

Blended Learning for Teaching Professionally Oriented Foreign and Native Languages

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Abstract

The work represents a new approach to the technology of blended learning. This new vision was developed during the period of online education in 2020-2021. The research shows relevance in the framework of developing high efficiency of professionally-oriented language education. Blended learning is an educational technology that has been theoretically developed in various countries over the past decades. Blended learning was and still is mostly understood as a combination of offline and online education as delivery methods; at present, such training involves a flexible combination of formats, in different proportions. The aim of the research is combining different types of delivery methods, pedagogical strategies, and tactics according to the needs of a particular student or a group of students. In Moscow Aviation Institute (National Research University), we provide teaching of both foreign and native professionally-oriented languages. In the situation of the COVID-19 Pandemic, we started to use new approaches to education. One of the ideas was to use a blended learning technique mixing two language disciplines. This approach turned out to improve the efficiency of the teaching process in unprecedented conditions due to the inclusion of all the skills and systems of languages. We developed general speech culture, intuitive linguistic flair, enlarged students' active vocabulary, improved soft skills (flexible skills) of a non-linguistic type, which include critical thinking, teamwork, and creativity. The main task of developing and introducing this new approach was the provision of efficiency of teaching professionally-oriented language skills.

Keywords: blended learning, English for specific purposes, blended learning types, learning styles, teaching professionally-oriented languages, teaching English as a second language, teaching native languages

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Introduction

Teaching languages nowadays requires high proficiency in different pedagogical techniques and technologies. For more than one decade Moscow Aviation Institute (MAI) has been the platform for research of different e-learning technologies, including podcasting (Artyushina & Sheypak, 2018; Artyushina, Sheypak & Golov, 2017), learner's autonomy (Artyushina, Sheypak & Zhurbenko, 2020) to reach high efficiency of professionally-oriented foreign language teaching. Blended learning is among these technologies. Blended learning is an educational technology that has been theoretically developed in various countries over the past decades and is actively used in secondary school, as well as in higher education. Blended learning was understood as a combination of offline and online formats, at present such training involves a flexible combination of formats, in different proportions depending on the nature of the discipline (Stein & Graham, 2020; Horn & Staker, 2015). Lately, due to special conditions of education caused by quarantine, we have been using the technology in professionally-oriented foreign language teaching. The study of this technology allows us to highlight three main aspects: institutional, organizational or technological, and pedagogical. This technology is considered as a way of developing professionally-oriented skills.

Every profession is a set of skills including linguistic skills (Harpe, Radloff & Wyber 2000). Professionally oriented linguistic skills are analytical skills of processing information. "Professionally oriented" does not mean orientation to a specific profession, but means orientation to a professional activity in general in technical areas. Search, selection of the information for a particular purpose, analysis, structure of a phrase, text, current analysis, abstracting, annotation (other types of compression and expansion of information), and presentation of your information in oral and written form for various professional purposes can form the aim of teaching English for specific purposes. The development of analytical skills opens the way for continuous sustainable self-learning, increasing the level of competence in their profession.

Information and analytical skills teaching is a fusion of teaching of all types of speech activities in different proportions. It can be both a goal of learning and a tool at the same time. Information and analytical activity can become a new concept of professional training and a fundamental difference between language education in higher education and school education, as information and analytical skills simply cannot be formed within the framework of school education, and ensure continuity between bachelor's, master and postgraduate studies in higher education.

Students come to technical colleges having several skills, which were developed at the lessons of native language at school. These skills can be used as a basis to continue the development of analytical skills in the frame of professional language education. In addition, as the course of the native language is continued at the level of higher education we can continue the development of analytical skills both in English and the native language.

The working hypothesis of this study we have formulated as follows - the effectiveness of the system of language education in non-linguistic universities can be significantly increased provided that if in the learning process will take into account the personal characteristics of students, their goals for professional development, developing professional analytical skills using

methods of blended learning mixing online and offline education as well as different aspects of studying foreign and native languages.

