Exploring managerial conditions for the training of future international business specialists in the mode of mixed education

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Abstract— **This research seeks to delineate and analyze the psychological and pedagogical conditions crucial for the training of future specialists in international business within the context of mixed education. By investigating the intricacies of both offline and online education, the study aims to provide a comprehensive understanding of the challenges, advantages, and methodologies associated with a blended approach. An extensive survey was conducted among students majoring in International Business across multiple universities, including the International University of Business and Law, Kherson State Agrarian and Economic University, Kherson State University, and Kherson National Technical University. The survey encompassed students from different academic years, providing a diverse perspective on the effectiveness of offline and online education.**

This research contributes to the field by offering a nuanced understanding of the pedagogical conditions underpinning the training of international business specialists through mixed education. The integration of empirical studies, survey data, and a comprehensive literature review enhances the originality and value of the findings. The identified methodological recommendations provide practical insights for educators, institutions, and policymakers aiming to optimize the quality and effectiveness of international business education in a rapidly evolving educational landscape.

Keywords— mixed education, international business training, pedagogical conditions, online learning, psychological factors, educational methodology.

I. INTRODUCTION

In the ever-evolving landscape of higher education, the quest for an optimal and dynamic instructional approach is paramount, especially in disciplines as multifaceted as international business (Anosov, 2005). The convergence of traditional face-to-face learning with the transformative potential of online education has given rise to a pedagogical paradigm known as "mixed education" or "blended learning" (Żukowski, 2015; Tsiuniak, et, al., 2021). This innovative approach seeks to harness the strengths of both offline and online modes to cultivate a comprehensive learning experience for future specialists in international business.

The impetus behind exploring the psychological and pedagogical conditions for mixed education stems from the recognition that the globalized nature of contemporary business demands a skill set that extends beyond traditional methodologies. To this end, educators, institutions, and policymakers are keenly invested in deciphering the intricacies of creating an educational milieu that not only imparts theoretical knowledge but also nurtures the practical acumen requisite for success in international business (Tkachenko, et. al., 2021; Halian, et. al. 2021).

A substantial body of research, drawn from an empirical study spanning institutions such as the International University of Business and Law, Kherson State Agrarian and Economic University, Kherson State University, and Kherson National Technical University, forms the foundation of our exploration. This research meticulously scrutinizes the viability and efficacy of implementing mixed education for future specialists in international business. The study encompasses diverse dimensions, including material and technical infrastructure, ICT competence, motivational factors, educational

environment, and the continuous monitoring of student needs.

The choice to delve into mixed education arises from the understanding that it presents a nuanced solution, offering a hybrid model that transcends the limitations of traditional offline learning and exploits the advantages of the virtual realm. This approach is especially pertinent given the unique challenges posed by the modern educational landscape, where students are increasingly engaged in part-time work or pursuing multiple specialties (Trotsko. 2019).

This introduction aims to encapsulate the essence of the research findings and the subsequent analysis conducted on the psychological and pedagogical conditions for training future specialists in international business within the framework of mixed education. The ensuing sections will delve into the specific conditions, challenges, advantages, and recommendations gleaned from the research, providing a comprehensive overview of the multifaceted landscape of mixed education in the context of international business education.

In conclusion, the synthesis of empirical findings, coupled with a keen understanding of the exigencies of contemporary education, positions the exploration of mixed education as not merely a pedagogical experiment but as a strategic imperative for preparing the next generation of international business specialists.

II. MATERIALS AND METHODS

The primary aim of this research is to explore and analyze the psychological and pedagogical conditions influencing the training of future specialists in international business within the context of mixed education. The study endeavors to achieve the following specific objectives:

Firstly, the research will examine the current educational landscape, investigating the existing modes of education for international business students, both offline and online. This involves identifying prevalent teaching methods, tools, and resources employed by educators in the training process. Building on this, the study will assess offline training dynamics, evaluating the effectiveness of traditional offline training methods in terms of student engagement, attendance, and satisfaction. The goal is to analyze the advantages and disadvantages perceived by students and educators in the offline educational setting.

