



СЕКЦІЯ 4. СУЧАСНІ ПЕДАГОГІЧНІ ТЕХНОЛОГІЇ

UDC 378.091.33-028.17:81'243:004.77

DOI <https://doi.org/10.32999/ksu2413-1865/2021-94-19>**TEACHING AUDING TO STUDENTS OF NON-LANGUAGE SPECIALTIES USING THE "FLIPPED CLASSROOM" MODEL**

Lazarenko Tetyana Vasylivna,
Senior Teacher at the Department of Pedagogy,
Foreign Philology and Translation
Simon Kuznets Kharkiv National University of Economics
tlazarenko2011@ukr.net
orcid.org/0000-0002-4099-5319

The listening comprehension process is complex and multifaceted. The effectiveness of understanding a foreign spoken language is determined by many factors of physiology, psychology, psycholinguistics, linguistics. According to practicing teachers, training listening comprehension is always a more difficult task than training other types of language activities. The lack of a foreign language environment makes it extremely difficult to develop the listening skills, as it requires some willpower, mental and intellectual effort, and therefore does not usually provoke positive emotions. The article highlights the most important problems of teaching listening to students of non-linguistic specialties of higher education institutions. It contains a list of skills that the students of non-language specialties must have in accordance with the requirements of language competence in listening. The difficulties that students face during the process of listening are pointed out. Ways to control the comprehension of the information they had heard are offered. The criteria for selecting material for listening are given. It is emphasized that training listening should be based on a large amount of authentic texts. Another important methodological issue that arises when it comes to teaching listening is the use of technical teaching aids. There is no doubt about the expediency of using Internet resources during training listening in higher educational establishments. The main purpose of using the World Wide Web for the formation of speech competence is to create modern learning conditions for students, develop their interest in learning a foreign language, encourage them, expand their knowledge and experience. Therefore, the article supports the feasibility and possibility of using blended learning technology, namely the model "flipped classroom" for teaching listening in distance education. The essence of this model, ways of its realization, stages of use are described. Examples of tasks that should prepare students for listening and tasks to test comprehension of the material that has been heard are given. The advantages of using this model in training listening in both traditional classroom and distance learning are indicated. Some difficulties in its use are also listed. It is shown that the "flipped classroom" model can be effectively used not only in lecture courses, but also in teaching more communicative disciplines, such as foreign languages, and more specifically for training listening skills. In order to help teachers in the selection of listening materials, recommendations are given on the use of some useful Internet platforms. Prospects for further scientific and practical research on this topic are identified.

Key words: *auding, listening comprehension, distance learning, inverted classroom, flipped classroom, authentic materials, students' independent work, technology in education.*

НАВЧАННЯ АУДІЮВАННЯ СТУДЕНТІВ НЕМОВНИХ СПЕЦІАЛЬНОСТЕЙ ІЗ ВИКОРИСТАННЯМ МОДЕЛІ «ПЕРЕВЕРНУТИЙ КЛАС»

Лазаренко Тетяна Василівна,
старший викладач кафедри педагогіки, іноземної філології та перекладу
Харківський національний університет імені Семена Кузнеця
tlazarenko2011@ukr.net
orcid.org/0000-0002-4099-5319

Процес аудіювання складний і багатогранний. Ефективність розуміння іншомовного усного мовлення зумовлюється багатьма факторами фізіології, психології, психолінгвістики, лінгвістики. Як свідчать викладачі-практики, навчити аудіювання завжди складніше, ніж інших видів мовленнєвої діяльності. У разі відсутності іншомовного середовища аудіювання є найважчим для опанування, оскільки вимагає певних вольових, психічних, розумових зусиль, а тому й, зазвичай, не викликає позитивних емоцій. У статті висвітлено найбільш важливі проблеми навчання аудіювання студентів нелінгвістичних



