

**ANALYSIS OF TECHNOLOGY AND METHODOLOGY
OF APPLYING BLENDED EDUCATION IN ENGLISH LANGUAGE
TEACHING**

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Abstract: *The main goal of mixed education in teaching English is to help students understand the basic laws and language of the artistic aspect of media and information, to develop the ability to aesthetically accept artistic media texts and analyze them from the point of view of professional activity.*

Key words: *aesthetic aspect, professional-critical, ideological, mixed education, tendency.*

Analyzing the above-mentioned theories of blended learning in English language teaching, the following conclusions can be reached:

1. The "injection" theory of blended learning encourages focusing on the negative effects of the media, as well as the problems of the negative effects of violence. In this case, the media is highlighted as an "agent of cultural degradation" such as comics, advertising, and the press that spreads unreliable information.

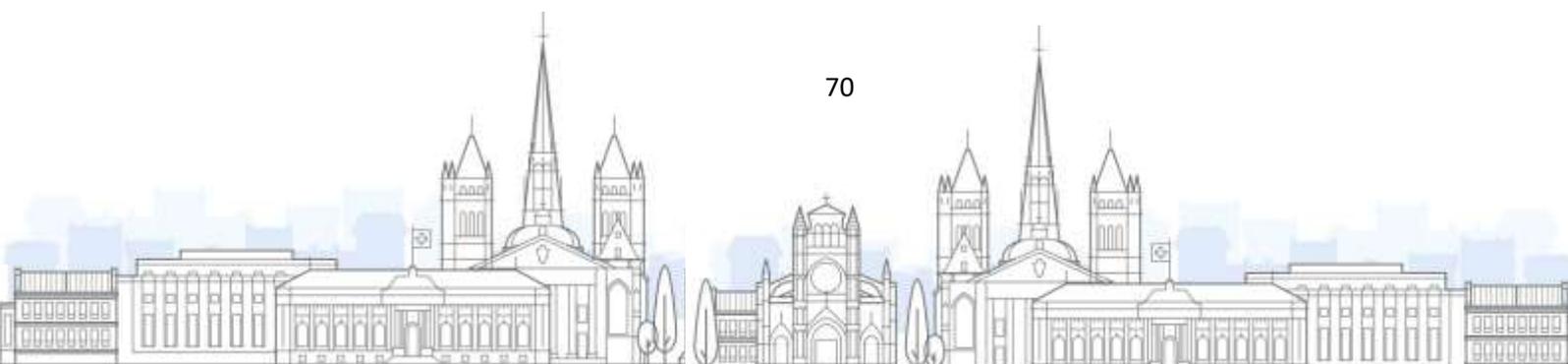
2. In many theoretical approaches, one can find similarities with the theory of "development of professional and critical thinking":

- the ideological and ideological theory of mixed education, as in the theory of "development of professional and critical thinking", is based on the classification of whose interests some media information meets and what professional activity it is related to;

- there is a direct harmony between the semiotic and "professional-critical thinking" theories of mixed education, the manipulative possibilities of the media and the professional-critical approaches to the analysis of media texts;

- the analogy with the theory of cultural studies of mixed education enters the task of pedagogues, through which students are taught to evaluate and master media texts.

3. In most theories, the central place is allocated to learners, which corresponds to modern approaches to preparing students for professional activity.



4. Educational, educative and creative approaches to the use of media opportunities are generally considered in mixed education concepts. In the implementation of these approaches, pedagogues apply various methods in the course of educational activities:

- descriptive method (retelling the general content, noting participants and events),
- method depending on the person (depicting emotions, relationships, memories related to the media text),
- method of analysis (language, structure of media text, analysis of different points of view),
- method of classification (place of the work in the historical context),
- method of explanation, interpretation (thinking about the media text, formulating discussions),
- evaluation method (expressing conclusions and conclusions about the good and superior aspects of the media text based on certain criteria).

As a result of the integration of mixed education in English language teaching, the following actions should occur: a professional-critical approach to the knowledge acquired on the basis of mixed education; interpreting information, understanding the specific professional activity, the intended purpose of the information, establishing one's personal position in relation to the information, searching for the required information from various sources; systematization of information according to certain signs; being able to turn visual information into a verbal sign system and vice versa; the ability to transform information, change its size, form, sign system, carrier, etc. based on the communicative interaction and especially the purpose of the audience; the ability to defend personal views based on evidence, to find errors in the information obtained and to make suggestions for their correction; accept alternative points of view and state their well-founded arguments for or against each of them; establishing associative and practical connections between information messages; being able to distinguish the most important aspect of the message, etc.

The effective use of information and communication technologies in the development of professional knowledge, skills and qualifications of students in the process of preparing students for professional activities by ensuring the integration of natural sciences and specialized sciences in higher education in English language teaching is of particular importance.

The minimum level of education of students on the basis of mixed education should be as follows:

- understanding and understanding tasks in different definitions and contexts;
- searching for necessary information from various sources;

- systematization of proposed or independently selected information according to certain signs;
- collecting and systematizing thematic information for a long time (during a quarter, half an academic year, a full academic year or at another time);
- converting verbal information into a visual sign system and vice versa;
- understanding the goals of communication, the direction of information flow;
- write reviews and announcements of important news;
- creating a plan of the message that meets the information requirement, to suggest a form of its description suitable for its meaning;
- extract data from the offered information and present it in a tabular form or in another form;
- working with the equipment of information preparation, transmission and reception at a primitive level.

As a result of the analysis of the methodology of the field of foreign mixed education, attention is paid to the problem of the method of interaction between the teacher and the student as follows:

- creation of a free environment, i.e. an environment of mutual trust, psychological comfort during training;
- appropriate use of polysemic (multiple meaning) description of information; abandoning the strictly programmed structure of training (principle of improvisation);
- the legitimacy of a large number of information interpretation options; recognizing the equality of all participants in training, including the teacher, in relation to information;
- taking into account the close socio-cultural environment and students' interest, future professional activity.

Mixed education has two equal goals - the development of a professional-critical approach to media texts, as well as the development of communicative, professional, creative abilities of students, that is, the skills of receiving, creating and transmitting media texts.

Media-communicative competence (agency, awareness) is competence in perceiving, creating and transmitting messages by means of technical and semiotic systems, taking into account their limitations. It is based on a professional-critical approach, as well as the ability to engage in media communication with others based on their professional knowledge.

The whole range of problems arising due to the intensive development of the media is also defined:

- media as a "parallel direction";

- media and traditional education system;
- development of professional knowledge, skills and abilities of students against the negative impact of the media;
- preparing students for professional activities in the media and information society.

In particular, the problem of the influence of mass communication on the formation of values and moral standards among students has become important; "now it is not possible to prepare a student for professional activity without forming a reference system of values and a professional-critical attitude to the messages sent through mass communication channels."

We believe that students need to engage in creative and hands-on assignments with a variety of media. All this makes it possible to develop the ability to understand, understand, evaluate, and interpret various media, and to reveal the communicative abilities of students.

Here, the concept of the level of aesthetic culture of a person has a basic description in the mixed education model. In the field of mixed education, ethical and aesthetic approaches are also considered. In addition, it was emphasized that the goal of perfecting the aesthetic perception of cinematographic works is aimed at, and special attention is paid to the issue of bringing a well-rounded person to adulthood with the help of cinematography. Through film education, a person develops a good aesthetic taste, the absence of stereotypes, thinking figuratively, understanding that cinema is not a mirror image of life, but art, and realizing that it is necessary to study art; the need for serious film art, the ability to understand films in their place, visual attitude to film products, and interest in film history should have general aesthetic and special qualities.

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