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ФОРМАЛЬНЕ, НЕФОРМАЛЬНЕ ТА ІНФОРМАЛЬНЕ ЗМІСТОВНЕ ПОЛЕ ЗМІШАНОГО НАВЧАННЯ МАЙБУТНІХ ВИКЛАДАЧІВ АНГЛІЙСЬКОЇ МОВИ

Анотація. Специфіка неформальної та інформальної освіти є важливим аспектом досвіду навчання майбутніх фахівців, оскільки формальна освіта не може містити весь такий досвід. Змішане навчання у широкому сенсі об'єднує формальне і неформальне навчання, спілкування «віч-на-віч» та «онлайн», керовані дії й самостійний вибір шляху для досягнення особистих цілей і цілей соціального навчання. Зважаючи на актуальність проблеми формування професійно орієнтованої комунікативної компетентності майбутніх викладачів англійської мови (АМ), мета дослідження полягає в теоретичному обґрунтуванні формального, неформального та інформального змістовного поля змішаного навчання. Констатовано, що у вузькому сенсі змішане навчання (ЗН) майбутніх викладачів АМ – це цілеспрямований процес передачі і засвоєння знань, удосконалення мовної, мовленнєвої, лінгвосоціокультурної та навчально-стратегічної компетентностей, способів пізнавальної діяльності здобувачів освіти, який має бути гнучким синтезом дистанційного навчання, що доповнюється безпосередньою взаємодією з викладачем та іншими здобувачами освіти під час традиційного навчання, яка відповідно дозволить значно інтенсифікувати навчальний процес, вибудовуючи при цьому самостійне навчання, індивідуальну навчальну траєкторію кожного здобувача освіти. У широкому вимірі ЗН майбутніх викладачів АМ – це система формального та неформального навчання, яка інтегрується з інформальним навчанням, що характеризується соціальним досвідом та визначається як самоорганізована, індивідуально пізнавальна діяльність. Використано комплекс теоретичних методів дослідження (аналіз, систематизація й узагальнення результатів науково-педагогічного досвіду українських і закордонних учених). Виокремлено вебінар як інтерактивну форму організації неформального навчання зі змішуванням формального навчання шляхом практичних занять у формі диспуту, моделі перевернутого навчання, методу проєктів, методу дискусії, методу презентації тощо.

Ключові слова: професійно орієнтована комунікативна компетентність; змішане навчання; майбутній викладач АМ; формальне навчання; неформальне навчання; інформальне навчання; вебінар.

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FORMAL, NON-FORMAL AND INFORMAL CONTENT DOMAIN OF BLENDED LEARNING FOR PROSPECTIVE ENGLISH UNIVERSITY TEACHERS

Abstract. Learning today takes place in various mixed forms - through practice, and personal connections, extending beyond the boundaries of traditional educational institutions. Many students navigate in different fields of knowledge throughout their lives. The specifics of non-formal and informal education are an important aspect of future professionals' learning since formal education cannot encompass all such experiences. Blended learning combines formal and non-formal learning, face-to-face and online communication, guided actions and independent choice of path to achieve personal and social learning goals. Considering the pertinence of developing professionally oriented communicative competence among prospective English university teachers, the purpose of the study is to theoretically substantiate the content domain of blended learning (BL), including formal, non-formal and informal aspects. It is stated that in the narrow sense, the BL of prospective English university teachers is a purposeful process of transferring and assimilating knowledge, improving linguistic, speech, socio-cultural, educational and strategic competencies, enhancing students' cognitive activities. BL should be a flexible synthesis of distance learning, complemented by direct interaction with the teacher and other students during traditional learning, which will significantly intensify the learning process, fostering independent learning and the individual learning trajectory of each student. In a broad sense, the BL of prospective English university teachers is a system of formal and non-formal learning that integrates with informal learning that is characterized by social experience and defined as a self-organized, individually cognitive activity. The study has used a set of theoretical research methods including analysis, systematization and generalization of the results from the scientific and pedagogical experience of Ukrainian and foreign scientists. The webinar is distinguished as an interactive form of organizing non-formal learning, incorporating a mixture of formal learning through practical exercises such as debates, the flipped learning model, the project method, the discussion method, the presentation method, etc.

