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HYBRID LEARNING IN UKRAINIAN HIGHER EDUCATION: CHALLENGES AND PERSPECTIVES

The ongoing crisis conditions faced by Ukraine have created significant challenges for the higher education system. The need to maintain educational quality encourages universities to adopt flexible and adaptive approaches that ensure students' safety, equality, and access to learning.

Aim. The purpose of this study is to identify the key challenges in implementing hybrid learning in Ukrainian higher education institutions and to outline ways to enhance its effectiveness under crisis conditions.

One of the tools that has been gradually introduced in universities is hybrid learning, which combines elements of in-person (classroom-based) and distance (online) formats of interaction between teachers and students. Hamza-Lup and White (2018) define hybrid learning as “an instructional approach that combines face-to-face classroom methods with computer-mediated activities to form an integrated instructional experience.” The main goal of hybrid learning is to ensure educational continuity, maintain accessibility, and support an inclusive environment for students unable to attend classes in person.

However, this model brings several difficulties for institutions, teachers, and students. As noted by Vereshchahina, Liashchenko, and Babi (2018), challenges include low technological literacy, limited digital support, inadequate classroom infrastructure, and a lack of practical experience with digital tools.

Results. The analysis revealed major issues such as uneven distribution of teachers' attention between on-site and online students, unstable Internet connections, poor sound and video quality, and limited technical resources within universities. In many cases, instructors are compelled to use their personal devices and materials due to inadequate software and equipment in classrooms. This situation increases their workload and reduces the overall efficiency of the educational process. At the same time, the experience of hybrid interaction confirmed the importance of further developing teachers' digital competence and institutional support for this format, as it ensures flexibility, inclusivity, and the continuity of education under crisis conditions.

Conclusins. Hybrid learning ensures educational resilience in emergencies; however, its success depends on overall readiness. The main difficulties are related to unstable Internet connectivity, uneven student participation, and insufficient technological resources. To improve learning outcomes, it is essential to strengthen the material and technical infrastructure, enhance teachers' digital competencies, and create conditions for equal participation of both online and in-class students.