спеціальностей закладів вищої освіти. Наведено перелік умінь, якими відповідно до вимог мовленнєвої компетентності щодо навичок прослуховування мають володіти студенти немовних спеціальностей. Вказано на труднощі, з якими стикаються студенти під час аудіювання. Запропоновано способи контролю розуміння прослуханого повідомлення. Наведено критерії відбору матеріалу для прослуховування. Наголошується на тому, що навчання аудіювання слід будувати на значних за обсягом автентичних текстах. Ще одним важливим методичним питанням, яке постає, коли мова заходить про навчання аудіювання, є питання про використання технічних засобів навчання. Доцільність застосування інтернет-ресурсів під час навчання аудіювання у ЗВО не викликає жодних сумнівів. Основна мета використання всевітньої мережі для формування мовленнєвої компетенції полягає в тому, щоб створити сучасні умови для навчання для студентів, зацікавити їх, спонукати до вивчення іноземної мови, розширити свої знання та досвід. Тому в статті обґрунтовується доцільність та можливості використання технології змішаного навчання, а саме моделі «flipped classroom» для навчання аудіювання за умов дистанційної освіти. Описано сутність цієї моделі, способи її реалізації, етапи використання. Наведено приклади завдань, які мають підготувати студентів до прослуховування, і завдань на перевірку розуміння прослуханого матеріалу. Вказано на переваги використання цієї моделі під час навчання аудіювання як у традиційному класі, так і за умов дистанційного навчання. Також перелічено деякі труднощі в її застосуванні. Показано, що модель «flipped classroom» може ефективно використовуватись не лише в межах лекційних курсів, а й під час навчання більш комунікативних дисциплін, зокрема й іноземних мов, і більш конкретно для тренування навичок прослуховування. Задля допомоги викладачам у підборі матеріалів для прослуховування даються рекомендації щодо використання деяких корисних платформ Інтернету. Визначено перспективи подальших науково-практичних розвідок із цієї теми.

Ключові слова: аудіювання, сприйняття на слух, дистанційне навчання, перевернутий клас, змішане навчання, автентичні матеріали, самостійна робота студентів, технічні засоби навчання.

Introduction

The significant expansion of international cooperation, the globalization of the world economy and the rapid growth of student, scientific and professional mobility have led to the fact that today we cannot speak about the competitiveness of a university graduates in the labor market if they do not speak at least one foreign language and especially the language of the specialty. This is equally applicable to specialists of any profile and industry.

Therefore, interest in the studying and teaching of foreign languages for special purposes has recently grown significantly. It is essential for linguists, educators and methodologists to develop research in this field in order to provide a thorough language training for future technicians, lawyers and economists. Ukrainian non-linguistic universities have accumulated vast practical experience in training students in foreign languages in accordance with generally accepted European levels of foreign language knowledge.

The purpose of this article is to consider some aspects of teaching listening comprehension in a foreign language in a non-linguistic university that are related to the choice of teaching methods and the selection of didactic materials.

The purpose of the discipline “Foreign language for professional communication” in a non-linguistic university is to develop professionally oriented foreign language communicative competence of students, which will allow them to integrate into the international and professional environment and use a foreign language as a means of business, professional and intercultural communication. Since

the number of tutorial hours allocated by curricula for learning a foreign language is very limited (2–4 hours a week), it is necessary to look for ways of intensifying teaching. The teachers are required to use the latest achievements in the field of methods of teaching foreign languages in the education process. These achievements could include the use of video materials and new methods of working with them. Compared to other teaching aids, such as audio, textbooks, or the familiar blackboard, video is a relatively new medium for foreign language teachers. However, many students and even teachers are not very well aware of how to use these resources to improve their language proficiency.

The world events of 2020 have made significant adjustments to all areas of human activity, including the professional activities of university teachers. Almost all educational institutions have switched to distance learning. In this situation, both teachers and students were forced to change the traditional full-time education format to the unusual distance learning. The new format dictated the search for other methods of work, which in the given conditions would be the most optimal and effective.

After having studied the current trends in teaching foreign languages, the authors of the article decided to apply the “flipped classroom” model, which is very popular and widely used in many countries.

1. Theoretical substantiation of the problem

Mastering a foreign language as a communication tool means mastering four types of linguistic activity - listening, speaking, reading and writing, that are on various grounds interconnected and interdependent.



