TO THE QUESTION ON THE APPLICATIONS OF THE HYBRID METHOD OF TRAINING FOREIGN LANGUAGE

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Abstract

The rapid development of information technology using the Internet over the past decades has greatly enriched the methods of teaching foreign languages. A hybrid / combined method of teaching foreign languages has been widely disseminated in Russia and France and is used along with traditional teaching, combining it with the increasing use of Internet. This method involves the integration of classroom activities, face-to-face (F2F) classroom, e-learning.

The additional self-learning being subject to advanced learners facilitates the improvement in the quality of training courses for those who study French as well as the development of communication skills.

 The Application of the hybrid method implies an individual approach to the learner, taking into account his individual and psychological characteristics, in particular, the speed of mastering the material.

The hybrid method combines paper with texts in electronic form.

This interactive method of teaching combines virtual and real communication that provides communication teacher – learner also out of classroom. Learners have the opportunity to communicate more both with their colleagues in the academic group, and with the teacher, there is no time limit, since Internet resources can be used at any convenient time.

The practice of applying this method in the system of higher education has shown that, in the context of communicative technologies development the hybrid method of teaching foreign languages becomes interesting and effective for both participants in the learning process and inevitably enhances the quality of education and the university's ratings on the market of educational services.

Keywords: hybrid method, e-learning, communication skills, self-learning, foreign languages, modern technologies.

1 INTRODUCTION

New technologies have led to the emergence of the so-called "hybrid" method of teaching, which combines both traditional printed textbooks (paper carriers) and multimedia content, i.e. integrates digital technology with classroom teaching. In recent years, this method is widely used in teaching foreign languages both in Russia and in other countries, for example, in France.

Language is considered as a set of competences, each competence can exist independently of others (Beacco, 2007). At mastering of the basic communicative competences the communicative approach is used, thus the cognitive aspect of training is especially underlined. The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR or CECR) prefers an active approach to teaching a foreign language and treats the learner as a social actor who performs not only linguistic but also social tasks (Conseil de l'Europe, 2001).

Prior to the widespread use of the Internet (in the 1990s), the distance learning had existed (i.e., in absentia), and in the 2000s, with the development of information technologies and the Internet, new forms of instruction appeared, and teaching methods changed significantly.

There was a need to improve the quality of education by changing the traditional system, making the learning process more flexible (Valdès, 1995). Thus, a hybrid method has emerged, which is designed to improve the quality of individual learning through remote work, monitoring trainees. When applying the hybrid method, a special place is given to the active training approach.

Hybrid training has an innovative character, uses new pedagogical technologies, where the teacher is not only the actor of the learning process, but also acts as a mediator.

The purpose of the article is to analyze the methodology of the hybrid method in the process of teaching the French language.

2 METHODOLOGY

The hybrid method is considered by us as an improvement of existing teaching methods, a new teaching methodology that combines classes in the classroom with a teacher and self-study using Internet resources. Students receive homework to work online using Internet resources. Remote work is carried out both individually and with groups of students. The teacher exercises partial control over the activities of the trainees and acts as a consultant. The teacher should structure the proposed course, outline specific goals, determine which tasks are suitable for individual classes, and which ones are for group work. Verification of the acquired knowledge should be carried out not only during classroom classes, but also online, when students perform control tests. Observing a differentiated approach in teaching, for students with a higher level of knowledge, online jobs with increased complexity are offered online.

Using the traditional method of teaching, the teacher and students are at the same time and in the same place, and in hybrid learning there is a division in time and space. It can be noted that this involves both synchronization and diachrony in the learning process.

Modern methods offer additional methods of self-education in order to intensify the work of students, supplementing the insufficient amount of classroom hours (Nissen, 2007, p.131). Thus, the amount of independent work in online with the use of Internet resources (e-learning) exceeds the amount of work in the classroom (classroom). In the classroom, preference is given to the communicative and active approach, which includes teaching, instruction and assessment of knowledge.

New methods allow students to acquire written and oral communication skills, understanding, verbal reproduction of texts in accordance with communicative goals and learning objectives according to the levels A1-C1 CEFR. In this case, the trainee is the actor of the learning process itself.

When teaching French the teacher is faced with an important goal not only to teach vocabulary, grammar, syntax, but also to draw learners' attention to the life of the French society, the French-speaking world, emphasizing the culturological aspect of the language being studied.

At the selection of didactic material, the teacher is guided by the principle aimed at acquiring language skills, developing four core competencies, paying special attention to oral speech. Applying the hybrid method in preparing the lesson plan (scenario), the teacher sets before the students macro-tasks based on pragmatic and active approaches and micro-tasks having a linguistic orientation (Guichon, 2006). These two kinds of tasks should be taken into account by the trainees during self-control exercises. Macro-tasks involve interaction of students in a group. For example, the task is set: "X is going to go on an internship in France. Formulate for him 2-4 reasons why he should go there." The fulfillment of micro-tasks should help the student formulate in French the goal set before him.

