

PEDAGOGY

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Pedagogical conditions for implementing hybrid learning in undergraduate economics education

The pedagogical conditions for the implementation of hybrid education for students of economic fields of bachelor's degree preparation are investigated. The article analyzes current trends in the integration of information and communication technologies into the educational process, emphasizing the need to increase the effectiveness of distance learning formats in the context of the digital transformation of higher education. A theoretical review of the key models of technological integration is presented – TPACK (Technological Pedagogical Content Knowledge) and SAMR (Substitution, Augmentation, Modification, Redefinition), which are considered as a methodological basis for designing hybrid learning. It is concluded that hybrid learning occupies one of the leading places in the theory and methodology of higher professional education.

Key words: hybrid learning, pedagogical conditions, information and communication technologies, TPACK model, SAMR model, economics education, digital transformation.

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