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IMPORTANCE OF TEACHING ENGLISH LANGUAGE TO FUTURE CUSTOMS PROFESSIONALS USING BLENDED LEARNING METHODS

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Abstract. The problem of using Blended learning methodology as an important factor for creating conditions of successful learning and perfect application of a foreign language as a professional tool for a customs specialist, for a significant contribution to the development of customs operation, better understanding of different peoples, economic and cultural development is discussed the article. The problems of successful teaching of a foreign language contributing to the strengthening of stable friendly intercultural and economic ties between different countries and peoples are considered. The article discusses the Blended learning methodology, which is a means to ensure high-quality training of customs specialists with a high professional level of English language knowledge.

Keywords: blended learning, traditional learning, Bloom's taxonomy, distance learning, digital technologies, combination of traditional and distance learning.

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ВАЖНОСТЬ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ БУДУЩИХ СПЕЦИАЛИСТОВ В ОБЛАСТИ ТАМОЖЕННОГО ДЕЛА С ИСПОЛЬЗОВАНИЕМ МЕТОДИКИ СМЕШАННОГО ОБУЧЕНИЯ

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Аннотация. Обсуждается использование методики смешанного обучения в качестве важного фактора для создания условий успешного изучения и совершенного владения иностранным языком как профессиональным инструментом деятельности специалиста таможенного дела, для весомого вклада в развитие работы таможни, лучшего взаимопонимания разных народов, экономического и культурного развития. Рассмотрена проблема успешного преподавания иностранного языка, способствующего укреплению устойчивых дружеских межкультурных и экономических связей между разными странами и народами. Представлена методика смешанного обучения, являющаяся средством обеспечения качественной подготовки специалистов таможенного дела с высоким профессиональным уровнем знания английского языка.

Ключевые слова: смешанное обучение, традиционное обучение, таксономия Блума, дистанционное обучение, цифровые технологии, сочетание традиционного и дистанционного обучения.

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Introduction. The role of foreign language proficiency in the development of the customs system is a very important factor in the professional development of each employee of the Customs Service and the successful economic development of the country as a whole. An important role in teaching foreign languages is played by the Blended learning methodology. As a rule, in the work of foreign language teachers, full electronic courses are used, designed for a semester, or full classroom training. Our world is rapidly changing, in connection with this, the need for perfect knowledge of a foreign language as a professional tool for the activities of a customs specialist is increasing. Not only politicians and diplomats are responsible for establishing friendly economic relations with foreign countries, but also the Customs authorities are responsible for ensuring the safety of products imported into the domestic market, as well as for establishing friendly economic relations with different countries of the world. Because of the sanctions, established international ties with Western countries and the United States were destroyed and now new ones are being successfully developed. This process is also connected with the Customs system and customs officers, for successful communication with representatives of different countries through knowledge of foreign languages. Thus, the language is one of the most important components of peaceful and friendly coexistence of different countries with their roots, different cultures and traditions, mutually complementing and enriching each other. The human language is one of the most important components of the national culture, which plays an important role in establishing friendly economic relations with other peoples of the world, maintaining peaceful coexistence of people all over the globe. Language is a means of communication, in this case, communication in English, which requires future customs specialists to have a good knowledge of it. Thus, the perfect teaching of English using modern technologies is a significant contribution to the education of future customs officers, economic development, and the establishment of peaceful coexistence of people in the world [1].

It is well known that English is currently the international language of communication, more than a quarter of people in the modern world speak English and more than a billion people study it. According to statistics: 400 million people call English their mother tongue. 700 million people speak English as a foreign language, 85% of conferences and organizations in the world use English as a means of communication. About 50% of scientific and technical publications are published in English and so on. Thus, today about 1,100,000,000 people speak English in the world [2].

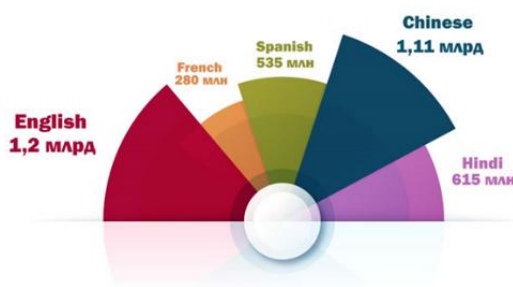


Figure 1. The number of people speaking English in the world

English is recognized as an official language in 67 countries around the world. Below is presented the statistics of English language spoken in the world, with an indication of the number of countries where this language is recognized as an official language.