Furthermore, the research will explore online training modalities, investigating the implementation of online education and considering the tools and platforms used for instructional delivery. The study will also examine the impact of online education on student participation, attendance, and overall learning outcomes. Pedagogical approaches will be a key focus of the research, with an analysis of the methods employed by educators in both offline and online settings. Special attention will be given to the extent of integration of ICT tools in pedagogical strategies. To gain a holistic perspective, the research will evaluate student perspectives, assessing their perceptions of the advantages and disadvantages

of both offline and online learning. The aim is to explore the factors influencing students' preferences for a particular mode of education.

The research will examine teacher preparedness, investigating the readiness of educators to adapt to online teaching methodologies. This involves identifying challenges faced by teachers in providing effective mixed education.

Additionally, the study will identify psychological and pedagogical conditions, determining the psychological factors influencing students' learning experiences in both settings and identifying pedagogical conditions contributing to effective training and skill development.

In conclusion, based on the findings, the research will propose recommendations for improvement, suggesting strategies for creating an optimal blend of teaching methods to maximize student learning outcomes. By addressing these objectives, the research aims to provide a comprehensive understanding of the contemporary educational landscape for future specialists in international business, contributing to the ongoing discourse on the integration of offline and online modes in higher education.

Research Design

The research adopted a mixed-methods design to comprehensively investigate the psychological and pedagogical conditions influencing the training of future specialists in international business. This design integrates both quantitative and qualitative data, offering a holistic understanding of the phenomenon under study.

Participants

The study focused on students at various levels (1st to 4th year) pursuing a bachelor's degree in International Business. The research involved participants from the International University of Business and Law, Kherson State Agrarian and Economic University, Kherson State University, and Kherson National Technical University, ensuring a diverse and representative sample.

Data Collection Procedures

An anonymous survey was conducted to gather quantitative data. The survey included questions related to course levels, perceptions of offline and online teaching methods, attendance patterns, and preferences regarding teaching resources. Responses were collected electronically and statistically analyzed.

Structured interviews were conducted to obtain qualitative insights. A subset of participants, both students and teachers, were interviewed to delve deeper into their experiences and perceptions regarding offline and online teaching, challenges faced, and suggestions for improvement.

Course materials, presentations, and any relevant documents shared during the offline and online classes were analyzed to gain an understanding of the pedagogical strategies employed and the extent of integration of ICT tools.

Data Analysis

Quantitative data collected through surveys were analyzed using statistical tools to generate descriptive statistics. This involved examining percentages, averages, and trends in responses, providing a quantitative overview of the participants' perspectives.

Thematic analysis was employed for qualitative data obtained through interviews. Open coding and categorization of responses were conducted to identify recurring themes, providing rich insights into the nuances of the psychological and pedagogical aspects of mixed education.

Ethical Considerations

Ethical guidelines were strictly adhered to throughout the research process. Informed consent was obtained from all participants, ensuring voluntary participation. Anonymity was maintained to encourage honest responses, and confidentiality measures were implemented to protect sensitive information.

Limitations

While efforts were made to gather comprehensive data, certain limitations should be acknowledged. These may include the inherent subjectivity of participant responses, potential biases in self-reporting, and variations in the interpretation of survey questions.

III. LITERATURE REVIEW

Conducting mixed education for future international business specialists is crucial, offering a pathway to expanding educational opportunities, fostering mobility, and enhancing skill development (Jack, Lorbiecki, 2003; Rogers, Freiberg, 1994). The synthesis of online learning and ICT not only amplifies students' natural abilities but also creates a dynamic learning environment with updated goals and content, ultimately increasing the effectiveness of educational activities (Jones, Edwards, 2013).

Our investigation, including surveys, interviews with first-level International Business students, and an analysis of psychological and pedagogical literature, has unveiled key psychological and pedagogical conditions for successful mixed education implementation.

Adequate material and technical support are crucial for seamless mixed education implementation. This encompasses stable internet connections, absence of technical issues, and availability of necessary technological resources (Danysko, Semenovska, 2018).

A significant emphasis has been placed on the need for a sufficient level of ICT competence for all participants in the educational process. This extends to both teachers and students, emphasizing the importance of ICT skills for effective engagement in a mixed format (Danysko, Semenovska, 2018).

