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HYFLEX.WHAT IS THIS FORMAT
AND WHY IS IT IMPORTANT FOR UNIVERSITIES?

Abstract. The article discusses the HyFlex learning model, which combines online and offline formats. It is emphasized that the transition to a hybrid learning format will require not only hybrid classrooms, which are a synthesis of physical and digital environments, but also changes in the working practices of teachers and students. The article notes the need to give teachers the opportunity to learn and gradually use new tools. The importance of creating methodological recommendations, master classes and trainings is also emphasized.

Key words: hybrid learning, distance learning, interactivity, technical means, involvement level, motivation.

It would seem that the future is already here - universities around the world are much less painfully rebuilding between full-time education and distance learning than at the beginning of the pandemic, teachers have a different look at new technologies. But progress cannot be stopped, and hybrid learning is reaching a new level. Russian and foreign experts in the field of education discussed how this process is going on at the session "HyFlex - the next step in the development of learning formats in the digital age" as part of the EdCrunch conference HyFlex (an English word made up of two words: hybrid - hybridity, flexible - flexibility) is an education model that combines online and offline formats, synchronous and asynchronous learning. HyFlex is already called the future of higher education and is used in major foreign and Russian universities.

However, the model, and even its name, is not yet familiar to everyone. So far, the term "hybrid learning" is much more common.

Although experts still use the term "hybrid learning" for now, HyFlex is actually a flexible version of the standard "hybrid", and this is one of its main advantages. Experts also note that this format offers a new educational experience for students, makes it possible to adapt to a variety of needs, and this can lead to economic benefits. The model has one more significant plus - the ability not only to erase the physical boundaries between countries for students, but also to bring universities around the world to a new round of cooperation and fruitful joint work.

However, the transition to a new format of education will require a lot of effort and significant restructuring from universities.

Standard gadgets, like a laptop, a simple microphone and a webcam, are unlikely to help organize serious training on the HyFlex model. Universities have to make a "technical revolution" in order to meet the needs of both students of various forms of education and teachers.

On the one hand, during the pandemic and lockdown, universities faced a typical problem: teachers, who were forced by circumstances to work from home, lacked both equipment and skills to use it, nor enough power to use the right software. On

the other hand, the university buildings themselves were also not prepared for new challenges and equipped for distance learning.

The main development should be hybrid audiences, which are "a synthesis of the physical and digital environment." We are talking about special software for the online format and at the same time equipping real university audiences with special equipment for high-quality online broadcasting. Here is what such technical innovations will be able to do:

Classrooms will be equipped with a high-quality webcam that will allow those attending the class to be shown a high-resolution picture (which means they can even see the whiteboard), a microphone system, and a video encoder.

• The system will automatically broadcast classes (it is synchronized with the schedule), display students studying online, and even generate subtitles, that is, the teacher's speech is decoded and reproduced as text.

• Video recordings will also automatically be saved to the LMS university with permanent access. However, equipping classrooms with equipment is still half the battle, universities will need to approach the learning space in a different way.

Of course, the technique does not work by itself - the teacher has to manage it. It is necessary to automate the process as much as possible in order to relieve the staff of the university, and also to train technicians who can come to the rescue at the right time and solve problems if they happen. Technical support of the process should be removed from teachers as much as possible, otherwise they will have stress and "rebellion" against technical innovations.

The restructuring of the educational process for offline, mixed with online, requires changes not only in equipping the classroom, but also in the working practice of teachers.

Experts are sure that for optimal work, teachers need support, not directives. Only then will they be able to interact effectively with their charges. This means that it is necessary to give teachers the opportunity to learn and gradually use new tools. Moreover, not only universities, but also EdTech companies that develop specialized products should provide such support.

But support for teachers should not be limited to training or timely assistance. At universities, it is necessary to revive methodological services, or maybe just create them anew and move from writing local policy documents to creating methodological recommendations, to training master classes, trainings that should conducted by experienced methodologists, who form the basis of the methodological service.

Care is required, of course, not only for teachers, but also for students. Formats such as HyFlex expand their possibilities, but also bring them complexity: a distance learner needs more attention, motivation and involvement.

Answers to the question "How to ensure this?" actually quite simple: for example, experts suggest organizing work in small groups, more often involving students in discussions and offering them joint projects, and carefully monitoring the timing of classes. But what about those who do it asynchronously? The experience of students does not have to be the same for everyone, the most important thing is the value of learning. This leads to two important components of such learning - interactivity and creating a sense of community in the classroom.

Teachers do not always have such serious technical means as hybrid classrooms, or there may not be time to learn new tools. But you can get out of the situation if you approach the issue creatively and include students in this process.

A special issue of hybrid formats is motivation. Of course, the pedagogical community expresses fears that it is enough to give students a choice - and they will simply stop attending classrooms physically, "move" to online, where it is harder to motivate them to study. There are very interesting studies conducted by Danish universities. They were there trying to understand the level of engagement in the hybrid classes. And they found that students who watched remotely without being there physically had a higher level of engagement than students directly in the classroom.

In fact, online learning can actually give much more to the motivation and involvement of students than full-time, because the university has the opportunity to analyze their digital footprint, which means correcting various shortcomings in time

Data comes to the rescue online. It is data that gives us complete information about how a student studies, what he does, whether he studies evenly, what he is involved in, and it is data that allows us to give a helping hand to a student in time, to encourage his achievements in time, to push him in time if he missed somewhere or maybe delayed.

As experience already shows, even the most seemingly "uninvolved" students are not really passive and lost to the field of education, they are simply focused on other goals and in order to return them back to the university, they need to be given a choice of both subjects and teachers, technologies and learning models. It is precisely this possibility that the "hybrid" actually gives.

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РОЛЬ ИНТЕРНЕТ-ТЕХНОЛОГИЙ
В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

Аннотация. В статье рассматриваются особенности использования Интернет-технологий в процессе обучения иностранному языку. Представлена характеристика современных Интернет-технологий. Описаны преимущества использования возможностей сети Интернет в обучении иностранному языку. Выделены некоторые сложности работы с Интернет-ресурсами, которые учителю необходимо принимать во внимание при их использовании в учебном процессе.

Ключевые слова: иностранный язык, методика обучения, Интернет-технологии, обучение, аутентичные материалы.

В настоящий момент существует большое количество технологий, которые могут быть успешно использованы в процессе обучения иностранному языку в общеобразовательной школе. Одними из наиболее современных и широко использующихся являются Интернет-технологии. Исследователями отмечается, что Интернет-технологии выступают в качестве одного из основных средств