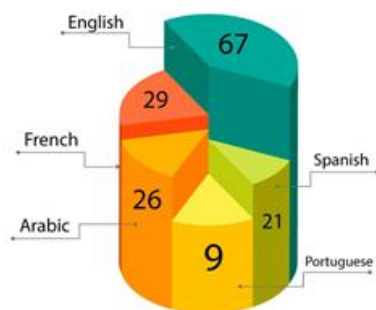


Figure 2. The number of people who speak English and the number of countries where English is recognized as an official language

The current situation demonstrates the process of active expansion of the English language throughout the world. That is why many people have to learn English in order to successfully solve political and economic problems. Knowledge of English language for highly qualified customs officers is becoming more important.

It means that problem solving depends partly on universities and the quality of foreign language teaching. Customs officers work internationally. Working internationally requires the development of a range of skills and qualifications. These are communication, interpersonal and intercultural skills, since their development is the goal of universities. And they are successfully solved through the teaching of a foreign language, since this is embedded in the teaching methodology. It is important to develop such relevant skills as: cooperation, communication, conflict management and resolution, counseling, constructive criticism, creative thinking, flexibility, negotiation skills, problem solving, relationship management, responsibility and others. All aspects of customs work are related to communication (language). Customs work involves cooperation and interaction with different people in foreign languages, especially (as noted above) in English. Thus, the search for new modern advanced methods of teaching foreign languages is one of the main tasks of teaching English to students of customs services, improving their skills.

Materials and methods. Students receive a very large amount of information when studying scientific publications, from the materials of various international conferences and forums, media, most of them are published in English. Obviously, "... A very important indicator was distance learning, when all information was received through a computer and knowledge of computer technologies became vital, and instructions for all computer technologies were presented in English. ... Only connoisseurs of English can freely read materials on the Internet. Communication on the Internet in the native language occurs on a limited scale; it is difficult to do without English to communicate on a global scale." ... [3].

Attitudes towards learning English at the university have completely changed over the past ten to fifteen years. Studying English in additional education courses is becoming more and more popular among students; It is no coincidence that the program of additional courses "Translators in the field of professional communication" provides a unique opportunity to receive a diploma of higher education, confirming the level of knowledge of a foreign language (English, in particular) and obtaining the right and opportunity to work as a

translator in the field of professional communication. Translation courses are becoming popular among customs students of our university. These additional education courses allow:

- master the techniques of professionally oriented translation;
- improve one-time competitiveness in the labor market;
- improve practical English language skills;
- work as a translator or combine translation activities with the main specialty.

The search for new modern teaching methods, with the effective use of modern technologies, is one of the ways to improve the education of future specialists in the field of customs. Methods of teaching English are constantly being improved. During the COVID-19 pandemic, distance learning was widely used. The higher education system had to be transformed to adapt to the new reality. University teachers have become witnesses and participants of cardinal changes in the approach to higher education during the period of self-isolation. Teachers had to quickly switch to distance learning. Thus, it became clear that distance learning has both advantages and disadvantages. The era of globalization and the intensive development of digital technologies has required a change in the approach to distance learning and the teachers themselves. Digitalization has become a requirement of our times [4].

It is obvious that the generation of computer-literate young people has already grown up on digital technologies and they cannot imagine their life without digital devices, they are very dependent on them. Students instantly receive information from the Internet, having the opportunity to receive education at any time and in any place. A new way of communication has appeared, which has simplified the process of interaction between people, the exchange and transfer of information. Thus, the interaction of teachers and students takes place using modern means of communication: computers, webcams, video materials, mail, ZOOM, Skype and others. Today, new formats of distance communication in education are widely used, such as web classes, chart classes, online conferences, emails, ZOOM classes, and various educational platforms. Teachers should use modern trends in teaching for themselves and students for their benefit. However, face-to-face learning is still very important in language teaching. It became obvious that creating courses that attract the attention of students and provide them with the opportunity to gain knowledge in a comfortable, attractive and interesting environment is of vital importance [5]. Thus, it becomes clear that Blended teaching and learning is the answer to these problems. The system of higher education in the field of customs today should:

- be adequate to the structure of educational needs;
- meet the tasks of social development, public interests, reproduce a system of socially significant values;
- ensure the comprehensiveness and integrity of the development of a person as a real person throughout life.