Literature review

Blended learning within the framework of teaching a foreign language

New challenges constantly make teachers search for new approaches to teaching. Technologies successfully used some time ago do not show the same level of efficiency today. The term blended learning describes a solution that combines several different delivery methods. Blended learning has a definition that states (Bonk & Graham, 2006) a combination of instruction from two historically separate models of teaching and learning. Mostly blended learning presents itself as a combination of online and offline approaches. Though the definition does not limit the understanding with only online and offline teaching and learning. Many works show the interest the teachers have in using the technology of blended learning (MacDonald, 2008; Al Noursi, 2020) facing the requirements of the current pandemic situation. Some researchers try to adapt approaches used for years to the new pedagogical situation with the help of blended learning (Babelyuk, 2021). The research has to state the lack of publications considering the procedure of mixing two languages as delivery ways to develop professionally-oriented language skills.

In this publication, the researchers focus on the pedagogical aspect, which involves the development of methods and content (various materials necessary for the learning process). Introducing blended learning, you can go "top-down." The system of teaching can be formed based on the university strategy for the development of blended learning (Osguthorpe & Graham, 2003), the development of regulatory documents, support for various educational support services, special detailed training of teachers, and only then a methodology and content for new curricula. However, it is possible to carry out such work and "from the bottom up". We adhere to the point of view that, starting "from the bottom", we conduct preliminary testing of the model, really estimate our resources for its implementation in practice.

The research emphasizes here that if initially teachers understood blended learning as a combination of offline and online formats, at present such training involves a flexible combination of formats, in different proportions depending on the nature of the discipline. We combine different types of delivery methods, pedagogical strategies, and tactics, the level of involvement (independence) of the trainee in the process, educational and non-educational processes (training + research, training + work) according to the needs of a particular student or a group of students. We combine self-developed materials and courses with ones designed by our colleagues for different purposes.

Using blended learning as a way to make the educational process more efficient in difficult unprecedented conditions during the COVID-19 Pandemic, four basic teaching models were developed and described. They are "rotation of stations" - work in groups within the same classroom (offline and Teams platform), but with the solution of different problems; "inverted class" - homework is completely or partially converted into the classroom; laboratory rotation - offline and online training; flexible model - several different audiences, several groups of students, a leading teacher and coordinating teachers, project work and an individual learning path. Note,

however, that with all the external variety of already known models, the number of "mixing objects" is usually limited and they repeat in practice.

Particular attention was given to the preferred learning styles of students. Every person knows, sometimes unconsciously, that, for example, reading information is less efficient than listening to the information to understand the particularities of some issue. Each person chooses different learning styles and techniques (Gardner & Hatch, 1989; Hunt, 2001). Everyone has a mix of learning styles. Some styles are dominant, others require a lot of effort and are less comfortable. Some teaching approaches study the styles and try to develop less dominant styles. We suggested that using dominant styles we can develop professionally oriented skills. By recognizing and understanding students' learning styles, we can modify the process.

Blended learning within the framework of teaching both foreign language and native language

The experience of teaching the Russian language and the English language by the employees of the same department of Moscow Aviation Institute (National Research University) allows us to approach the development of a new – the fifth - model of blended learning. In this case, the "object of mixing" - and this is *the novelty of our approach* - is the content, which forms the basis of the curricula of two disciplines "The Russian language and speech culture" and "Professionally oriented English language". At the same time, the logic of the courses, at least at the first stage of implementation, may remain the same.

For the implementation of such a model, the following conditions are mandatory: firstly, teachers of the two disciplines are ready for close and flexible methodological cooperation. It means they can create new algorithms, schemes, and change well-mastered, familiar educational techniques, organize the work of students in different formats, including design and research activities, know how to work in a team (Fomina, 2014; Fomina, 2016). Secondly, they work with the same group of students.