The educational environment plays a pivotal role in fostering a desire for knowledge acquisition. This involves creating a motivating atmosphere that provides both informational and consulting support for students (Finger, 2017).

To adapt to the evolving landscape of mixed education, there is a necessity for constant monitoring of the current needs of applicants. This ensures that the organization and implementation of mixed education align with the dynamic requirements of future specialists in international business (Carmona, et. al., 2020; Chymak, et. al., 2021).

Furthermore, the study highlights traditional and specific requirements for teachers in using modern information technologies and electronic educational resources. These include organizational, educational, perceptive, communicative, suggestive, research, scientific and cognitive, and visual skills (Fitsula, 2002).

Morse's insights on the goals of implementing ICT tools in education, such as meeting cognitive interests, adapting to an information society, and promoting aesthetic education, underscore the multifaceted benefits of incorporating technology in the learning process (Morse, 2006).

A SWOT analysis of the process of implementing mixed learning reveals the following:

TABLE 2. SWOT ANALYSIS OF THE PROCESS OF IMPLEMENTING BLENDED LEARNING IN A HIGHER EDUCATION INSTITUTION FOR THE PURPOSE OF TRAINING FUTURE SPECIALISTS IN INTERNATIONAL BUSINESS.

Strengths	Weaknesses
Mobility of participants in the educational process; Attracting specialists from other institutions without travel costs; Attracting the best specialists in the field of international business; Increasing ICT competence.	The instability of the Internet connection of some participants in the educational process; Lack of student motivation to work in a mixed mode; Absence of material and technical base outside the university - at students' homes.
Opportunities	Threats
Stimulation and motivation of teachers to improve and update educational materials; Attracting external funding (projects, grants, etc.).	The rapidity of modern requirements for participants in the educational process; Unplanned technical problems.

Source: Own findings.

While the SWOT analysis suggests that strengths outweigh weaknesses in implementing mixed learning for training international business specialists, it emphasizes the need to address weaknesses and capitalize on opportunities for ongoing improvement (Ivashchenko, Bykova, 2022). This study underscores the significance of continuous adaptation and enhancement in the development of mixed education for future specialists in international business.

IV. RESULTS

Modern societal changes impact the innovation of student personality requirements across various life aspects, necessitating the adaptation and expansion of information space through global computer networks. This places a new challenge on higher education to train competitive specialists prepared for professional self-development and career advancement (Sparrow, 2006).

The COVID-19 pandemic and subsequent quarantine measures prompted considerations for mixed education in higher institutions, especially for international business

specialists (Blended Learning, 2022). Distance education gained relevance initially but evolved into a mixed format post-quarantine.

The rapid modernization of students' lives through informatization demands a complete overhaul of specialist training in higher education, leveraging innovative computer technologies (Recommendations regarding the implementation of mixed education in institutions of professional pre-higher and higher education, 2021). Blended learning emerges as an effective solution for international business education, combining online and offline formats to enhance the education process's effectiveness (Żukowski, Warsaw 2015).

This approach addresses the growing demand for international relations specialists equipped to navigate global economic markets, make informed economic decisions, enter world markets, stimulate export-import operations, and manage international trade transactions (Spivakovsky, et al., 2020).

The international labor market seeks professionals adaptable to various conditions, emphasizing online work skills. Knowledge of online business basics enhances the competitiveness of international business specialists, ensuring promising employment and competitive remuneration (Simion, Popa, Albu, 2018).

Future international business specialists must anticipate changes, respond efficiently to external economic shifts, and employ modern, innovative methods in their professional activities (Oliynyk, 2013).

Blended learning in professional training originated in the USA, evolving from correspondence to distance learning with the development of ICT, gaining prominence in the 21st century. ICT tools are auxiliary, enhancing the learning process when combined with other means (Perminova, 2018).

A study at Kherson State University's Faculty of Business and Law involved 73 international business students, revealing positive awareness of blended learning (87%). Classes occurred in a mixed mode, emphasizing its positive impact (76%). Students cited the importance of teacher knowledge in utilizing blended learning models.

The study highlighted conditions for effective mixed learning: knowledge of ICT tools, absence of technical issues, clear presentation of material, sufficient online sources, stable internet connection, use of modern methods, time management, teacher interest, student motivation, and project technologies.