Thus, it is quite obvious that in connection with the development and reduction in the cost of information and telecommunication technologies, digital learning will be increasingly introduced. Distance learning using Internet technologies plays an important role, but face-to-face learning, as mentioned above, classes in the classroom when teaching any foreign language are indispensable. Thus, they are successfully combined in Blended learning.

Results and discussion. The time of intensive development of society and technology in general makes its own adjustments to our surrounding reality. It is known that “an innovative economy requires an “innovative person” - not only able to fully use the achievements of science and technology, but also focused on creating innovations, introducing them into all spheres of public life. In addition to the quality of education, a significant role for the future innovative development is played by life attitudes formed in a person, behavior patterns that either contribute to the spread of innovations in the economy

and public life, or hinder it". "Blended learning" combines traditional and innovative methods of teaching a foreign language, which is fully consistent with the objectives of the development of Customs in Russia. Thus, studying the program document for the development of the Customs authorities of the Russian Federation, the fundamental document in the work of customs specialists at the present time, the "Strategy for the Development of the Customs Service of the Russian Federation until 2030" (adopted by the Government of the Russian Federation by order of May 23, 2020 No. 1388-r), one can clearly trace the main trend: the development and use of digital technologies in customs. "The strategic goal of the development of the Federal Customs Service is the formation by 2030 of a qualitatively new, saturated with "artificial intelligence", quickly reconfigurable, informationally connected with internal and external partners, "smart" customs service, invisible to law-abiding business and effective for the state ... The following targets are aimed at achieving this goal. Target 1 full-scale digitalization and automation of the activities of customs authorities includes:

- digital transformation of customs clearance and customs control technologies before and after the release of goods using artificial intelligence methods and processing of large amounts of data;
- application of a self-learning intellectual risk management system;
- the introduction of technologies that ensure the automatic performance of customs operations without the participation of officials at the places of movement of goods across the customs border of the Union..." [6] and others. As noted earlier, digital technologies were developed using the English language, without knowledge of the language it is impossible to master or develop digital technologies perfectly.

How can one achieve a high level in teaching, for example, English? As mentioned above, Blended learning is a fairly modern technique that is widely used today. It combines distance and face-to-face educational activities and is based on Bloom's taxonomy, which is presented in Figure 3 [7].

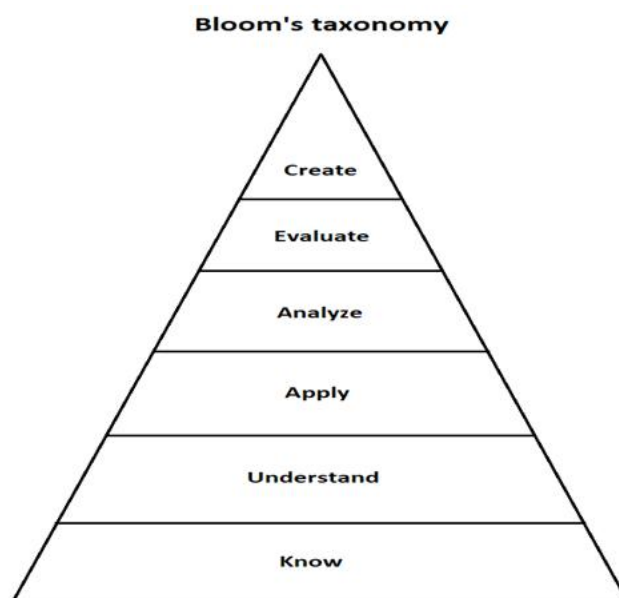


Figure 3. Bloom's Taxonomy

Respectively, according to the scheme from bottom to top (from the base of the pyramid to its top):

6. Evaluate
5. Synthesize

4. Analyze
3. Apply
2. Understand
1. Know

Bloom's traditional taxonomy was developed a long time ago but has not been widely used. It involves the following activities when working with educational material: systematization, collection, definition, description, reproduction, enumeration, analysis, establishment, categorization, memorization, naming, ordering, as well as description, presentation, attribution, recognition, fixation, recall, storytelling, correlation, repetition, display, formulation, tabulation, communication, indication of the main idea, constant replenishment and updating of knowledge of educational activities, etc. [7].