The use of modern methods allows the teacher to make the teaching of the French language more dynamic and attractive, especially at the present time, when the demand for learning the French language is falling, since the most popular foreign language is English.

It seems interesting and promising to conduct classes in the form of videoconferences, where each student can communicate in classroom sessions, both with the teacher and with other students participating in the online format.

Thus, hybrid training is a complement to traditional training and enriches it. The role of the teacher is to guide the learning process using Internet resources, helping to solve emerging problems. The teacher needs to find training materials already available in the Internet, adapt them to the level of the trainees, and develop additional tasks in accordance with the needs of students. The task of the teacher is to provide the trainees with a large number of Internet resources, on which they must work independently, in accordance with the goal. In proportion, the amount of tasks and information using Internet resources is much greater than in traditional classes.

Experience shows that when learning French, the greatest difficulties arise when listening to texts and speaking. The use of the hybrid method in the process of teaching listening and speaking involves the use of various audio and video materials provided by various French channels (RFI, TV5Monde, etc). For example, the heading «Apprendre le français» of the TV5Monde channel offers methodically developed materials of levels from A1 to B2. For each language level, video materials are offered with a methodically developed system of exercises aimed at understanding the audio text, speaking and discussing the text. The teacher's task is to select the video material in accordance with the level of knowledge of the students of the group. In addition to this material, teachers also actively use other Internet resources (Ducrot, 2004). At the same time, the preference is given to authentic documents even for beginners with A1 knowledge. The teacher should develop a system of test tasks for the selected video materials for their online implementation to consolidate the acquired knowledge.

The teacher should understand what problems the trainees may have. To solve such problems, it is expedient to use a hybrid method. It is necessary to conduct questionnaires of trainees in order to understand which topics, tasks and exercises are of the greatest interest to them. Most often the survey results show that the trainees would like to pay more attention to the understanding of audio and video texts, as well as translations of written authentic documents, press, grammatical and phonetic exercises, exercises with self-tests, training games and tests. The data of the questionnaire coincide with the main purpose of teaching the French language, i.e. mastering the skills of written and spoken language, studying vocabulary, grammar and syntax, as well as teaching literate speech.

Using by the foreign-language students only French textbooks at the initial stage of training showed that there are difficulties in understanding the explanations given in the grammatical material. Therefore, the teacher should additionally use other materials, for example, national textbooks, where explanations are given in the native language. Teachers had conducted a survey of trainees who showed that the trainees had no enough time in classes to perform listening exercises and also to develop phonetic and grammatical skills. It seems that to fill these gaps, it is advisable to apply the hybrid method to perform a large number of exercises to consolidate these skills using Internet resources.

3 RESULTS

Our study showed that students using the Internet for additional training along grammatical tests, video and audio materials, also actively use exercises with answers for self-examination, as well as dictionaries for translations.

Learners perform tasks set on a given topic independently mastering the material, eliminate gaps, if the lessons were missed or the material was not learned at the required level. The ability to plan the work, make a decision and get scores for the work done, select and analyze information using modern technologies make this method attractive, interesting for the learner.

According to the questionnaire survey, more than 60% of the trainees have achieved positive results, regularly performing the proposed training exercises for fixing the phonetic skills of the French language, oral communication skills with repeated listening of materials of Internet resources.

Thus, it can be concluded that the trainees are interested in applying the hybrid method of teaching, considering that it gives the opportunity to study French independently, and is an effective addition to classroom activities. In our opinion, such responses of students confirm the effectiveness of the application of the hybrid method. In addition, trainees also emphasize the interactive nature of this method, which allows them to help each other if lessons have been missed and plan their own working hours.

As for the cultural competence of the language being studied, about 45% of the respondents answered that they did not know the culture of France well enough and asked to give them additional materials of a

culturological nature using Internet resources. The result of studying and mastering these materials should be self-prepared presentations, reports on the proposed topics, participation in conferences dedicated to the country / countries of the language.

The desire of students to continue their studies in the universities of French-speaking countries is an additional motivation for obtaining and studying maximum, comprehensive information about France and studying French.

4 CONCLUSION

The hybrid method of teaching is effective in teaching foreign languages, as it involves an active approach, compensates for the lack of live communication. Interactivity of this method promotes students' motivation and better mastering of linguistic material.

The results of the study showed that students highly appreciate the role of the teacher in using the hybrid method to stimulate the learning process.

When applying the hybrid method, it is important to ensure the motivation of the trainees to achieve the goal, as well as take into account the social aspect (social ties of trainees).

Modernization of education involves the use of modern information and communication technologies for the teaching (ICTE) of foreign languages, aimed at adapting new forms of teaching and learning that provide greater independence and flexibility of trainees.

It can be concluded that the application of the hybrid learning method allows students to acquire the following skills: effectively plan their work, make the necessary decisions, work in the information space in accordance with the task, being able to structure the information received.

The advantage of combining traditional and hybrid teaching methods allows you to get more knowledge and achieve better results when learning a foreign language.

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