

**BLENDED LEARNING IN FOREIGN LANGUAGE TRAINING
OF DEGREE HOLDERS IN THE CONTEXT OF DIGITALIZATION**

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The current stage of development and improvement in higher education is characterized by active digitalization, which significantly affects the organization of the educational process in universities. The conditions of globalization and Ukraine's integration into the European and global educational space have led to increased requirements for the level of foreign-language training of holders of scientific degrees, especially in humanitarian fields. Proficiency in a foreign language is a necessary component of the professional training of future scientists, as it provides access to current scientific sources, participation in international research projects, academic mobility, and the possibility of publishing the results of scientific research in foreign publications. At the same time, practice proves that traditional forms of foreign language training do not always meet the modern needs of holders of scientific degrees and do not ensure a sufficient level of formation of foreign-language academic and professional competence. It is necessary to find and implement innovative educational models that successfully combine the advantages of face-to-face and distance learning. One of these models is blended learning, which is gaining increasing popularity in domestic and international educational practice (Graham, 2006).

The purpose of the study is to analyze blended learning as an effective model of foreign language training for holders of scientific degrees in the context of the digitalization of the educational process at a modern university. To achieve the goal, the following tasks have been defined: to reveal the essence of the concept of «mixed learning» in the context of foreign language training; to characterize its main advantages for the formation of foreign language competence of holders of scientific degrees outline the real possibilities of using digital educational platforms and online resources in the process of learning a foreign language.

The methodological basis of the research is general scientific theoretical methods, in particular, analysis, synthesis, generalization, systematization, and unconditional comparison of scientific and pedagogical sources of domestic and foreign authors devoted to the problems of digitalization of education, mixed education, and foreign language training in higher education.

In the context of foreign language training for degree holders, blended learning offers significant opportunities for integrating various digital resources, including online courses and

meetings, video lectures, podcasts, interactive tasks, electronic libraries, and scientific databases. The use of learning management systems allows us to structure educational material clearly, organize comfortable independent work, and monitor and assess the development of foreign language competence [2, p. 99].

In blended learning, it is advisable to pay special attention to the development of academic writing skills in a foreign language, a key component of the training of holders of scientific degrees. The use of digital tools makes it possible to organize clear, step-by-step work on scientific texts, to carry out review, editing, and error analysis, as well as to develop the skills of argumentation and the logical presentation of scientific thought in a foreign language. This process adds confidence and adaptability to the entire learning process [2].

In addition, blended learning promotes the development of foreign-language oral scientific communication through online platforms for webinars, scientific discussions, presentations, and international online conferences. Involvement of holders of scientific degrees in such forms of academic interaction creates conditions for the active use of a foreign language in professionally oriented communicative situations close to real scientific activity. Participation in webinars and online discussions contributes to the development of the skills of reasoned expression of one's own scientific position, the ability to respond to opponents' questions, conduct a professional discussion (Kugai, 2024), and adhere to the norms of academic speech in a foreign language.

Such forms of work allow holders of scientific degrees to gain practical experience using a foreign language in real academic settings, which has a positive effect on their language confidence and communicative competence. In addition, regular participation in international online events contributes to overcoming psychological barriers to foreign-language communication, developing intercultural communicative sensitivity, and forming readiness for professional interaction with representatives of various scientific schools. As a result, holders of scientific degrees gain experience in public speaking in a foreign language, an important component of their academic and professional training.

The results of the study show that introducing mixed learning into the process of foreign language training for holders of scientific degrees leads to a significant increase in motivation to learn a foreign language, the formation of a positive attitude toward educational activities, and the development of independent and responsible learning skills. The combination of traditional and digital forms of work creates conditions for a more flexible organization of the educational process, allowing applicants to plan their educational activities more effectively, rationally distribute the educational load, and work at a convenient pace in accordance with individual educational needs.

The use of digital educational platforms and online resources within the blended learning framework enhances applicants' cognitive activity by providing access to a range of authentic materials in a foreign language (e.g., scientific texts, video lectures, podcasts, and interactive tasks) [1, 2024]. This, in turn, has a positive effect on the quality of learning foreign-language material, expanding professional vocabulary, and developing skills for the critical analysis of scientific information in a foreign language.

In addition, the combination of face-to-face and remote direct interaction with the teacher contributes to the formation of sustainable educational motivation (because it provides constant feedback, the possibility of self-control, and self-evaluation of learning outcomes. As

a result, holders of scientific degrees not only master foreign-language material more effectively but also acquire important metacognitive skills necessary for further research activities and continuous professional development.

The results of the conducted research show that the introduction of mixed learning into the process of foreign language training for holders of scientific degrees significantly increases their motivation to learn a foreign language, fosters a stable, positive attitude toward educational activities, and develops independent and responsible learning skills. The use of elements of online education alongside traditional classroom instruction creates greater flexibility in the educational process, taking into account individual educational needs and the pace of each applicant's assimilation of the material. The combination of traditional and digital forms of work (in particular, interactive platforms, multimedia resources, and remote tasks) allows for optimizing the educational load, increasing the level of involvement of applicants in learning, and ensuring more effective and conscious assimilation of foreign language material, which is especially important for their further scientific and professional activities [3].

Summarizing the results of the conducted research, blended learning is an effective and promising model of foreign language training for holders of scientific degrees in the context of the digitalization of the educational process at a modern university. It provides flexibility, individualization, and accessibility in education, promotes the development of academic foreign-language competence, and prepares future scientists for active participation in the international scientific community. Prospects for further scientific research are related to the study of the possibilities of using innovative digital technologies, in particular, artificial intelligence tools, adaptive educational systems, and automated assessment platforms in the process of foreign language training of holders of scientific degrees in humanitarian fields.

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