The term *auding* was introduced by the American psychologist Brown and has started to use in the methodological literature only recently, in the 1960s. The term *auding* (from the Latin *audire* to hear) is a receptive type of linguistic activity, which means the simultaneous perception of the language form and understanding of the meaning of an oral statement.

The issues of listening comprehension training are covered in the works of I.L. Bim, N.D. Galskova, I.A. Zimnyaya, N.V. Yelukhina, etc. The works of S.V. Gaponova, O.G. Kvasova, O.B. Tarnapolsky describe a variety of tools, methods and techniques of teaching listening comprehension, and identify certain difficulties and ways to overcome them. However, the peculiarities of training listening in non-language universities are discussed in just a few works, in particular in recent studies by G.V. Gavrilova, V.A. Yakovleva.

The study of methodological and linguistic sources has shown that training listening comprehension is one of the least developed sections of foreign language teaching methods and until recently was not considered as a subject of study or as a separate objective in foreign language teaching.

In contrast to the recent past, modern domestic and foreign foreign language programs/courses have specific requirements for the level of listening skills. But experience shows that in practical classes the listening skills development is often not given due attention. Listening comprehension is still a weak point in foreign language teaching. Therefore, teachers and methodologists face an urgent task – to study the problematic issues of the formation of speech competence in listening and organize the process so that this training was effective.

Renovation of the content of education at the present stage of development of society is not least associated with innovative processes in the organization of foreign language teaching. The changes taking place in all spheres of life require that the education system keep pace with the times. Today it is impossible to imagine a lesson without technical aids.

Analysis of recent research and publications on e-learning tools shows the increased attention of both domestic and foreign scientists to the problem of creating an informational education environment for the training of future professionals in universities. Scientists, teachers and methodologists consider the issues of networking in the educational process (I. Gurevich, D. Bergman, E. Polat, etc.); use of cloud technologies in the field of education (S. Litvinova, G. Tka-

chuk, G. Sagitova, etc.); smart technologies of learning (V. Abramov, G. Bonch-Bruevich, G. Kosenko, etc.); use of elements of distance learning during classes and in individual work of students (B. Roman, R. Kukharchuk); integration of distance and blended learning into the learning process of foreign languages (V. Kukharenko, O. Kvashnina). Theoretical and applied aspects of the use of blended learning technology in the educational process are considered in the works of such foreign and domestic authors as V. Kukharenko, M. Nikitina, O. Krivonos, D. Painter, C. Graham, R. Shank, M. Horn.

2. Methodology and methods

Significant changes are taking place in teaching methods. Scientists R. Gurevich, M. Kademiya, V. Umanets emphasize a significant improvement in the quality of learning through the large-scale introduction of digital technologies, as this is a potential for initiating distance learning and various modern learning models: e-learning, m-learning, blended-learning, flipped-learning, ubiquitous learning. Electronic learning (e-learning) is learning with the help of multimedia tools and the Internet. E-learning is synonymous with distance learning, network learning, virtual learning as all of them use information and communication technologies. The availability of electronic technologies creates appropriate conditions for the transition from book content to electronic one, enables students to study subjects independently or to follow a blended learning technology using the techniques of flipped classroom.

3. Results and discussions

The listening comprehension process is complex and multifaceted. The effectiveness of understanding a foreign spoken language is determined by many factors of physiology, psychology, psycholinguistics, linguistics. According to practicing teachers, training listening comprehension is always a more difficult task than training other types of language activities. The lack of a foreign language environment makes it extremely difficult to develop the listening skills, as it requires some willpower, mental and intellectual effort, and therefore does not usually provoke positive emotions.

The method of forming listening comprehension competence is based on a scientifically sound experiment and experimental training. In the term of methodology, listening comprehension training is a specially organized program of actions with learning material that is perceived by the ear.

Auding is of great importance in the methods of teaching foreign languages, because the perception of a foreign language



by ear is a complex process that requires maximum attention and commitment from the student, and consistent preparation for the development of this type of activity from the teacher. In this regard, there is the urgent question of the methodological organization of listening comprehension training and proper planning of the process, so that the level of listening skills of students of non-linguistic specialties could meet the demands of the modern information society.