Features of the organization of educational process according to the mixed model (Blended learning) are based on the integration of classroom and extracurricular work. There is a mutual complement of traditional and electronic learning technologies, the transfer of hours from the classroom to the electronic environment without loss of quality and content. Planning the goals and objectives of teaching the discipline and learning outcomes is an important aspect of the successful teaching of a foreign language at a university. The development of e-learning courses on Blended learning will greatly contribute to the language skills of future customs officers. Learning outcomes need to be considered when planning blended learning courses. As an example, we can consider the results of teaching Module 2 for students of the specialty Customs of the Siberian Federal University

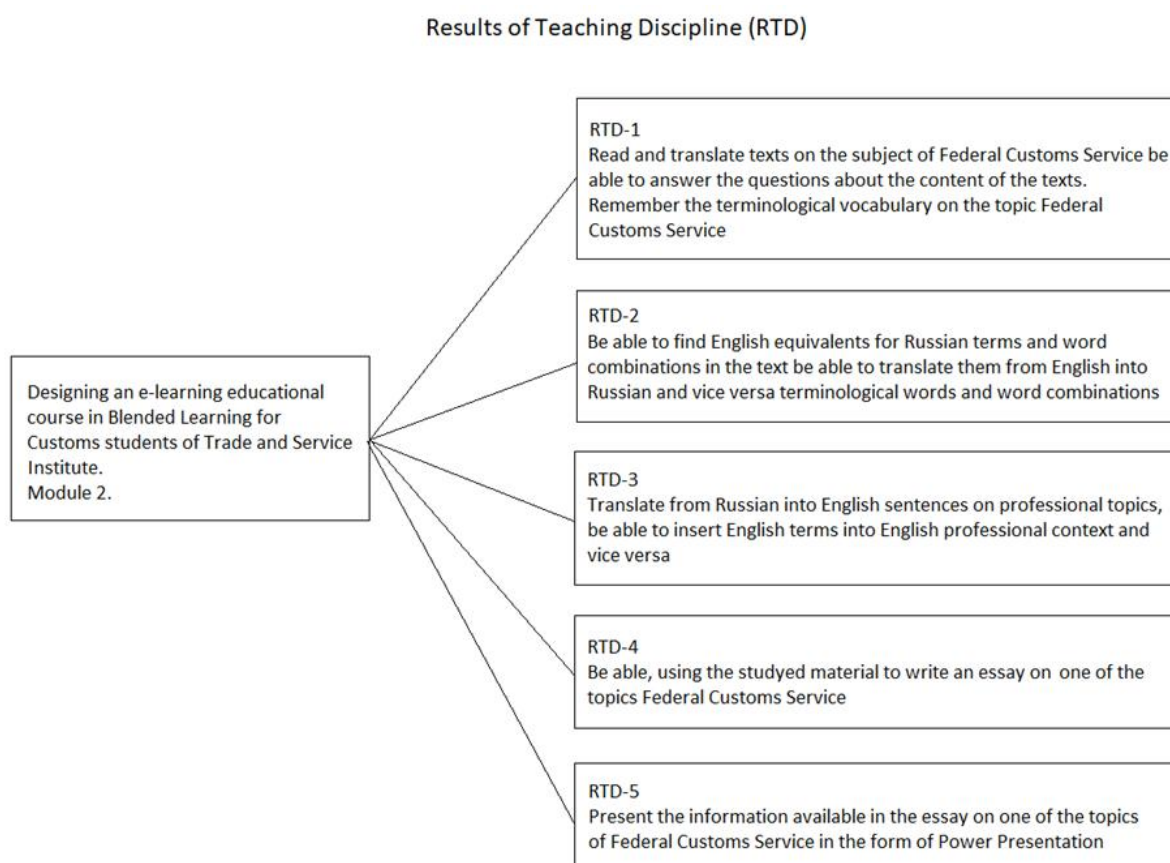


Figure 4. Planned results of teaching a foreign language for students of the specialty "Customs" according to the method of "Blended learning".