Keywords: professionally oriented communicative competence; blended learning; prospective English university teacher; formal learning; non-formal learning; informal learning; webinar.

Problem statement. The status of English as one of the languages of international communication in Ukraine increasingly determines the reorientation of the educational process in higher education establishments. This necessitates the use of innovative organizational forms and teaching methods to train

students specializing in philology. The objective is to create favorable conditions for the formation and development of their professionally oriented communicative competence, enabling them to effectively organize their English-language speech activity (in written and oral) in various spheres and situations.

At a hypothetical level, it can be assumed with a high degree of probability that research pertaining to the formation and development of professionally oriented communicative competence (POCC) among philological majors, particularly at the second (master's) level, will become increasingly relevant and practical. This is significant in terms of the ongoing transition to the educational process that emphasizes effective international communication, enhanced personal interaction and the personal value of prospective English language teachers.

A high level of language proficiency is an indispensable characteristic of a master's graduate and a prospective English teacher, as it provides them with additional opportunities to search for professional information, express themselves scientifically, collaborate, and communicate with students, colleagues and like-minded people from different countries. However, not all master's students are able to reach the highest level of language proficiency. Therefore, it is crucial to renew the system of higher philological education, revise its content and actively implement innovative approaches in the educational process at the second (master's) level of higher education, specifically focusing on the development of prospective English university teachers' POCC within the framework of BL.

The pertinence of introducing BL is primarily related to the fact that achieving high learning outcomes is impossible through the use of single pedagogical technology. Secondly, distance learning and traditional learning should not be contrasted. Thirdly, distance learning should not replace traditional learning; instead, the goal of BL is to integrate effectively with it. BL enables the optimization of teachers' time and enhances the overall effectiveness of the learning process. In this context, students become active participants in their educational process, able to construct individual learning trajectories that cater to their own needs.

To ensure the effective development of POCC among prospective English university teachers, it is necessary to establish a methodologically correct educational process that incorporates teachers' skills and students' motivation to achieve high results. However, excessive reliance on information and communication technologies (ICTs) can hinder emotional connection with students, full-fledged live communication with colleagues and peers, and limit the effective use of interactive learning methods. It may also indicate an inability and unwillingness of many students to independently acquire process and master the necessary educational material, ultimately hampering their involvement in communicative and group work. In this regard, BL offers a well-balanced integration of various technologies, while recognizing the value of traditional learning methods. It enhances the capabilities of formal learning (FL) and goes beyond its boundaries. By incorporating both traditional and distance learning, BL promotes a comprehensive learning experience that fosters effective communication, collaboration and independent learning among students.

Analysis of previous studies and publications. The scientific works substantiate methodological approaches and strategies for the implementation of BL in higher education (Y. Kapustin, K. Lisetskyi, M. Lviv, N. Morse, N. Rashevskaya, A. Stryuk, H. Tkachuk, etc.); analysis of the possibilities of using elements of BL in the process of teaching various disciplines (Y. Vasylenko, V. Galan, M. Fandeeva, etc. Ananieva, O. Bihych, N. Borisko, L. Haidukova, L. Zenia, T. Koval, N. Mayer, S. Nikolaieva, O. Tarnopolskyi, V. Chernysh, and others).

Analysis of the national and foreign scientific literature has shown that BL is interpreted in different ways. Some define it as a formal education programme that includes studying within an educational institution, distance learning and a combination of these forms [6] or an integration of formal and non-formal learning in the workplace, as it traditionally takes place in three stages [4]: self-study, classroom interactive classroom learning, continued interactive learning and support in the workplace. Others consider it as the integration of FL tools, classroom work and theoretical material processing with non-formal ones like email discussions, video conferencing, online consultations and multimedia learning tools [17, p. 47; 22].

Analyzing modern views on BL as a combination of pedagogical theories and technologies, American scholar P. McGee presents three conceptualizations. Firstly, in a narrow sense, BL refers to a commonly used form where students study on campus and engage in asynchronous online activities. Secondly, in a broader sense, it includes an online course framework that combines synchronous meetings, networking technologies, asynchronous activities and potential face-to-face meetings. Thirdly, it encompasses online students who interact with each other but are physically separated [10, p. 10].