In practical foreign language classes, students must learn:

- to understand spoken language directly from the voice and in the recording (audio, video, etc.);
- to grasp and keep in mind the essence of what has been heard;
- to understand speech at different speeds;
- to take information as a whole without omissions;
- to separate important from minor;
- to understand the general content in the presence of unfamiliar words;
- to determine the subject of the message;
- to divide the text into meaningful groups;
- to establish logical connections;
- to determine the main idea;
- to understand different texts: narrative, descriptive, fable;
- to understand monothematic and multifaceted texts;
- to understand the learned material in various combinations (at different levels) (Gavrilova, 2006).

It should be recalled that listening is a receptive type of language activity, which is a simultaneous listening comprehension and understanding of speech. Therefore, it is necessary to focus on the difficulties the students of non-linguistic faculties face while listening. This is a failure to process the information perceived by the ear quickly and adequately, lack of experience in listening to a spoken foreign language, a failure to overcome difficulties when listening. Thus, a foreign language teacher at a non-linguistic faculty must set specific tasks for teaching listening. (Elukhina, 1977: 20–23).

Before listening, the student must be given clear, precise assignment on how to perform the task. This worksheet directs him to the listening and understanding of audiotext. There must not be just “listen” or “listen to the text” instructions, as such guidance will not involve the students in the listening process. They must know clearly the purpose of the listening. At the same time the assignments must not be formulated in the way when they follow the chronological course of the audio material.

Control of comprehension can be done orally or/and in writing. Test tasks in listening usually involve selective answers (alternative, single-element and multiple choice), as well as tasks - classification, filling in tables/diagrams, tasks to restore the missing elements of the sentence, conversation on audio text, its translation and/or retelling, etc. (Tarnapolskiy, 2006).

Among many methodological issues that are usually considered when discussing teaching listening comprehension is the question of choosing the right texts to listen to. In our opinion, the teaching of professionally-oriented listening in non-linguistic higher educational establishments should be based on larger authentic texts. The material for listening must be authentic to illustrate examples of live speech. By authentic audio and video materials we mean recordings that were made for native speakers and that include linguistic and extralinguistic information from such areas of society that are related to the professional activities of future professionals and demonstrate the functioning of language as a means of professional communication in the environment.

Another important methodological issue that arises when it comes to teaching listening is the issue of using technical teaching aids. There is no doubt about the feasibility of using Internet resources while teaching listening in higher educational establishments. The main purpose of using the World Wide Web for building linguistic competence is to create up-to-date learning environment for students, motivate them, encourage them to learn a foreign language, increase their knowledge and experience.

Thus, after getting acquainted with modern trends in foreign language teaching, as well as taking into account the peculiarities of students' perception of new material under the conditions of distance learning, we decided to use the model “flipped classroom” for teaching listening. This model enables the promotion of new technologies without abandoning conventional teaching methods. In this sense, the “flipped classroom” model involves the replacement of some traditional learning activities with various types of educational interaction in the electronic environment.

When referring to the model of “flipped learning”, one should remember its four main elements (the four pillars): Flexible environment, Learning culture (new learning model), Intentional content (conscious approach to the learning model) and Professional educator (qualified teacher), the English abbreviation is FLIP.



Flexible environment means creating conditions in which students can choose by themselves where and when they will study. Hence, while watching video lectures, they can choose how many times they will watch it in full or watch some specific parts of it. The new learning model (Learning culture) means that the role of the teacher as a primary source of information (teacher-centered approach) is also changing. He/she becomes a consultant, a “knowledge leader”, a facilitator who provides the students with the materials of electronic educational and methodological complex, helps to understand problematic issues. It also means that the teacher must choose the right material, both for videos and for work in the classroom, taking into account the different levels of foreign language skills of the students and the complexity of the material reviewed. A qualified educator (Professional educator) means that the teacher plays an even more important role in the “inverted classroom” than in the regular one.