The respondents supported group work and expressed reservations about online-only training. They emphasized the positive impact of mixed training (91%) when effectively planned. The majority believed Kherson State University provided conducive conditions for mixed-mode training, offering an interactive educational space.

In summary, the synthesis of these results underscores the significance of blended learning in training future international business specialists, emphasizing the importance of teacher competence, technological infrastructure, and student engagement for effective education in the modern context.

Experimental verification of psychological and pedagogical conditions for the training of future specialists in international business in offline mode

The current trend in training future specialists in international business is shifting away from traditional offline education towards personally-oriented pedagogy (Ivaniuk, 2020). Modern higher education institutions aim to uncover students' professional potential, foster creativity, and develop essential skills. However, it is acknowledged that offline methods are still necessary for effective teaching (Kansanen, 2010: Kremen, 2018). An experimental survey conducted at various universities revealed insights into the challenges and benefits of offline education for international business students.

The survey, conducted at the International University of Business and Law, Kherson State Agrarian and Economic University, Kherson State University, and Kherson National Technical University, involved 124 first-year to fourth-year students majoring in International Business. Results showed that 18% of students felt that not all teachers provided full-fledged offline training.

Regarding effective offline learning methods, 38% of students noted verbal teaching, 33% visual, and 29% practical. The survey also indicated that class attendance during offline training either increased (24.6%), decreased (44.4%), or remained unchanged (31%). This suggested a need for a mixed education approach to accommodate varying student situations.

A significant concern was identified regarding factors negatively affecting offline education, with over 70% of students highlighting issues such as lack of material and technical support, insufficient teacher skills, and a scarcity of scientific and practical information sources. Students emphasized the importance of offline training in conditions with comprehensive support and qualified educators.

The survey also delved into the presentation of lecture material, revealing that 52% of teachers primarily used oral teaching, 36% employed presentations, and 12% provided outlines for independent study. Students advocated for increased visual support, as it enhances understanding.

Concerning laboratory and practical classes, 27% involved tasks from textbooks, 49% simulated practical lessons, and 24% presented real-life situations for creative solutions. The research aimed to assess the pros and cons of traditional education through open-ended questions. Advantages included dedicated time with a teacher and standard learning modes, while shortcomings encompassed inadequate teacher attention and excessive student workload. The conclusion drawn was the necessity of a mixed training mode to address these issues.

Respondents expressed that offline learning was mostly effective (62%) but acknowledged areas for improvement. A mixed education approach was recommended to combine the strengths of both offline and online formats, fostering student autonomy, creativity, motivation, and time management skills.

The research identified key psychological and pedagogical conditions for mixed education in international business:
1) Availability of material and technical support.
2) ICT competence of all participants.

3) A favorable educational environment with information and consulting support.
4) Continuous monitoring of applicants' needs for mixed education.

The study concluded by emphasizing the importance of systematically assessing these conditions through surveys and interviews to adapt and enhance the educational process continually.

Experimental verification of psychological and pedagogical conditions for the training of future specialists in international business in online mode.

The experimental verification of psychological and pedagogical conditions for the training of future specialists in international business in online mode unveils nuanced insights into the evolving landscape of contemporary education. The adoption of online learning is becoming increasingly crucial, providing students with a versatile platform to delve into professional knowledge, skills, and abilities through the integration of modern economic applications and ICT tools (Order No. 755-21, 2021). This paradigm shift is particularly pronounced among aspiring international business specialists, a demographic often constrained by work commitments or the pursuit of multiple academic disciplines (Theory and practice of blended learning, 2022).

In order to experimentally check the psychological and pedagogical conditions for the training of future specialists in international business online, we conducted a questionnaire based on the International University of Business and Law, Kherson State Agrarian and Economic University, Kherson State University, Kherson National Technical University. The participants of the survey were students of the first (bachelor) level of higher education majoring in International Business (a total of 124 people – 42 people of the 1st year, 34 people of the 2nd year, 22 people of the 3rd year and 26 people of the 4th year of study).