For the purposes of our study, the following idea of K. Bugaychuk is of interest. In a narrow sense BL should be understood as a purposeful process of knowledge acquisition, skill development and ability enhancement conducted by various educational institutions within the framework of formal education. This process includes remote implementation facilitated by ICTs and learning tools, which are used for storing and delivering educational material, conducting assessments and facilitating interaction between participants in the educational process (such as consultations and discussions), while also promoting self-control [15].

In the narrow sense, we understand that the concept of BL for prospective English university teachers encompasses a purposeful process of transferring and assimilating knowledge, improving language

proficiency, linguistic, speech, socio-cultural and educational-strategic competencies. It should be a flexible synthesis of distance learning complemented by direct interaction with the teacher and fellow students during traditional learning. This approach aims to significantly intensify the learning process, and foster independent learning and an individual learning trajectory for each student.

J. Siemens [13] proposed that learning in the modern world has to undergo considerable changes, as the traditional old theories of behaviourism, cognitivism, and constructivism were developed in the era predating widespread technology integration. Additionally, informal learning and non-formal learning are gaining more influence. This shift can be attributed to the growing emphasis on the «lifelong learning» model, which enables individuals to adapt and develop their professional skills in response to rapid changes in technology and labour markets. The model encompasses various subsystems, including non-formal education (in terms of institutionalization), distance education (in terms of the organization of the learning process), online learning (using different modes of implementation) and blended education (combining traditional and online learning) [21]. Learning in the modern world has undergone significant changes since it now occurs not only within higher education establishments but also through various mixed forms. Not only are the methods of interaction between participants in the learning process evolving – from physical to virtual – but an increasing number of students in higher education are incorporating massive online courses available on platforms such as edX, Coursera, and Udacity into their curriculum.

In today's world, technologies and practices that prioritize BL are primarily attractive as a means of improving the quality of learning and rethinking the role and purpose of traditional teaching methods. Online learning allows students to engage in learning anytime and anywhere, offering them a diverse range of tools and information sources to create their own personalized learning paths. As a result, students become more adept at using ICTs and often engage in non-formal and informal learning within digital environments.

In the aforementioned works, the content of BL is mostly presented in a narrow way. We are talking about models of BL in the context of organising learning interaction during classroom work, from the perspective of teaching a particular academic discipline, «language» or «information» direction. However, we believe that this approach somewhat narrows the content domain of BL. Therefore, the issue of specifics of formal, non-formal and informal education of prospective English university teachers as an important aspect of their lifelong learning experience is highly crucial and pertinent to expanding the scope of BL and requires immediate investigation, which is addressed in this study.

The purpose of the study is to substantiate the characteristics of the content domain of BL for the formation of prospective English university teachers' POCC. To accomplish this, the following tasks need to be addressed: characterising the concept of BL in a broad sense; highlighting the content of formal, non-formal and informal learning and analyzing their legal framework; outlining one of the interactive forms of non-formal learning that incorporates elements of FL.

Research methods. To achieve the stated purpose, a set of theoretical research methods will be used, including analysis, systematization and generalisation of findings from the scientific and pedagogical experiences of both Ukrainian and foreign scholars.

Summary of the main research material. Carrying out a theoretical and methodological analysis of the concept of "blended learning", K. Buhaiichuk highlighted the idea that in a broad sense, BL includes various options for combining forms and methods of organizing formal, non-formal and informal learning as well as self-study with the aim of achieving predefined learning goals while maintaining control over the time, place, routes and pace of learning. Both offline and online formats can be present in formal as well as informal or non-formal learning contexts. Examples may include self-study in the workplace, a combination of mentoring and consultations or obtaining formal education from relevant institutions [15, p. 5].

Regarding the definition of BL, A. Majumdar suggests a mixture of structured and unstructured learning [11]. Structured learning is well-established in academic environments, where students are provided with predefined learning materials and a defined learning path. This type of learning is also referred to as FL. On the other hand, unstructured (informal) learning takes place in everyday life, in the workplace, with family or during free time. The term «informal» implies that such learning occurs without procedural formalities. It lacks a formal structure and does not lead to formal certification.

FL is a structured training provided by educational institutions, following specific programmes and leading to certification [8] that is typically associated with formal training programmes, followed by specific curricula and met by accreditation or recognition criteria. It is targeted from the learner's perspective, with clear goals and defined timeframes.