The idea of the model is that the teacher places on a specially organized resource (website, page in a social network, page on an educational platform) of the Internet, a video that he/she prepared individually or borrowed from the Internet on the topic related to the studies and gives the students a task to see and analyze it. And students watch this video at a convenient time and in a convenient place, and thus prepare for the next class, in which they together with the teacher briefly discuss the theory and perform a large number of practical tasks. (Paimakova, 2020).

A concise overview of the process can be presented as follows:

Traditional Class	“Flipped classroom” Model
1. Work in class	1. Work at home
To study theoretical material ->	To study theoretical material ->
to do assignments and train the material learned	to do assignments and train the material learned
<u>2. Work at home</u>	<u>2. Work in class</u>
To do assignments and train the material learned	To practice the theory and do cognitive tasks

This technology opens up the possibility to free up a large amount of time in a practical class for the extensive development of students’ professional competencies, such as: the ability to communicate actively in a foreign language in scientific, industrial and social spheres, readiness for social mobility.

There are various ways to implement this learning model, but all of them are based on one basic principle: direct learning is carried

out outside the classroom, and practice and application in the class itself. This means that students perform lower levels of cognitive activity (such as gaining knowledge) outside the classroom, and focus on understanding higher forms of cognitive activity (application, analysis, synthesis, assessment) directly in the classroom. Thus, it becomes possible to use classroom time for group sessions, where the students can discuss key aspects of the material viewed at home, test their knowledge and interact with each other, doing practical work. That is, the inverted classroom model is a cycle of “pre-class work – class work – post-class work”. (Kvashnina, 2016)

Obviously, the inverted classroom model can be most effectively applied in lecture courses. But our experience shows that it can be successfully applied in teaching more communicative disciplines, in particular in teaching foreign languages, and more specifically for training listening skills. So, within the framework of this model, a fairly large amount of material can be presented. These include: the presentation of some theoretical grammar material for subsequent training in a traditional class; video or audio recordings, podcasts for further analysis and class discussion; instructions and assignments for writing written works.

When working with the inverted classroom model, the following structure of stages is most commonly used: 1) watching training video; 2) interactive work in the classroom; 3) observation – feedback – evaluation. In turn, as the personal experience of the author of the article shows, it is better to divide work with video into stages as well.

The first stage is preliminary. It can take place in a traditional classroom session, or in on-line Zoom or Skype classes. At this stage, it is necessary to draw the students’ attention to the topic of the video (for example, with the help of leading questions or an invitation to discuss the statement of a famous person on this topic). If the teacher assumes that the students may have difficulties in perceiving authentic material of a linguistic or sociocultural nature, then it is necessary to provide appropriate explanations. Or, this step can be included in the assessment worksheet in the form of appropriate assignments to help remove possible difficulties. Then, if the teacher is planning to work with a videofilm in the next class, the students receive an assignment that includes a list of new vocabulary on the topic to remove difficulties in understanding the authentic videofilm, a set of pre-text tasks, a link to a video, and tasks to check understanding of the content of the video.



The next stage is the stage of direct work with the video material. Students do a self-study of the material at home at an individual pace involving necessary support resources and watch the video listen to the audiotrack as many times as necessary for understanding. Some videos offer captioned viewing. Then, while watching, students can combine two types of language activity – reading and listening and correlate what they see with what they hear.

At the stage of discussion, the degree of understanding of what was seen and heard is checked. Some of the tasks are completed by students at home. These can be tasks of multiple choice, tasks for filling in gaps in the text or for completing sentences, tasks such as choosing the correct answer from two. Whether these assignments are successful must be checked in the classroom as well. Students participate in the discussion using new vocabulary, express their attitude to the topic and plot of the video. Receptive skills (the ability to extract the most significant information, the ability to understand the content of what was seen/heard), cognitive skills (the ability to observe, analyze, compare), reproductive skills (the ability to reproduce the main content), of speech etiquette (start/end a conversation, express an opinion, express agreement/disagreement, etc.) are being developed at this stage.

When we applied the flipped classroom model in teaching listening, we took into account its key points.