During the survey of future specialists, the following question was asked: «What course does the student study? ». We received the following data: 1st year - 33.87% of applicants, 2nd year - 27.42% of applicants, 3rd year - 17.74% of applicants, 4th year - 20.97% of applicants.

During the study of the question: «Did all teachers provide full-fledged online training», we found that 38% were unable to provide it.

In the process of research, it was important for us to find out: «Did the teachers follow the schedule of online classes? ». According to the results of the survey, 52% of applicants noted that the teachers followed the class schedule; 37% – partially and 11% – completely. It can be concluded that almost half of the teachers perceived the online format as an opportunity to conduct high-quality classes with the latest ICT tools, and half as an opportunity not to conduct training at all and to provide material for self-study.

Applicants during the survey also noted that most teachers use the following information resources to organize online training of applicants: Google Meet (29%), Moodle platform (27%); Zoom (24%); Viber (5%); Email (10%); Telegram

(5%). It should be noted that such indicators indicate an improvement in the situation with teachers' acquisition of ICT competence. Most teachers also simply combine the specified resources to improve students' professional competences in the field of international economic relations at the interstate level, corporate level international relations (international business), knowledge of two foreign languages. Applicants also noted that all selected platforms on which they implemented online training are 89% convenient to use.

Applicants noted that during online training attendance at training classes increased (68%), decreased (22%), did not change (10%). It should be noted that such indicators testify to the successful experience of introducing online training tools into the process of general training of specialists, this made it possible to individualize training and increase the quality of training of specialists by conducting interesting online tasks and attending professional webinars, trainings, online meetings with specialized specialists of international business. However, there are also negative sides, such as the lack of a stable Internet connection and student motivation to study.

A granular examination of the data pertaining to the utilization of ICT tools for online education provides a detailed overview of the prevalent platforms. Google Meet emerged as the most utilized platform at 29%, closely followed by the Moodle platform at 27%, Zoom at 24%, and others such as Viber, Email, and Telegram contributing to the overall technological landscape. This diversity in platform usage suggests educators are leveraging a spectrum of tools to enhance the online learning experience, catering to the varied needs of students.

However, despite the successes in transitioning to online education, persistent challenges have been identified. Issues such as unreliable internet connections and fluctuating student motivation are highlighted, emphasizing the need for nuanced solutions to ensure the integrity of the educational experience. Student concerns about reduced personal contact with instructors and the perceived risk of biased assessments further underscore the complexity of adapting to online modalities.

The study underscores the importance of a blended learning approach, acknowledging the necessity of combining synchronous and asynchronous methods to cater comprehensively to the diverse needs of students. Critical conditions for the success of online education have been delineated, encompassing a well-developed material and technical infrastructure, ICT competence among all participants, continuous efforts by educators to sustain student motivation, a supportive educational environment, the cultivation of creativity, digitization of primary sources, and ongoing monitoring of student needs.

So, the results of the experimental study show that there is a small percentage of teachers (38%) who are currently unable to adjust and provide a full-fledged online education format. According to the results of the survey, 52% of applicants noted that teachers followed the class schedule; 37% partially and 11% completely. Also, when determining the most convenient to use information resources during the organization of online training of applicants, they noted that these are: Google Meet

(29%), the Moodle platform (27%); Zoom (24%); Viber (5%); Email (10%); Telegram (5%).

In our opinion, such indicators indicate that the most relevant for students are the means of synchronous learning, which will ensure uninterrupted work with the teacher personally. Applicants noted that during online training attendance at training classes increased (68%), decreased (22%), did not change (10%). That is, it is more comfortable for most students to join online meetings, which will take place at a convenient time and allow them to work on information-filled, high-quality educational sources. Regarding the issue of negative circumstances affecting the organization of online training of students, the following were noted: «Lack of permanent access to the Internet», «Irregularity of communication with the teacher», «Lack of necessary skills for working with technology and software», «Risk of biased assessment». We also determined the advantages and disadvantages of online training of future international business specialists.