Informal learning, on the other hand, covers everyday learning that is unstructured in terms of purpose, time and support [8]. It mainly occurs outside the university and is often unintentional from the learner's point of view. This learning is an inherent part of everyday life and is sometimes referred to as experiential or social learning. It occurs as a result of engagement in activities that are not explicitly intended for learning. Various forms of adult social activity involve elements of informal learning. Examples include learning through trial and error, engaging in independent searches for answers to questions of interest, mutual

learning while working on shared tasks and enriching one's cultural understanding through reading and visiting cultural institutions [15, p.5].

J. Hart perceives social learning as the acquisition of knowledge within a social group or a process in which people observe the behaviour of others and its consequences, adjusting their behaviour subsequently [8]. This learning is based on A. Bandura's social theory of learning [7]. Social learning encompasses various aspects, including observation, modelling behaviour, attitude and emotional response. The elements of learning consist of attention, consolidation, active independent reproduction, motivation and observer characteristics that comprise autonomy, independence, self-organisation, self-management and self-control.

Numerous studies show that social learning [9] is carried out at work - 70%, in communication with colleagues and managers - 20%, and from studying courses and books - 10%. To implement this principle, it is necessary to support the learning process in the workplace, improve employees' learning skills and create a favourable organisational culture. Learning in communication with colleagues is facilitated by feedback for new approaches to an old problem, participation in formal, non-formal and informal learning, encouragement to participate in discussions, foster teamwork, and cultivate a learning culture.

Non-formal learning, as defined by Malcolm Knowles in 1970 [8], refers to learning, embedded in planned activities but lacks clear structure in terms of purpose, time, and support. It is important to note that this learning is purposeful from the learner's perspective and typically does not lead to certification. It takes place outside of traditional formal education, such as structured courses or programmes provided by educational institutions. It is often self-directed, voluntary, and aimed at personal or professional development. While non-formal learning can provide valuable knowledge and skills, it generally does not result in formal certifications or qualifications.

Currently, non-formal learning is receiving increasing attention [14], partly due to the rapid development of online learning, the growth of business innovation, and increased productivity. Informal learning that can be tracked and measured plays a crucial role in knowledge transfer, competence development, and organisational efficiency. Research [14] indicates that approximately 70% of learning is non-formal, while the remaining 30% is formal. Therefore, proper organization of non-formal learning can potentially reduce the cost of formal training.

For many years, forms and methods of non-formal education have been used alongside formal education. The European Union Memorandum on Lifelong Learning (2000) states: "The continuum of lifelong learning makes non-formal and formal education equal participants in the learning process" [18]. The Recommendation CM/Rec(2017)4 of the Committee of Ministers of the Council of Europe to member states on youth work emphasises the promotion and recognition of non-formal education for young people [12].

The Law of Ukraine «On Education» (No. 2145-VIII of 05.09.2017) in its Article 8 states that a person exercises his/her right to lifelong learning through formal, non-formal and informal education, where the state accepts these types of education, creates conditions for the development of educational entities providing relevant educational services and encourages the acquisition of education of all types. Learning outcomes obtained through non-formal and/or informal education are acknowledged in the formal education system following the procedure established by law. Formal education is obtained under educational programmes by the levels of education, fields of knowledge, specialities (professions) defined by law and provides for the achievement by students of the learning outcomes of the certain level of education and qualifications recognised by the state as defined by educational standards. Non-formal education is usually obtained through educational programmes, but does not provide for the award of state-valued educational qualifications by level of education, but may result in the award of professional and/or partial educational qualifications. Informal education (self-education) involves the self-organised acquisition of certain competencies by a person, in particular in the course of daily activities related to professional, social or other activities, family or leisure [16].

A study conducted by the European Centre for the Development of Professional Education and Training [23] specifies that the education of the population is carried out: *in formal education*, which is characterized by defined forms established by the state and society and involves adults, participating in educational programmes that lead to the issuance of standardized documents (certificates, diplomas), granting the right to engage in paid professional activity, hold higher positions, and pursue lifelong professional development; education in special educational institutions and organisations according to officially recognised state standards; and *in non-formal education*, which takes place in educational institutions or public organisations (clubs, circles, centres, private schools, courses, etc.), as well as through individual lessons with tutors, trainers and, as a rule, without formal documentation.