The first step of mixing is the formation of one theoretical course in both disciplines, consisting of a motivational block, a conceptual block, and an information block. The conceptual block becomes a single linguistic frame and this frame is simultaneously filled with examples from both Russian and English languages. At the second step of mixing, we begin to combine the content of the practical courses, creating "links" between them through different types of exercises and specific material. At the same time, either thematic blocks of the course/courses or the developed communication skills of students can serve as a basis for creating mixable components. The question of the amount of mixed content and the number of such links is open and the answer depends on the needs every group of students has. We believe that it is possible to start the implementation of the model we propose with a limited set of bundles or links (Fominykh, 2017; Myravyova, 2018), which, in our opinion, is another advantage of the proposed technique.

Later we can use these linked elements of the courses in case we see the possible efficiency depending on the needs of particular students. The use of the proposed technology requires special instruction for teachers, as the system can be rather complicated (Anikeeva & Ovsyannikova, 2018). We blend not only online and offline learning but also two disciplines.

Creation of links is possible in all the aspects of teaching languages in both teaching skills and systems using different online platforms (Teams, Zoom, the institute system of online education) and combining online and offline formats, changing the level of students' autonomy.

Traditionally, four skills are considered basic in the methodology of ESL teaching: reading, writing, speaking, and listening. We offer to consider activities of text analysis to be a separate skill from the point of view of organizing professionally-oriented languages learning process for students of engineering and technical specialties, as often professional communication is connected with summarising, reviewing, translating, and interpreting different types of texts. For possible links, we tried to find spheres where there is no difference in both English language and Russian language communication or the difference is minor or non-significant. Aspects of possible links, in the process of teaching skills and systems, presented in Table One and Table Two.

Table 1. *Teaching skills and aspects of possible links*

Skill	Aspects for possible links
Reading	Structure of sentences, abstracts or texts; prediction of the contents considering the given extra linguistic information
Writing	Structure of different types of letters, essays, official documents
Listening	Situational dialogues, emotions in speaking
Speaking	Situational dialogues, linking words, standard reactions
Analysis of texts	Actual analysis of texts (theme-rematic analyses), understanding the meaning of sentences and word combinations through the meaning of words in Russian/English

Table 2. *Teaching systems and aspects of possible links*

Systems	Aspects for possible links
Phonology	Similar sounds in both languages
Lexis / Vocabulary	International words, understanding the meaning of words through the meaning of words in Russian/English
Grammar	Syntax
Discourse	Style and genre aspects, pragmatics of speech

Participants

In this study, we analyzed the works of 113 first-year students of Moscow Aviation Institute majoring in technical specialties. These first-year students were taking courses in professionally oriented Russian and English languages. The sample has an approximately equal number of females and males between the ages of 18 to 21. All participants were of Russian ethnicity and nationality. On average, these participants had 9 years of formal English learning at school and accomplished the school course as they are the students of Moscow Aviation Institute. For these students, professionally-oriented English and Russian are compulsory courses during the first three years of their four-year bachelor program.

Methods

Experimental demonstration of the methodological model of two language blending learning

Here is a brief demonstration of the "blending" procedure for mixed teaching of Russian and English using the example of the "Working with texts" block, one of the tasks of which is

"Determining the main idea of the text". The research implies that the programs can be created in such a way that knowledge acquired while studying the native language at the professionally oriented level can be used while studying the professionally oriented foreign languages.

The first step of "mixing": one theoretical course is formed, which consists of:

Motivation block - describing situations when it is necessary to find the main idea of the text;

Concept block - the text is seen as the result of speech activity; we describe the text the elements of meaning in which are soldered as a single task, the author's "top priority", are the same for the sender and receiver of information; we discuss the analogy between verbal communication and film, the cinematic "text": if you exclude one or more frames or add new, you can destroy the Director's concept and the viewer will have a different understand of what he sees; if we talk about "words and sentences", then in the text, the language elements form a sequence in which the addressee sees the connections between the individual elements clearly and unambiguously; as a result of this discussion, the rules of the "understandable" text are established: integrity and coherence.