1. Students should be able to access the material they study prior to the traditional classroom learning. In our case, we used the Moodle learning environment, which is actively used in our university not only for distance learning, but also in traditional classes. It allows the teacher to download the necessary assignments (educational, test, additional) for both classroom and extracurricular individual work of students. At the same time, the main language material is emphasized with the help of small tasks for audio and video films.

2. Audio and video materials should motivate students to prepare for the traditional class. One of the simplest and most effective ways to motivate is to give points, i.e. evaluation. The teacher should inform students in advance that the quality of the assignments that will be presented to them in the classroom depends on their thorough preliminary preparation online.

3. It is necessary to develop tasks to check the understanding of the content by students and their assessment (multiple choice tests, correct/incorrect statements, filling in the gaps in the text with the necessary information, written answers to the questions posed,

etc.). Then, in a traditional class, the teacher is able to direct the students' attention to the most important points, to check how well they understand the content and engage with the material, to provide the training in the use of certain lexical and grammatical units, i.e. to prepare students for more productive and cognitive work. Here it should be mentioned that Moodle educational environment has technical facilities to develop automatic tests. It's a time consuming process but if you are planning to use the test in a large group and not for once than it is a good solution.

4. Assignments performed in traditional classroom activities should include higher-level cognitive activities. In turn, assignments previously completed by students individually should provide sufficient preparation for the relevant activities in the classroom.

As you can see, the use of the "flipped classroom" model in teaching a foreign language in general and teaching listening in particular, in addition to the obvious advantages, has some difficulties.

Firstly, in order to be able to quickly and easily provide all participants of the educational process with video and audio materials and assignments for them, students and teachers must work in a single educational environment.

Secondly, use of this technology significantly increases the amount of work for the teacher. After all, the teacher has to distribute educational material for students' individual work at home and in a traditional class, select the necessary audio and video material, that is required for the curriculum, comprehensible, suitable in duration, and interesting and motivating as well. In addition, for each video and audio track, it is necessary to develop interesting and informative tasks for work in the classroom. And, of course, the first challenge is to develop detailed instructions and tests that will help to check whether the students understand the content of the videofilm or audiotrack and whether they did the assignment at all.

Certainly, the implementation of innovations in the educational process requires teacher's effort, energy and time. However, we hope that the efforts invested in the "flipped classroom" in the current year will make the work easier next year, since the most part of the materials can be used again. Although here it should be remembered that some materials may become out of date or completely disappear from the Internet.

In conclusion, I would like to recommend the following platforms where you can find educational and entertaining videos: Ted



Talks and Ted-Ed, engVid, Show-English, British Council, BBC, BBC Documentary, Multimedia-English, Fenglish, CNN, English with Lucy, Rachel's English, CrashCourse.

Online magazines for economists:

Forbes is a famous financial magazine. *Forbes* has e-books, podcasts and video-interviews with entrepreneurs and materials about the richest people on the planet.

The Economist is a British economic magazine with many videos and podcasts.

Harvard Business Review is a business and economics magazine. The magazine has regular webinars and its own podcasts, as well as a video collection that consists of interviews, mini-lectures and animated videos.

Conclusions

Listening is an active creative process that requires all due attention in foreign language classes. Mastering the listening skills together with speaking makes it possible to communicate in a foreign language and sets a number of basic methodological tasks for the teacher:

- to develop students' skills to listening to a foreign speech and understand it;
- to expand and enrich the students' vocabulary;
- to form and develop grammatical skills;
- to develop speaking and writing skills;
- to develop professional communication skills of future specialists.

The success in these tasks depends to a certain extent on the use of modern teaching equipment and educational technologies. Of course, when studying a foreign language, the use of even the most modern technology cannot replace the educational process provided by the program, but it can be an effective complement to it. The use of modern technologies encourages the teacher to be creative in finding opportunities to adapt them to any curriculum and to find materials for students with different levels of language and professional training. Teachers need to clearly articulate not just the principles of teaching listening, but the principles of teaching listening using the Internet.