The key distinction between non-formal and informal education lies in their nature and setting. Non-formal education denotes structured and planned educational programmes conducted outside of traditional classroom settings. On the other hand, informal education refers to unstructured and spontaneous learning that takes place in various societal contexts. Both non-formal and informal education systems contribute to the skill development of learners. While non-formal education follows a planned programmes, informal one does

not adhere to rigid rules like formal and non-formal education systems. Furthermore, formal learning and non-formal learning are partly intentional and partly incidental: when we consciously pursue a learning goal, we may also acquire knowledge or skills unintentionally. In contrast, informal learning is entirely incidental and occurs without a specific intention for learning.

The analysis of the regulatory framework governing the process of professional training for higher education students and current trends in education leads to certain conclusions. Firstly, we consider the professional training of future EFL teachers in higher education institutions as a form of formal education, which is carried out within the educational process of a specific institution, following an educational programme, which serves as a normative document that defines the training content, sets requirements, determines the scope and level of educational and professional training for specialists in the relevant major.

Secondly, the education system is undergoing significant changes, including the extensive use of BL technology that cannot exist in its pure form. And in a broad sense, BL for prospective English university teachers should be a system that integrates formal and non-formal learning and incorporates elements of informal one that is characterized by social experiences and is defined as self-organised, individual cognitive activity. The synthesis of various perspectives allows us to identify the content domain of BL in a broad sense for the development of prospective English university teachers' POCC (Fig. 1).

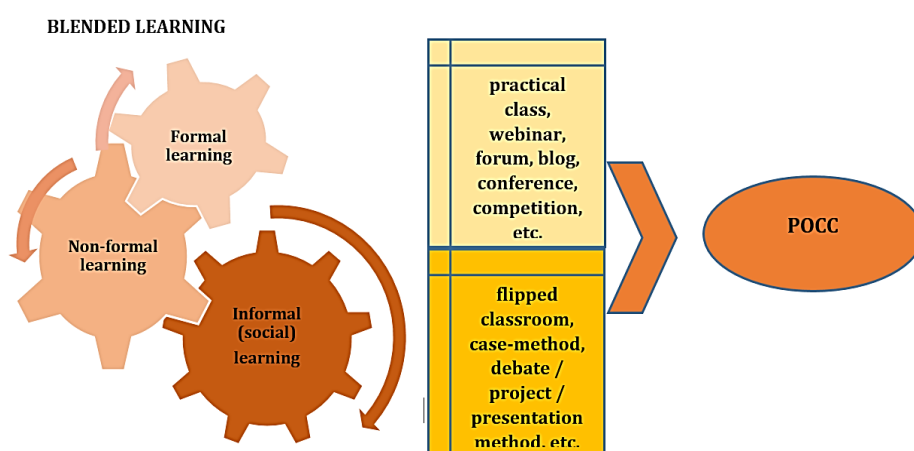


Fig. 1. The content domain of BL in a broad sense

One of the advantages of BL [1; 2] is its team-based approach that enhances the social and transparent nature of the learning process. The model for supporting non-formal learning [5] is implemented through a personal learning environment (PLE), enabling the integration and combination of formal and non-formal learning. In the first stage, the environment scans various channels using necessary filters, and information portals can be created to facilitate this process. The second stage involves synthesising data and information into a mental image, taking into account both familiar and old images. This stage can be challenging due to such factors as insufficient knowledge, depth of information scanning, and organizational culture, so it is essential to organise feedback. In the third stage, PLE leverages its capabilities to explore all possible solutions that are implemented in the last fourth stage.

The analysis of pedagogical observations allows for making some conclusion. BL is social and encompasses both formal and non-formal learning, regardless of the distance course. It is imperative to explore strategies for planning and managing non-formal learning, considering that the latter surpasses formal one in many aspects. Additionally, the non-formal education system holds significant importance and can be on par with or even exceed the formal education system in certain contexts. This is particularly evident in non-formal education, where individuals find optimal conditions with a view to developing their creative potential through social experience. Such education is characterised by self-organised, individual cognitive activity.