The second step of "blending": "bundles" are created between the two practical courses through different types of exercises and specific material; the basis for creating blended components in this case is the developed communication skill of students, but it is also possible to mix specific material:

Formulating the task - to determine the main idea of the text;

Selecting the text for analysis - in the course "Russian language and Culture of speech" articles are selected on the principle of high quality command of the Russian language and connection with the future professional activities of the students; in the course of "Professionally oriented foreign language (English)" the texts are selected according to the level of language proficiency and specialization of a particular student in the sphere of popular science

Discussing how to solve this problem in the best way - first, students offer their versions of the answer, the group discuss these versions, then the teacher summarizes the discussion, focusing the students' attention on the main points of solving the communicative problem:

method: carefully read the entire text several times;

meaning: while reading the text, it is necessary to write or highlight the most important elements of meaning in the text, at first glance; to determine the theme of the text; to find out exactly what the author said on the subject, to see if this procedure can be based on the paragraph division of the text, to highlight the thesis in each paragraph, to underline the main proposals in the speech message; to include specific facts, event and situations, but if this is the actual material a lot, you should consider what message the sender of the information wants this material to convey to the addressee; then you need to connect the selected material to express the main idea of the text;

language: it is desirable to formulate the main idea of the text in one sentence, so it is necessary to shorten the selected sentences, leaving only phrases that contain important

information that reveals the author's attitude to the topic under consideration, using different grammar patterns.

Giving feedbacks - the results of the students' work are evaluated and commented on, the difference between the main idea of the text and the retelling of the text is discussed paying attention to different types of secondary texts; in addition, spelling and punctuation errors made by students are considered, pointing out the difference in the languages as the punctuation in English is different from the punctuation in Russian and is not studied at school level.

Results

Table Three shows the results of working with texts during the lessons in the course of the Russian language.

Table 3.. *Examples of the works*

The students' answers	Teacher's short comments / feedback
<p><i>Мессенджеры стали частью нашей повседневной жизни, но в их использовании есть как плюсы, так и минусы.</i></p> <p>Messengers have become a part of our daily lives, but there are both pros and cons to using them.</p>	+
<p><i>Становление мессенджеров стало неотъемлемой частью жизни людей, отношение людей к этому; могут ли мессенджеры заменить живое общение?</i></p> <p>The messengers has become an integral part of people's lives, we should take into consideration people's attitude to it; can messengers replace live communication?</p>	Common phrases; questions instead of answers
<p><i>В данном тексте статистически описаны социальные проблемы людей при ограниченной возможности личных встреч в условиях пандемии. Так, установлено, что люди до сих пор вынуждены общаться посредством мессенджеров. С вербальным общением связаны важные социальные процессы: ведение дел в компаниях, жизнь близких друг-другу людей и родственников, без которых невозможна нормальная жизнь и развитие общества. Так, в тексте приведена статистика, показывающая, что общество еще не приспособилось к современным условиям, и его адаптация к ним требует времени, и также для этого потребуется решить ряд, вытекающих из этой статистики, задач. Данный текст о проблеме вербального взаимодействия в ситуации пандемии.</i></p> <p>This text statistically describes the social problems of people with disabilities relating face-to-face meetings in the context of a pandemic. Therefore, it is established that people are still forced and have to communicate through messengers. Important social processes are associated with verbal communication: the conduct of business in companies, the life of close people and relatives, without which normal life and the development of society is impossible. Thus, the text contains statistics that show that society has not yet adapted to modern conditions, and its adaptation to them takes time, and this requires solving a number of tasks arising from these statistics. This text is about the problem of verbal interaction in a pandemic situation.</p>	A lot of specific material; a "shift" from the topic; too many words.
<p><i>Психологическая модель и основные реакции поведения пользователей при общении в мессенджерах различны. Для многих этот вид коммуникации</i></p>	It is necessary to make the text shorter, three sentences into one.