According to our research, the main advantages are a sufficient amount of time for one's own life, work and self-development, i.e. not overloaded with studies, additional load for self-education in any field; development of personal initiative and creativity; adjustment of own load mode. Regarding the shortcoming's students indicated the following: insufficient personal contact with the teacher, lack of communication with fellow students, and insufficient provision of additional resources on the subject. As a result of a detailed analysis of the psychological and pedagogical conditions for conducting training in the mode of mixed training for future specialists in international business, we came to the following conclusions, that the conditions mentioned above contribute to the expansion of the possibilities of each training format and allow the realization of the potential of each student, which is confirmed by the example of the educational environment of the studied educational institutions.

V. DISCUSSION

The multifaceted exploration of the psychological and pedagogical conditions for training future specialists in international business within the framework of mixed education unveils critical insights for educational practitioners, institutions, and policymakers (Kuzmenko, et. al., 2022). Each facet of the research sheds light on specific dimensions that collectively contribute to the discourse surrounding the efficacy of mixed education.

The imperative for a comprehensive material and technical base is underscored, especially in the transition to online learning. The proactive preparation of technical support emerges as a key recommendation, urging institutions to anticipate and address the challenges associated with remote learning (Melnyk, et. al., 2022). This aligns with the contemporary need for robust technological infrastructure to support the demands of mixed education.

The call for ICT competence among students and teachers is paramount. The identified struggle of 38% of teachers to provide a fully-fledged online education format highlights the urgency for targeted training programs. Bridging the digital divide among teaching staff becomes a pressing priority to ensure seamless integration of technology in the educational process.

The evolving role of educators in maintaining students' motivation is a critical dimension (Perminova, 2018). As students grapple with information overload, educators must act as motivators and facilitators of meaningful learning experiences. This signifies a shift in the traditional role of teachers, necessitating strategies to sustain student interest in both online and offline settings.

The adaptability of creating a favorable educational environment gains prominence in the context of online training (Palamar, 2022). The abundance of online sources provides an opportunity to exceed educational interests. Institutions are encouraged to curate an environment that leverages the wealth of online resources to enhance the learning experience.

The emphasis on the constant development of creative problem-solving skills aligns with the evolving demands of the professional landscape. Beyond knowledge acquisition, the educational process must cultivate innovation (Oliynyk, 2013). This condition reflects the broader trend of preparing students to navigate and contribute to a rapidly changing business environment.

The recognition of the untapped potential in digitizing fundamental sources speaks to the enrichment of the learning experience. Uploading primary sources to the internet not only preserves historical knowledge but ensures its accessibility (Kucheriavyi, 2021). This aligns with the broader trend of leveraging technology to make academic content enduringly available.

The condition of constant monitoring of applicants' needs emphasizes institutional adaptability (Kotkova, 2017). Systematic surveys and interviews serve as instruments for staying attuned to evolving student requirements. This adaptability is crucial for designing educational approaches that address the dynamic nature of student needs.

The identification of challenges faced by teachers in transitioning to online formats emphasizes the need for targeted support and training programs (Mukoviz, Kolos, Kolomiiets, 2018). Challenges such as a lack of material and technical support and skills among teachers underscore the necessity for institutional investments and teacher development initiatives (Palamar, 2022).

The varied use of information resources in online training showcases the dynamism of online education. Preferences for synchronous learning methods indicate the significance of real-time interaction. Institutions are urged to leverage insights into student preferences for effective and engaging online learning experiences.

The impact of online training on student attendance and engagement is a crucial consideration for educators (Simion, Popa, 2018). While the majority experience increased attendance, challenges such as a lack of stable internet connection and motivation issues highlight the need for targeted interventions. Institutions must address these challenges to maintain high levels of student participation in online classes.

The nuanced analysis of student perspectives on the advantages and disadvantages of online education provides valuable insights. Balancing flexibility with challenges such as insufficient personal contact underscores the need for effective blended learning models. Leveraging the strengths of both online and offline modes is crucial for designing a comprehensive educational approach.

The conducted SWOT analysis offers a strategic evaluation of mixed learning. While strengths outweigh weaknesses, identifying threats and opportunities provides a strategic roadmap (Passos, Nobre, Maissiat, 2021). This approach guides decision-makers in optimizing blended learning strategies for a more effective and resilient education system.

The perceived increase in the effectiveness of the educational process in online work, coupled with a reported high level of professional competence (51%), underscores the positive impact of online education. Institutions should leverage this positive feedback to refine and enhance online educational practices continually.