The above definitions and distinctions between formal, non-formal and informal learning assist in comprehending the complexity of POCC development. Graduates enhance their English language skills through communication. Their communicative repertoire is not determined by a conscious curriculum but rather by their endeavors to meet their professional, social and practical needs. This exemplifies informal learning that can be supported by non-formal learning: intentional learning prompted by, for example, the explanations students receive from those they interact with. When learners attend professional events, they strive to improve their proficiency in English. Deliberate learning is typically accompanied by incidental learning, and the impact of the latter in a formal educational context is reinforced by informal and non-formal learning. Empirical evidence demonstrates that the level of language proficiency among prospective English university teachers improves when they have the opportunity to engage in informal interactions with native speakers.

These considerations give rise to two questions. Firstly, how can language teachers ensure that their students have the opportunity to use the language outside the classroom and thereby benefit from non-formal/informal learning? The obvious answer is to organise professional and cultural events that allow students to communicate informally and encourage them to participate in social activities. Secondly, if the graduates actively participated in the webinar, is it feasible to recognise their informal/non-formal learning without requiring them to take a test? Any attempt to answer this question necessitates considering alternative forms of assessment. If properly planned and effectively implemented, the following activities can provide language learners with a strong foundation for engaging in FL in the future.

Under the requirements of the Law of Ukraine «On Higher Education», the Regulations on Accreditation of Educational Programmes for the Training of Higher Education Applicants, approved by the Order of the Ministry of Education and Science of Ukraine (MES) of 11 July 2019, No. 977, the Procedure for Recognition of Learning Outcomes Obtained through Non-formal and/or Informal Education in Higher and Professional Higher Education, approved by the Order of the MES of Ukraine of 08 February 2022. No. 130 [19], Kyiv National Linguistic University (KNLU) has developed the Regulation on the Procedure for Recognition of Learning Outcomes Acquired through Non-formal and/or Informal Education (for Bachelor's and Master's Degree Applicants). Recognition by the University of a person's non-formal and/or informal education results involves a set of procedures that verify their alignment with the learning outcomes provided by the corresponding educational programme or a certain level of education. Based on this assessment, a decision is made regarding the individual's eligibility to enroll in certain educational components of the relevant educational programme (including within its elective component) [20].

When discussing informal (social) education or formal education within an institution, we are referring to specific aspects of the «personalisation of education» for an individual. K. Christensen, M. Horne and other scholars argue that BL will enable each student to have control over the time, place, pace and mode of learning materials. This will enhance personalised learning experiences and allow teachers to combine traditional methods with cutting-edge technologies [3, p. 8]. The key concept underlying the vast potential of BL in a broad sense is not solely focused on technology and learning methods but also emphasizes on personalisation. By leveraging the advantages of distance learning, PLE provides access to learning content and facilitates interaction with teachers anytime and anywhere. It also allows learners to choose their own learning pace and trajectory.

As pedagogical experience demonstrates, to ensure informal learning, it is necessary to encourage students to create a PLE as the environment for practice. It can be achieved through activities such as reading practitioners' blogs; subscribing to favourite blogs; engaging in sharing educational presentations and personal experiences through blogging. Online conferences and professional webinars play a significant role in informal learning. It is advisable to initiate the attendance of future English teachers at various pieces of training and thematic seminars as a form of non-formal education, since in Ukraine such education is offered within the framework of postgraduate education, mainly in the multifaceted activities of public organisations, student self-government, clubs, interest groups, etc. This area often embraces innovative approaches and serves as a testing ground for innovative teaching methods and technologies.

To intensify educational activities by a harmonious combination of formal, non-formal and informal education of future specialists, specifically English teachers, the initiation of organizing and conducting events focused on the non-formal and informal component of professional training is crucial. As an original form of collaborative activity in small groups (consisting of three or more people), the Department of Germanic and Romance Languages has established a problem group called «Pathways to Excellence». The group creates an environment where each student can reach a new level of professionalism and gain new experience through independent and/or collective creativity.

We intend to demonstrate an example of a «propaedeutic card» (Fig. 2) related to the upcoming webinar titled «Empowerment with Artificial Intelligence Tools for Reading and Speaking Skills Development», which students use during a problem group meeting. Before the webinar, graduates complete preparatory tasks aimed at identifying needs and setting goals, and anticipating potential difficulties.

Master's students perform reflective orientation tasks aimed at motivating their professionally oriented activities, setting goals and objectives of the webinar, and determining individual methods to fulfill those goals in a semi-autonomous mode. These tasks are designed to create a sustainable context for professional orientation, communication and motivation. They are interactive and performed with a view to exploring personal motives, goals and strategies for achieving them.