<p><i>достаточный, но всё же не полноценный. В онлайн общении есть как свои плюсы, так и минусы.</i></p> <p>The psychological model and the main reactions of users' behavior when communicating in messengers are different. For many, this type of communication is sufficient, but still not complete. In online communication, there are both pros and cons.</p>	
<p><i>Мессенджеры, без которых невозможно представить жизнь в современном мире, имеют достоинства: это отличный способ быть на связи с близкими; без приложений в жизни осталась бы только работа/учеба; легкость общения (собеседники не видят друг друга); есть возможность подумать над ответом. Но у медали всегда есть две стороны, поэтому мессенджеры имеют и недостатки: онлайн-общение не может заменить живых встреч; короткие сообщения не всегда понятны, возможен буллинг; может возникнуть зависимость от социальных сетей.</i></p> <p>Messengers, without which it is impossible to imagine life in the modern world, have advantages: this is a great way to stay in touch with your loved ones; without apps, only work/study would remain in your life; ease of communication (the interlocutors do not see each other); there is an opportunity to think about the answer. However, the coin always has two sides, so messengers have disadvantages: online communication cannot replace live meetings; short messages are not always clear, bullying is possible; there may be a dependence on social networks.</p>	<p>A lot of details; the volume is too wordy.</p>
<p><i>Несмотря на психологическую легкость использования мессенджеров, онлайн-общение не может заменить живых встреч. Однако это прекрасный способ выходить на связь с близкими, с которыми нет времени и возможности встретиться лично.</i></p> <p>Despite the psychological ease of using instant messengers, online communication cannot replace live meetings. However, this is a great way to get in touch with people who do not have the time and opportunity to meet in person.</p>	<p>It is necessary to make the text shorter, two sentences into one.</p>
<p><i>В тексте приводится статистика, собранная после проведения опроса среди пользователей разнообразных мессенджеров. В период пандемии мессенджеры для многих стали единственным способом общения с близкими, но далеко не все могут обходиться лишь мессенджерами в силу ряда причин. Также мессенджеры стали неотъемлемой частью рабочего процесса большинства людей, но многих волнует злоупотребление среди коллег функционалом мессенджера. Также остро стоит вопрос с зависимостью от мессенджеров и необходимостью семейных или групповых чатов.</i></p> <p><i>Р. С. Данный текст – это лишь приведение сухой статистики без единого элемента рассуждения, не совсем ясно, о какой основной мысли может идти речь в данном случае. То, что написано выше, скорее походит на краткое содержание, но не на основную мысль текста...</i></p> <p>The text contains statistics collected after conducting a survey among users of various messengers. During the pandemic, messengers have become the only way for many people to communicate with their loved ones, but not everyone can manage only with messengers for a number of reasons. Messengers have also become an integral part of the workflow of most people, but many are concerned about the abuse of messenger functionality among colleagues. There is also an acute problem with the dependence on messengers and the need for family or group chats.</p>	<p>Too many details, the main idea is not clear.</p>