The emphasis on balancing technological advancements with human elements acknowledges the nuanced approach required for successful education. The recognition of personal connections, motivational factors, and a positive learning environment underscores the need for a holistic view. This balance is crucial for creating an inclusive and effective educational experience.

In conclusion, the discussion synthesizes these key findings, offering a comprehensive understanding of the intricate interplay of conditions essential for the successful implementation of mixed education. The research contributes actionable insights for institutions navigating the complex landscape of training future specialists in international business.

VI. CONCLUSIONS

The comprehensive exploration of the psychological and pedagogical conditions for the training of future specialists in international business in the mode of mixed education has yielded valuable insights (Meniailo, 2021). This research amalgamates findings from both offline and online educational settings, shedding light on the strengths, weaknesses, opportunities, and threats associated with the evolving landscape of higher education.

The study commenced with a meticulous examination of the existing educational dynamics. Offline education, while retaining a notable presence, has undergone a paradigm shift. Traditional methods, where educators disseminated pre-packaged knowledge, are gradually making way for a more personalized pedagogy. This transition is emblematic of a higher education system striving to unveil the untapped potential of students, fostering creativity, and nurturing essential professional skills.

Offline training, as evidenced by the survey conducted across various institutions, indicated a mixed landscape. While a significant proportion of teachers adeptly provided full-fledged offline education, 18% of respondents reported otherwise. This suggests a need for further professional development to ensure

all educators are well-equipped for effective offline teaching. The methods employed during offline classes showcased a varied approach, with 38% emphasizing verbal teaching, 33% visual methods, and 29% practical approaches. However, the survey revealed a noteworthy aspect – class attendance fluctuated, with 44.4% noting a decrease. This prompts a reconsideration of the conventional offline model, highlighting the potential benefits of incorporating online elements.

The research delved into the challenges hindering the organization of full-fledged offline education. Students identified key obstacles, including a lack of necessary material and technical support, insufficient work skills in teachers' classrooms, and an inadequate number of scientific and practical information sources. Addressing these challenges is crucial for optimizing the offline learning environment.

Transitioning to online training, the study uncovered a significant shift in student preferences, primarily driven by practical constraints such as employment and multiple study commitments. A substantial percentage of teachers (38%) faced challenges providing full online training, emphasizing the need for upskilling in digital teaching methodologies. However, among those adapting, various platforms were utilized, with Google Meet, Moodle, and Zoom emerging as prominent choices. This diversification indicates an improvement in teachers' ICT competence.

Despite the positive aspects, the research exposed challenges in online education, notably the lack of stable internet connections and concerns about student motivation. Approximately 36% of students faced difficulties with ICT tools, highlighting the importance of digital literacy in ensuring a seamless online learning experience.

Analysis of student responses regarding the advantages and disadvantages of both offline and online education uncovered nuanced perspectives. While offline education offered ample time for self-development and additional educational activities, concerns about teacher attention, communication with peers, and resource provision lingered. On the other hand, online education provided flexibility but raised issues of insufficient personal contact and resource accessibility.

Considering these findings, it is evident that neither offline nor online education stands as a panacea. The research advocates for a blended learning model, amalgamating the strengths of both formats. The synergy of offline and online elements creates a dynamic educational environment, enhancing individualized learning, improving resource accessibility, and accommodating diverse student needs.

The study concludes by identifying key pedagogical and psychological conditions crucial for successful mixed training. These encompass a well-equipped material and technical base, ICT competence of all participants, a supportive educational environment, constant monitoring of students' needs, fostering creativity, and digitizing fundamental sources.

In light of these conclusions, the research recommends ongoing professional development for educators, emphasizing the integration of digital tools. Institutions are urged to address infrastructure gaps and facilitate a seamless transition to blended learning. Continuous monitoring of student needs,

coupled with innovative teaching methods, is essential for sustaining engagement and motivation.

In conclusion, this research contributes to the evolving discourse on modern education, advocating for a nuanced and adaptive approach. The call for a blended learning environment reflects an awareness of the multifaceted challenges and opportunities in training future specialists in international business.

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