A webinar serves as one of the forms of non-formal learning since master's students necessitate to stay updated with the most relevant topics in teaching English. For instance, on 16 and 17 June 2023, master's students attended several webinars and had the opportunity to interact with education experts from around the world (<https://www.youtube.com/live/I5rTIUtRCsw?feature=share>). Among the topics of interest was the question «How will ChatGPT and other AI tools change the way we teach English?».

Students asked questions to Ben Knight, Head of Educational Research at Oxford University Press, and engaged in hands-on activities on professionally oriented modules (<https://elt.oup.com/teachers/professionaldevelopment/modules/assessingremotely?cc=global&selLanguage=en&mode=hub>). They also analysed case studies by experienced authors, which helped them explore different approaches to teaching (www.oup.com/elt/expert) and received certificates of participation with the appropriate number of hours (see Fig. 3).

Worksheet 1

Everyone learns more effectively when they know what they want to achieve. Before attending the upcoming English Language Teaching conference (ELTOC), it's important to consider setting clear personal goals and objectives for each session /webinar.

Below are a series of questions you can use to identify for the webinar. Complete this worksheet with simple bullet-point lists before your next webinar to give your learning more direction and purpose, help you measure progress, and keep you motivated.

Are there new and specific skills, knowledge areas and topics you want to learn about? Are there particular strengths and weaknesses you are aiming to improve? Spending as little as 10 minutes creating your learning objectives can help you learn much more effectively. Even 10 minutes of reflection can have remarkable results! You may also wish to write down a list of questions for each talk, to make sure you get the most out of them. You could use a SMART framework to guide you achieve your goals: Specific-Measurable-Achievable-Relevant-Timebound.

Take the time to think about what you want to make from ELTOC and set yourself up for success!

Identify your needs

- 1) What would you say are your strengths as a future pre-service teacher? Skills that need more support?
- 2) What aspect of your teaching do you find interesting?

Set your objectives

- 1) Write three things you wish to achieve through the session or webinar.
- 2) How do you plan to maintain your focus and attention throughout the session or webinar?
- 3) Write three questions you would like to ask during the session or professional event.
- 4) What is another strategy, resource, or method you can learn more about this topic?
- 5) Describe one way you hope to apply new knowledge gained from this experience.

Prepare your questions for the session

Try to use these prompts: 1. Have you experimented with this topic before? If so, what worked and what didn't? How could you improve? 2. If you are new to the topic, what are you most curious about?

3. What do you need to learn from this session to apply the topic in practice?

Are there challenges or special circumstances you need more support for?

Fig. 2. The example of a «propaedeutic card»



Fig. 3. Findings of non-formal/informal learning of KNU master's students

Conclusion and prospects for further research. The content domain of BL can be viewed in two senses - narrow and broad. In the narrow sense, the BL of prospective English university teachers is a purposeful process of transferring and assimilating knowledge, improving linguistic, speech, socio-cultural, educational and strategic competencies, and enhancing students' cognitive activities. BL should be a flexible synthesis of distance learning, complemented by direct interaction with the teacher and other students during traditional learning, which will significantly intensify the learning process, fostering independent learning and the individual learning trajectory of each student. In the broad sense, the BL of prospective English university teachers is a system of formal and non-formal learning that integrates with informal learning, characterized by social experience and defined as self-organized, individual cognitive activity. We associate the broad meaning of BL with the personalisation of the educational process and lifelong learning since modern specialists must

constantly learn, combining various approaches and methods, for instance, learning from colleagues, self-study, etc.

The research found that the mechanism of forming prospective English university teachers' POCC involves their participation in various forms of acquiring new knowledge and improving skills in their major, mobilizing motivational resources, enhancing self-study abilities, and stimulating continuous professional development. Formal learning, non-formal learning and informal learning are seen to complement each other and overlap. Accordingly, the creation of PLE and the improvement of forms and methods of non-formal education as an integral part of students' professional training within the context of modern educational programmes represent a unique opportunity to shape POCC. A potential area for further research may be the development of tasks with a view to exploring the propaedeutic and final stages of master students' work, considering the challenges of partially dependent autonomy and potential ways to overcome them.

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