Combining traditional and blended learning it is possible to plan teaching hours like that (Tables 1-4):

Table 1. Distribution of teaching hours – Traditional educational process

Classroom lessons			Independent work	Total
Lecture	Practical	Laboratory		
-	72	-	72	108

Table 2. Distribution of teaching hours – Mixed learning process

Classroom lessons			E-media	Independent work	Total
Lecture	Practical	Laboratory			
-	62	-	10	72	108

Module 2

Table 3. Distribution of teaching hours – Traditional educational process

Classroom lessons			Independent work	Total
Lecture	Practical	Laboratory		
-	18	-	18	36

Table 4. Distribution of teaching hours – Mixed learning process

Classroom lessons			E-media	Independent work	Total
Lecture	Practical	Laboratory			
-	10	-	6	20	36

Table 5. The distribution of classroom learning activities of module planned by week

Week number	Type of education activity			
	Mixed learning process		Traditional educational process	
1	practical	distant	practical	in class
2	practical	in class	practical	in class
3	practical	distant	practical	in class
4	practical	in class	practical	in class
5	practical	distant	practical	in class

Teaching foreign languages with the help of the presented system makes it possible to obtain objective and reliable information about the progress and results of students' language training, about the degree of its effectiveness, to identify problems in a timely manner and take measures to improve it. So, the discipline called Professional foreign language (technical translation) for the group: FE17 - 02M <https://e.sfu-kras.ru/course/view.php?id=17309> (organizational type of discipline implementation: blended learning), for the period of study: in the second semester of 2018, developed and implemented by the author Yurdanova V.N. and all the tasks of both the electronic course and classroom practical tasks. As a result 40% of the students took an active part in the conference "Youth and Science - Svobodny Avenue" following the results of the training, both in-face and in correspondence format. In this case, classes were held in the classroom in the first semester, in the second semester - in an electronic format. An example of effectiveness is the Blended training course developed and implemented in 2020 as part of the SibFU project "Organization of contact work in the EIEE

SibFU". Within the framework of the project, an electronic course "Safety - industrial hygienists" was created and tested for undergraduates of the 1st year of study FE19 - 12 Ecology (Link to EOC <https://e.sfu-kras.ru/course/view.php?id=23134>, where out of 18 hours of practical classes 8 hours were transferred to electronic format, while 10 hours were held in the classroom format. All students of the group successfully mastered the course, out of 10 undergraduates 3 students took part in the conference "Youth and Science - Svobodny Avenue", 2 - in-face, 1 - in correspondence format. Not a single undergraduate student dropped out, not a single debtor remained for the period of study, the students expressed their gratitude for the opportunity to work successfully in a modern and interesting format for them. At the same time, 8 hours of practical training were included in the program and approved by the head of the department. Similarly, for the period of distance learning, an electronic course was developed and implemented, designed for one semester for undergraduate students' specialty - Machine builders of the MT18-09B group "Digital technologies in machine building" <https://e.sfu-kras.ru/course/view.php?id=29389>. The results were similar, two students took part in the Borisov's Readings International Conference, in September 2021. Bachelor students presented an article and a presentation on the topic Software tools that provide automation of the production process in modern manufacturing.

In the process of teaching, the teacher-tutor supports the student's progress in the network. Provides assistance and support in choosing a development trajectory, an individual educational trajectory, the student acquires the ability to independently search for knowledge [8]. The tasks of the teacher are:

1. Providing advice.
2. Implementation of monitoring.
3. Timely provision of feedback from students, obtaining an objective assessment.

At the same time, students get the opportunity to build individual educational trajectories, comprehend and build their own path in education and professional activities, individualize the educational process, assimilate by students generally significant elements in the form of knowledge, skills and abilities.