One of the useful tools that can be successfully used not only in traditional teaching classes in a foreign language, but also in distance learning, is blended learning technology, namely the "inverted classroom" model. It is in full conformity with the idea of computerization of education, the purpose of which is to improve its quality. The combination of self-directed online education and instructor-led classroom learning helps bring the learning process closer to the needs of each student. The "flipped classroom"

model really solves the problem of creating a situation of open communication in the classroom, allows each student to show initiative and activity, independence, provides conditions for independent, meaningful study of the topic; helps in analyzing and evaluating new knowledge.

Despite the large amount of scientific research in the field of digital learning environment, we believe that it is necessary to continue work in this direction, as new problems constantly arise concerning the use of developing information technologies for teaching a foreign language in higher education institutions. We also see prospects for further research in the introduction of other blended learning models in the process of professional training of future specialists.

BIBLIOGRAPHY

1. Гаврилова А.В. Обучение аудированию иноязычной речи в условиях неязыкового вуза: (на материале английского языка) : дис. ... канд. пед. наук : 13.00.02. Санкт-Петербург, 2006. 182 с.
2. Елухина Н.В. Основные трудности аудирования и пути их преодоления. *Иностранные языки в школе*. 1977. № 1. С. 18.
3. Зимняя И.А. Психология обучения иностранным языкам. Москва : Просвещение, 1991. 206 с.
4. Квашнина О.С., Ажель Ю.П. Анализ педагогической модели «Перевернутый класс» в преподавании английского языка как иностранного в техническом вузе. *Вестник высшей школы «Научные сообщения»*. 2016. № 6. URL: https://www.kstu.kz/wp-content/uploads/docs/restricted/lib/periodic/Alma%20mater_2016_6_108.pdf (дата обращения: 17.01.2021).
5. Кострубіна О.В. Аудіотекст та етапи роботи з ним у процесі розвитку аудиторних умінь і навичок студентів. Викладання мов у вищих навчальних закладах освіти: зб. наук. праць. Вип. 11. Харків : ХНУ імені В.Н. Каразіна, 2007. С. 170–175.
6. Лазаренко К.А. Основы методики навчання іноземним мовам. Київ : Вища школа, 1997. 230 с.
7. Маркова О.В., Шматок Т.Г. Перевернуте навчання як один із методів покращення вивчення іноземної мови в сучасному економічному вузі. Стратегії міжкультурної комунікації в мовній освіті сучасного ВНЗ: зб. матеріалів IV Міжнар. наук.-практ. конф. м. Київ (15 березня 2018 р.). Київ: КНЕУ, 2018. С. 256–262. URL: <http://ir.kneu.edu.ua/handle/2010/25078> (дата звернення: 17.01.2021).
8. Мельникова О.К., Благовещенская А.А. Применение метода «перевернутого класса» в преподавании английского языка в вузе. *Успехи современной науки*. 2017. № 1, Том 1. С. 96–99. URL: <https://elibrary.ru/item.asp?id=28386158> (дата обращения: 17.01.2021).
9. Паймакова Е.А., Вострикова О.В. Применение модели «Перевернутый класс» в преподавании английской грамматики в период дистанционного обучения. *Мир науки. Педагогика и психология*, 2020 № 4, URL: <https://mir-nauki.com/PDF/68PDMN420.pdf> (дата обращения: 17.01.2021).



10. Гарнапольський О.Б. Методика навчання іншомовної мовленнєвої діяльності у вищому навчальному закладі освіти : навчальний посібник. Київ : Фірма «ІНК ОС», 2006. 248 с.

11. Кухаренко В.М., Березенська С.М., Бугайчук К.Л., Олійник Н.Ю., Рибалко О.В., Сиротенко Н.Г., Столяревська А.Л. Теорія та практика змішаного навчання : монографія / за ред. В.М. Кухаренка. Харків : «Міськдрук», НТУ «ХПІ», 2016. 284 с.

12. O.S. Kvashina, E.A. Martynko Analyzing the potential of flipped classroom in ESL teaching // International Journal of Emerging Technologies in Learning (IJET), 2016. Volume 11, Issue 03, P. 71–73 <http://www.i-jet.org> (Date of access: 17.01.2021)

REFERENCES

1. Gavrilova, A. V. (2006). Obuchenie audirovaniyu inoyazychnoy rechi v usloviyah neyazykovogo vuza: (na materiale angliyskogo yazyka): [Teaching listening to a foreign language speech in a non-linguistic university: (on the material of the English language)]: dis. Cand. ped. Sciences: 13.00.02. SPb [in Russian].

