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THE SAMR MODEL AS AN APPROACH FOR TECHNOLOGIES CHOICE IN HYFLEX TERMS

The first challenges of distance learning are left behind. HyFlex has become a new one, and nowadays it is a subject of many research works. It requires an appropriate educational toolkit. For example, new media (technologies) offer the access to a great amount of different digital resources and are singled out as educational tools themselves. They usually serve to meet the practical objectives of the conducted course. As the field of our interest is teaching a foreign language to the students of pedagogical specialties, the aim of our foreign language courses is to develop communicative skills in the terms of HyFlex model [2]. However, a wide range of options that new media offer for education may raise many questions about their right choice to guide a foreign language mastery simultaneously with hard and soft skills (the 21st century skills).

The Australian researcher Dr. Ruben Puentedura developed the SAMR model in which he emphasized the use and evaluation of technology in education [4]. A four-level model helps to understand the purpose of using technologies, select and apply them in educational activities and can be implemented into HyFlex learning. Each level of the SAMR model leads not only to the achievement of the goal of learning foreign languages and the formation of foreign language communicative competence, but also to the comprehensive formation of 21st century skills [3].

The SAMR Model consists of the following four classifications of technology use for learning activities [1]:

- Substitution: The technology provides a substitute for other learning activities without functional change.
- Augmentation: The technology provides a substitute for other learning activities but with functional improvements.
- Modification: The technology allows the learning activity to be redesigned.
- Redefinition: The technology allows for the creation of tasks that could not have been done without the use of the technology.

It is necessary to notice that each SAMR model level of technology application leads to a deeper and more detailed immersion in them. The first two levels make education efficient and modern. The two highest levels transform the educational process into innovative and creative one.

At the substitution level, technologies are used instead of a textbook, notebook, handout, etc.. They can be used for familiarization with a media text in order to identify the main idea, search for specific information, find out the meaning of a word in context, convey the content of a media message; writing a comment, letter, note for the formation of foreign language writing skills; drawing mind maps to improve lexical material or checking the spelling of lexical items; learning vocabulary with the help of flash cards; description of the image (photo) in order to develop prepositions of place etc.

The level of Augmentation is not significantly different from the previous one, the priority type of activity is cooperation, because work with technology takes place in joint documents or resources (Canva, Google Docs, Voice Thread, Titan Pad, Jamboard). You can offer to edit the message, find and correct errors in the text or individual words, substitute lexical units according to the content of the media text, change the verbs by determining the correct grammatical form, compose a joint story or short story, listen to the audio recording, repeat after the speaker and make a recording of the student's own pronunciation text, take a photo on the proposed topic and organize work with this image (compose a question to the image, describe the image, guess what is depicted by asking a question to a partner), prepare a photo presentation on the topic specified in the curriculum. The results of the activities of the next two levels involve familiarization with a wide local or global audience.

At Modification level, certain patterns or models are applied and can be redesigned according to the topic of the class. For example, students take a survey or conduct a survey in a shared virtual classroom; redesign graphs, charts for evaluation, analysis and comparison of received information; build schemes for visualizing information to facilitate the transfer of text; construct time lines (Time Lines) to describe the sequence of actions or events.

The highest level – Redefinition, forms innovativeness, creativity, the ability to work with information and media resources. It involves the creation of new tasks involving all types of multimedia, posting on the network, providing the opportunity to view, comment on and use the created work in one's own activities. In particular, writing resumes, reviews, essays, creating presentations and multimedia presentations, editing videos and photos, creating collages, entertaining and educational games, glass [3].

So as HyFlex learning is a type of conducted synchronous and asynchronous learning, it requires a well-chosen educational toolkit and the SAMR model is the must to know for educators to implement technologies efficiently/

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