Thus, taking into account the positive experience gained, in the case of students of the specialty "Customs", the schedule of the module in the "Blended learning" system can be presented as follows (Table 6):

Table 6. Module 2 Study Schedule

Week №	Pre-classroom (in electronic environment)	Classroom	Post-classroom (in electronic environment)
Week 1	Studying the topic "Federal Customs Service structure"	Work in an electronic environment	Independent work on the Internet (1 point)
Week 2	Continue to work on the topic "Federal Customs Service structure". Performing lexical and grammatical tasks, working on a glossary	Work in classroom	Creating glossary of Customs Service terminology (1 point)

Week №	Pre-classroom (in electronic environment)	Classroom	Post-classroom (in electronic environment)
Week 3	Studying the format of the English presentation, watching the video with the training presentation "Thirst" http://www.apolloideas.com Finding additional materials on making preparations on the Internet, study them. Memorizing phrases - cliché necessary for the presentation	Work in an electronic environment	Presentation of the material Federal Customs Service structure in the format of Power Point, preparing for presentation in the class (1 point)
Week 4	Presenting prepared presentations to the class	Work in classroom	Presentation of prepared presentations in class, save presentations in the e-course platform (5 points)
Week 5	Studying the format of writing a scientific article Writing an article, doing exercises on Academic writing	Work in classroom	Searching the Internet for additional materials on the topic, we are writing a scientific article "Structure of the Federal Customs Service." Attach an article for teacher review and evaluation in most cases as an answer (5 points)

Learning outcomes might be forming and summing. Formative can serve as a tool for involving students in the learning process, it provides opportunity to:

1. Diagnose the work of students and correct the educational process.
2. Form the educational process through a system of tasks and activities.
3. Doesn't always end with a score.
4. Is regular.

Summing:

1. Sum up the results of training in the module or discipline as a whole;
2. Always ends with an assessment;
3. Answers the question of whether the result was achieved (test, essay, project defense, portfolio, exam, and others).

Table 7. Types of evaluation activities

Learning Outcomes	A set of assessment activities (tasks)	EM type (F – forming, S – summing)	Post-classroom (in electronic environment)
Week 1	Studying the topic "Federal Customs Service structure"	Work in an electronic environment – F	Independent work on the Internet (1point)
Week 2	Continue to work on the topic "Federal Customs Service structure". Performing lexical and grammatical tasks, working on a glossary	Work in the classroom – F	Creating glossary of Customs Service terminology (1 point)

Learning Outcomes	A set of assessment activities (tasks)	EM type (F – forming, S – summing)	Post-classroom (in electronic environment)
Week 3	Studying the format of the English presentation, watching the video with the training presentation “Thirst” http://www.apolloideas.com . Finding additional materials on making preparations on the Internet, study them. Memorizing phrases - clichés necessary for the presentation	Work in an electronic environment – S	Presenting material of the text Federal Customs Service structure in the format of a presentation in Power Point, preparing for presentation in the class. (1 point)
Week 4	Presenting prepared presentations to the class	Work in the classroom – S	Presentation of prepared presentations in the class, save presentations in the e-course (5 points)
Week 5	Studying the format of writing a scientific article Writing an article, doing exercises on Academic writing	Work in the classroom – S	Searching the Internet for additional materials on the topic, we are writing a scientific article "Structure of the Federal Customs Service." Attach an article for teacher review and evaluation in most cases as an answer (5 points)

The type and complex of evaluation activities, in other words, tasks, must be planned and may look like this: to be able to write scientific articles, make presentations, apply modern communication technologies for academic and professional interaction, a set of assessment activities (tasks) for Module 2 can be presented like that:

- study of the topic “Federal Customs Service structure” (formative);
- performance of lexical and grammatical tasks, work on the glossary (formative);
- learning the ability to write scientific articles, make presentations (formative);
- application of modern communication technologies for academic and professional interaction (summing);
- the ability to write scientific articles, make presentations (summing);
- apply modern communication technologies for academic and professional interaction (summing).

One of the main parts of planning is designing learning outcomes, which includes: results of learning as well as results of teaching Module.

Conclusions. Monitoring the effectiveness (presented above) of teaching foreign languages using the presented system "Blended learning" allows one to obtain objective and reliable information about the progress and results of language training of students, about the degree of their effectiveness, identify problems in a timely manner and take measures to improve it [9].