2. N.V. Elukhina (1977). Osnovniye trudnosti audirovaniya i puti ih preodoleniya [The main difficulties of listening and ways to overcome them]. Inostranniye yazyki v shkolye, 1, 18-23 [in Russian].

3. Zimnyaya, I.A. (1991) Psihologiya obucheniya inostrannym yazykam [Psychology of teaching foreign languages]. Moscow: Prosveshchenie [in Russian].

4. Kvashina, O.S., Azhel Yu.P. (2016) Analiz pedagogicheskoy modeli «Perevernutiy klass» v prepodavanii angliyskogo yazyka kak inostrannogo v tehniicheskoy vuzе [Analysis of the pedagogical model "Inverted classroom" in teaching English as a foreign language in a technical university]. Vestnik vysshei shkoly Nauchniyee soobshcheniya, 6. URL https://www.kstu.kz/wp-content/uploads/docs/restricted/lib/periodic/Alma%20mater_2016_6_108.pdf [in Russian].

5. Kostrubina, O.V (2007) Audiotekst ta etapi roboti z nim u protsesi rozvitku auditivnih umin i navichok studentiv [Audiotext and the stages of work with it in the process of developing students' auditory skills]. Vikladannya mov u vishchih navchalnih zakladah osviti: zb. Nauk. prats. Vip. 11. Kharkiv: KhNU imeni V.N. Karazina. [in Ukrainian.]

6. Kukharenko, V. M. (2016). Teoriya i praktyka zmishanogo navchannya [Theory and practice of blended learning]. Kharkiv: "Miskdruk", NTU KhPI". [in Ukrainian].

7. Kvashina O.S., Martynko E.A. Analyzing the potential of flipped classroom in ESL teaching // International Journal of Emerging Technologies in Learning (IJET), 2016. Volume 11, Issue 03, - P. 71-73 <http://www.i-jet.org> (date of access 17.01.2021). [in English].

8. Lazarenko, K.A. (1997) Osnovi metodiki navchannya inozemnim movam [Fundamentals of the technique of teaching foreign languages]. Kyiv: Vishcha shkola. [in Ukrainian].

9. Markova, O. V., Shmatok, T. G. (2018) Perevernute navchannya yak odin iz metodiv pokrashchennya vivchennya inozemnoi movi v suchasnomu ekonomichnomu vuzi. [Inverted learning as a means to improve mastering a foreign language in a modern university of economics]. [Electronic resource]: Access mode: <http://ir.kneu.edu.ua/handle/2010/25078> [in Ukrainian].

10. Melnikova, O.K., Blagoveshchenskaya, A.A. (2017) Primeneniye metoda "perevernutogo klassa" v obuchenii angliiskomu yazyku v vysshey shkole [Application of the "flipped classroom" method in teaching English at a university]. Uspehi sovremennoy nauki, 1, 1, 96-99 URL: <https://elibrary.ru/item.asp?id=28386158> (date of access 17.01.2021). [in Russian]

11. Paimakova, E.A., Vostrikova, O.V. (2020). Primeneniye modeli "Perevernutiy class" pri obuchenii angliyskoy grammatike v period distantsionnogo obucheniya [Use of the "inverted classroom" model in teaching English grammar during distance learning]. World of Science. Pedagogy and Psychology, 4 URL <https://mir-nauki.com/PDF/68PDMN420.pdf> (free access). Title from the screen. [in Russian].

12. Tarnapolskiy, O.B (2006). Metodologiya navchannya inshomovnoyi movlennevoi diyalnosti u vishchomu navchalnomu zakladi osviti: navch. posibnik. [Methods of teaching foreign language activity in an establishment of higher learning]. Kyiv: Firma "INK OS". [in Ukrainian].

*Стаття надійшла до редакції 03.02.2021.
The article was received 03 February 2021.*