<p>P. S. This text is just a summary of dry statistics without a single element of reasoning, it is not entirely clear what the main idea can be discussed in this case. What is written above is more like a summary, but not the main idea of the text...</p>	
<p><i>[Я считаю, что] основная мысль (цель) текста заключается в том, чтобы выяснить значение социальных сетей для людей в различных сферах жизни, и их возможности по замене живого общения.</i></p> <p>[I believe that] the main idea (purpose) of the text is to find out the meaning of social networks for people in various spheres of life, and their possibilities for replacing live communication.</p>	+
<p><i>Мессенджеры позволяют поддерживать общение, уделять время не только работе или учебе, также наличие стикеров, мемов или отсутствие собеседника рядом позволяет сделать общение легким. Негативными сторонами мессенджеров являются: отсутствие возможно увидеть вживую своих родственников, неточность сообщений собеседника, несвоевременная отправка аудиосообщений, буллинг.</i></p> <p>Messengers allow you to maintain communication, to devote time not only to work or study, also the presence of stickers, memes or the absence of a companion nearby allows you to make communication easy. The negative aspects of messengers are: the lack of opportunities to see their relatives live, the inaccuracy of the interlocutor's messages, late sending of audio messages, bullying.</p>	The main idea is not visible over the facts.
<p><i>[Основную мысль данного текста автор включил в первое предложение публикации]: Изучение психологических моделей поведения и основных реакций пользователей при общении в мессенджерах.</i></p> <p>The author included the main idea of this text in the first sentence of the publication: The study of psychological patterns of behavior and the main reactions of users when communicating in messengers.</p>	We can see only topic, there is no main idea. If you follow the thoughts of the author it doesn't provide the best result.
<p><i>Несмотря на то, что мессенджеры удобны и достаточно просты в использовании, а также позволяют быть на связи с близкими, они не могут (и вряд ли смогут) заменить живые встречи; к тому же, у мессенджеров есть очевидные минусы (короткие сообщения собеседника могут восприниматься неточно, а у некоторых и вовсе развивается зависимость от мессенджера).</i></p> <p>Despite the fact that messengers are convenient and quite easy to use, and also allow you to be in touch with your loved ones, they can not (and are unlikely to be able to) replace live meetings; in addition, messengers have obvious disadvantages (short messages of the interlocutor can be perceived inaccurately, and some even develop dependence on the messenger).</p>	+
<p><i>Важно отметить, что сам по себе текст носит исключительно информативный характер. В статье имеется большое количество цифр и различных процентных соотношений. Текст описывает проводимый среди людей разных поколений опрос на тему роли и влияния мессенджера на бытовую жизнь среднестатистического человека. Поскольку авторская позиция, как мне кажется, в данном тексте практически отсутствует, я рискну предположить, что данный текст является исключительно ознакомительным. Имеется в виду, что тут представлена сухая статистика, цифры, однако отношения к ним не наблюдается.</i></p> <p>It is important to note that the text itself is extremely informative. The article has a large number of figures and various percentages. The text describes a survey conducted among people of different generations on the role and influence of the</p>	Communication mistake.

<p>messenger on the everyday life of the average person. Since the author's position, as it seems to me, is practically absent in this text, I will venture to assume that this text is only for informational purposes. It means that there are dry statistics, figures, but there is no relation to them.</p>	
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From the point of teaching professionally oriented English language skills, we tried to use the knowledge and skills formed in the course of learning Russian as a base for the development of analytical skills while communicating in English. The text used was less in volume as proficiency level in English is lower than proficiency level in the native language. Texts were B1-B2 level. Table Four shows the results.

The example shows some results of the first try of the students to write a summary in English using the knowledge they acquired during lessons in their native language. The researchers could notice some particularities, which partly formed the content of further teaching of professionally oriented analytical skills. Some analytical skills formed in one language are not automatically formed in another one.

Table4.. *Examples of the work performed*

The students' answers	Teacher's short comments / feedback
<p>One of the fastest growing apps in the world, TikTok could be the beginning of an era. Along with other digital products coming out of China, TikTok has the potential to change the future of technology – a future in which the culture and interests of Shanghai or Beijing can shape the industry to a greater extent than in the San Francisco Bay Area. The rise of Chinese technology The most famous, of course, is TikTok, which has 690 million monthly active users worldwide, 100 million of which are in the United States and another 100 million in Europe. This application was closed in several countries, but it did not last long Changing Western technologies The interaction of Chinese applications with users affects Western platforms. Facebook has begun to combine various features and services under a single umbrella. Instagram Facebook Instagram Shopify in recent months added short videos similar to TikTok, called Instagram Reels, so that fans can buy products directly in the app. The future of technology If Chinese companies continue to play an increasingly influential role in technology, our online world may look very different. Western products will outpace Asian services. Future technologies will be very different from the current ones, they will become less like an ideal, development will be small steps. But this is the essence of the globalized world.</p>	<p>The student tried to follow the structure offered by original article while writing in Russian the student changed the structure of the secondary text.</p>
<p>Tik-Tok is currently the most famous and fastest growing application in the world, created by China. This application strikes at the technology we are used to. Now, Chinese applications, services and platforms are very different from Western ones. Meanwhile, Western social networks are learning from Chinese social networks. Therefore, in the future, Western social networks may not differ from Chinese. But,</p>	<p>The student did not try to offer some synonyms; the words only from the original article.</p>