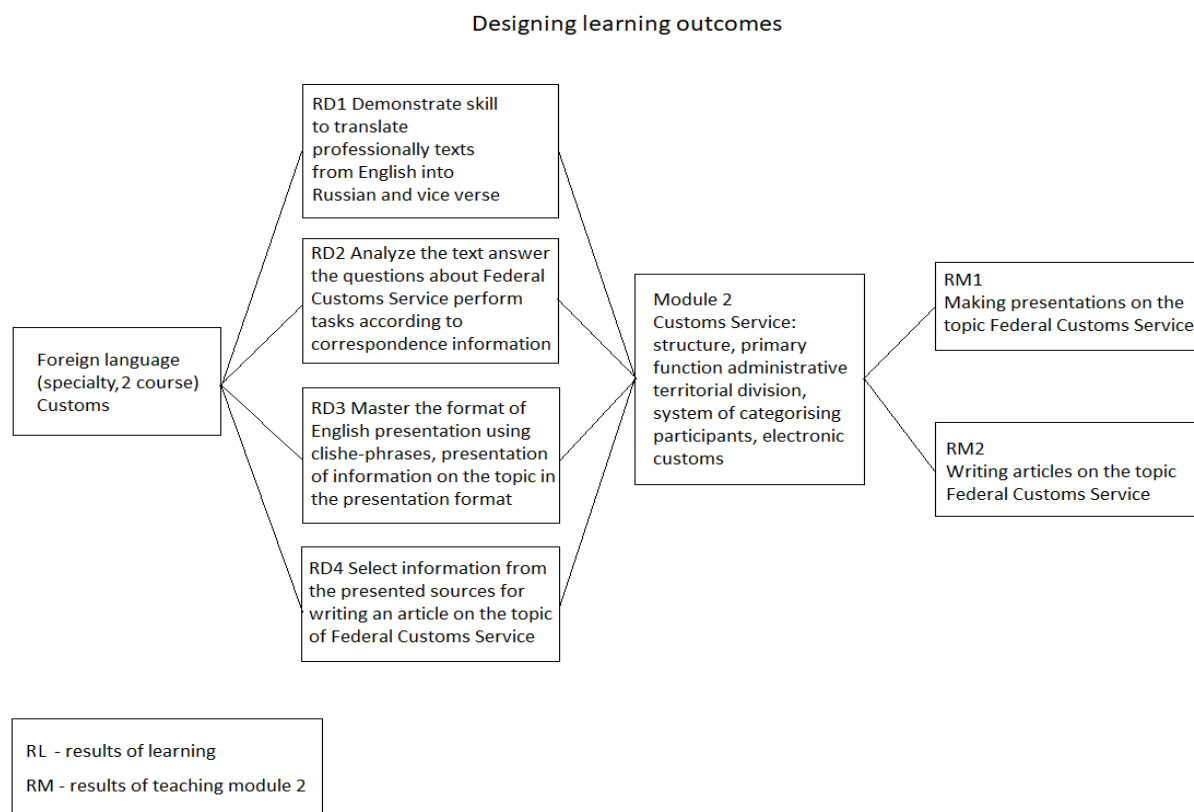


Figure 5. Designing of learning outcomes

It is necessary to develop creativity and independence. And this requires a methodologically new approach to learning a foreign language (individualization and intensification), a combination of the traditional model and digital learning. Blended learning has a certain degree of flexibility and allows one to adapt to external and internal needs, provides quick access to information. In general, all this makes it possible to train highly qualified specialists with knowledge of a foreign language for work in the Customs Services of the Russian Federation [10].

In conclusion, it is obvious that perfect knowledge of a foreign language is a significant contribution to the development of the customs industry, that contributes to a better understanding of different peoples, economic and cultural development based on the above parameters. It becomes obvious that with the use of Blended Learning technologies, students get more motivation to learn a foreign language using modern technologies. The teacher should ensure the variability of methods, forms and techniques. All this creates favorable conditions for the realization of the potential of each student. In particular, for students of Customs who, due to their professional activities, are faced with the constant use of a foreign language, the importance of knowing which cannot be overestimated, thereby contributing to the fulfillment of the task of full-scale digitalization and automation of the activities of customs authorities.

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