lot of materials, resources, offline and online activities, the integration of what they learn in the classroom with what they learn on their own through the use of a virtual platform. Moreover, one of the most important aspects is the fact that students can develop autonomy towards the English learning process. Thus, EFL teachers can guide students during the process and also give them extra activities to complete on their own; in this way, they are freer to choose what to see in a lesson at their own pace.

Another benefit that a BL course provides is the technological literacy students get through the use of virtual resources. Likewise, they can explore their topics in depth, look for information in English on the Internet, and reinforce their learning process through websites related to EFL learning with a wide range of exercises. Additionally, they can peruse different databases and blogs to contact people around the world, chat with other students and learning communities, construct cooperative learning environments, and organize their own virtual learning environment, among other benefits.

So, as it should be assumed, blended learning is an education program that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some element of student control over time, place, path, or pace. So, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery.

BL include online components which provide learners with stimulating sources of authentic language, including videos, listening passages, and reading texts, and then engage students in the independent work made up of valuable and practical activities that allow them to practice all language skills in meaningful contexts, and to receive immediate feedback on all work – including pronunciation and writing.

By combining online components with offline components – in other words, by implementing a blended approach to language instruction – students will benefit from the autonomous approach to learning (through the computer-based instruction) and also from the chance to partake in communicative, interactive pair-work and group activities, with guidance and feedback from peers and teachers, leading to more effective learning processes and achieving more significant results.

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ІНШОМОВНА ОСВІТА ДОРОСЛИХ ЗАСОБАМИ ДИСТАНЦІЙНОГО НАВЧАННЯ

Поступова інтеграція України в європейський простір спричиняє певні зміни в українському суспільстві. Перед ним постає нова вимога, а саме володіти іноземними мовами. Сучасний ритм життя та робочий графік значно ускладнюють можливість дорослим вивчати мови, відвідуючи курси або заклади післядипломної освіти. У зв'язку з цим з'являються нові, нетрадиційні форми навчання дорослих. Варто зазначити, що під поняттям *«дорослий»* в цій роботі ми розуміємо фахівця, який має вищу освіту, досвід роботи за фахом та має потребу у вивченні іноземної мови здебільшого через необхідність підвищення кваліфікації. Дистанційне навчання набуває популярності у контексті іншомовної освіти дорослих.

Дистанційне навчання є особливою індивідуальною гуманістичною формою навчання і базується на використанні інформаційно-телекомунікаційних технологій з метою організації повноцінного освітнього процесу незалежно від того, на якій відстані знаходяться викладач та здобувач [1]. Така форма навчання дає змогу впроваджувати інтерактивні технології викладення матеріалу, що сприяє кращому вивченню іноземних мов. Завдяки дистанційній формі навчання дорослі можуть опановувати іноземними мовами, налаштовуючи свій навчальний графік так, щоб вдало поєднувати його з роботою.

Одним із засобів організації дистанційного навчання іноземній мові дорослих є дистанційний курс, що являє собою комплекс навчально-методичних матеріалів, структурованих в електронному вигляді, які зберігаються на спеціальній електронній платформі. Курс призначений для організації індивідуального та групового навчання з використанням дистанційних технологій під керівництвом викладача і вимагає активного спілкування за принципом викладач–здобувач,