<p>the Chinese, claim that their application is not entirely their merit, they want to prove that the platform is global. On this topic, the President of the United States of America, Donald Trump, reacted extremely negatively, which the Chinese were afraid of. The President claimed that the app poses a threat to national security. For some time, the application was closed, as in other countries. But this problem was temporary.</p> <p>There is a super app in China where you can do a lot of different things. The West is also trying to replicate this kind of application. This application has a commercial purpose. If China continues to have an influential role in technology, then the online world could change dramatically, for example, until 2030.</p> <p>The future of technology, in the next decade, will certainly be less and less like the Silicon Valley technology we are accustomed to. But it is likely that technology will develop slowly, step by step, still following the path of the West, rather than China. After all, this is how the globalized world works. This is an example of cross-pollination. Doing business is always about drawing inspiration from each other.</p>	
<p>Before the advent of TikTok, the absolute primacy in the development of technology was occupied by the United States, namely, Silicon Valley. Now China is developing very quickly, taking the flag of superiority in technology.</p> <p>The Chinese have combined social networks and commerce, making them convenient applications for users. Now they are enjoying a huge success. The younger generation is happy to use the application, which contains the rest. This is a more convenient and faster way to achieve your desires.</p> <p>Seeing the undoubted success of Chinese developers, American companies decided to keep up. For example, Facebook began to combine applications on its platform to make it convenient for users. This is a commercially successful solution.</p> <p>Back to TikTok. In this application, literally everything is worked out. The content is automatically checked for prohibited content and immediately removed if any are found. At this time, YouTube has to undergo a longer examination. It also shows the progress in Chinese technology. This application also uses new ways to select content for users.</p> <p>Chinese mastodons enter the American market. If this continues, then from 2030 we will be waiting for changes in the world of technology. Western developers are inspired by Chinese developments, creating a hybrid. This is to some extent an inspiration, or rather a process of globalization.</p>	<p>The student gave a lot of additional information, as if he tried to write every fact understood by him, while writing in Russian primary and secondary information was well distinguished.</p>

Discussion

The data collected show that the blended learning approach can be used to develop foreign language professional skills as well as native language professional linguistic skills. Mixing offline and online methods as delivery methods forms one type of blended learning, however, combining languages (native and foreign) can also constitute a new blended learning approach. This two languages blended learning approach makes the teaching and learning process efficient. The two languages blended learning approach helps to develop professionally-oriented language skills considering the limited timing and personal particularities of the students. According to the findings, this research offers a new way of using the knowledge of native languages to develop professionally-oriented foreign language skills.

Conclusion

This approach allows improving various communication skills among students of technical and engineering specialties. It systematizes knowledge and skills in the field of language disciplines:

- skills of effective communication, taking into account the diverse stylistic possibilities of different languages in different functional styles, primarily in scientific and official business speech;
- the ability to quickly and flexibly use theoretical knowledge from the field of linguistics in practice; possession of techniques and methods of the most expedient use of language means following specific professional tasks;
- development of general speech culture, intuitive linguistic flair, expansion of students' active vocabulary;
- improving soft skills (flexible skills) of a non-linguistic type, which include critical thinking, teamwork, and creativity.

The procedure for implementing the proposed blended learning model can be described as follows:

- Creation of a corpus of educational student texts, which can subsequently be studied to identify the most significant language units (lexical and grammatical) for effective communication.
- Compilation of a bank of tasks/scenarios, tests, videos, etc. for the "mixing zone".
- Development and analysis of general and private author's teaching materials for organizing the educational process according to the new model of blended learning.

Further, you can consider various actions for documentary, organizational, technological, and resource support of the new blended learning model, for example:

- Development of guidelines for teachers on the organization of the educational process using models.
- Exploring the possibilities of various delivery channels for educational content (perspective).
- Determination of assessment criteria and labor costs of teachers working according to the new model (perspective).

Using the proposed approach of blended learning, mixing the components of two language courses "The Russian language and speech culture" and "Professionally oriented English language", we realized the necessity of introducing into the learning process some new approaches which can answer the new needs of students, new requirements of the new generation and would be more universal from the point of view of reaching sustainability, quality of education in the unprecedented conditions of teaching languages in quarantine.

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