

THE MAIN TRENDS IN THE DEVELOPMENT OF MODERN EDUCATION

Yuliya Bankouskaya
Maria Dzisko-Scumann
Minsk, Belarus

In the conditions of the modern globalising world, the processes of social globalization, one of the most important aspects of which are the processes of the creating a common educational space, are becoming increasingly important, in addition to political and economic globalization. In the context of the unification of educational processes, one of the actual task is to design universal educational methods that allow implementing the educational process in complex, polymorphic environments.

Key words: education, educational environment, teacher, student, network processes, lecture, test

Contemporary man lives in a rapidly developing network society. Values and interests inherent in the individual's creative activity specify the effectiveness and goals of education. Teacher's place and role in the educational process significantly changes under these conditions. If earlier a teacher in the lecture room functioned primarily as a translator and controller the process of students' learning, nowadays in the conditions of network social systems rapid development he becomes the organizer of the student's knowledge and skills independent mastering, primarily in the field of information and communication technologies.

The student gets the opportunity in social networks to significantly expand his cognitive activity, to acquire and master the wider layers of modern knowledge and purposefully use them in practical life activity. M. Castells supposes that the main source of productivity in the information society consists in the technology of knowledge generation, information processing and symbolic communication. The knowledge generation includes knowledge itself as an important component of its influence and the main source for the development of all spheres of society [1, p. 24-30].

The continuously increasing impact of networking on all spheres of public life, the growing influence of network structures on the transformation of learning content and upbringing in the educational process predetermines the need for conceptualizing the main trends in the development of modern information and educational space. The conceptualization of this complex and multi-quality social space includes the identification and theoretical explication of the main trends and directions for educational system improvement. Perspective directions of this improvement are:

1. equipping all educational institutions with high-speed wireless Internet and the transition for using electronic documents in working with students (classroom journal, diary, teacher card);
2. the management system informatization, providing multi-level access to information on the educational process;
3. introduction of new methods based on information technologies into the educational process: augmented reality, interactive teaching tools, etc. [2, p. 44-47].

These directions are invariant. They should act at all levels of educational system in the Republic of Belarus development. Their practical implementation should be carried out in accordance with the specifics of each specific educational institution. Moreover, the content of such implementation is not the same. The specifics of an educational institution and the teachers' level of methodological culture and professional competence predetermine it.

The introduction of digital methods (scripts) adapted to human needs into the educational process is gradually crowding out classical educational programs and linear ways of transmitting information. Students expand their presence in virtual reality with the help of cloud technologies.

They are impressed by the expanding use of educational resources (educational texts, CD lectures, virtual laboratories, multimedia materials) with remote access to the Internet. It is important to form in universities such important previously non-existent competencies as a multi-level solution of cross-cultural problems, thinking flexibility, virtual collaboration, new media literacy. Such expectations and orientation satisfy the requirements to modern university for preparing its graduates for work in a dynamically changing world.

The use of social networks in education makes it possible to improve the process of permanent education. The educational process started in the lecture room can be continued in the network interaction of a teacher with students. It allows students who have missed certain classes not to drop out from the educational process, but to be included in it at a more appropriate time for them. In addition, the interaction of teachers and students in the social network at any convenient time creates conditions for the continuity of the educational process. The teachers have the opportunity to conduct lectures in an interactive mode.

The most important direction in the implementation of the educational process is the formation of creativity in the developing information society, development and then practical application it in various fields of student's activity. The formation of creativity includes several interrelated components: independent and creative processing of new information, seeing something unusual and interesting in the ordinary; the creation new knowledge and ideas on this basis; an unexpected guess about the possibility of a new, its heuristic. The task of forming knowledge about the surrounding reality, the development of the student's personality information potential, the reflexive development of this personality, her mastery of ideals, values and norms of culture, becomes urgent in the conditions of the information society. It implies the strengthening of student-centered direction in the educational process, the intensification of student's independent work. Significance of new information and communication technologies development and application in teaching activities ensures the integration of intellectual, research, network-centric, design and educational tasks into a single and holistic educational process.

Forming of specialized information and education environment is a result of using local and global computer networks, electronic textbooks and training programs, autonomous network courses, computer videoconferences. It significantly expands the possibilities of both teachers and students in mastering the content and methods of educational technologies application. However all these teaching tools can bring the desired result in the case when the teacher has a high level of professionalism and competence in information and communication technologies using. The teacher from a predominantly knowledge translator becomes the organizer of the process student's knowledge acquirement.

One of the most effective methods of educational control - testing. First of all, testing, as a method of educational control, is applying to measure learning progress and achievement, and to evaluate the effectiveness of educational programs. In addition, testing allows to create universal modes that are applicable both to different disciplines and to various technological forms from classical paper-blank testing to computer testing with built-in modules for error-correcting and special learning tasks.

In the modern educational process, testing is one of the most objective and technological method of the mass control of knowledge. According to this criterion there is no other well known methods of control knowledge, which can be compared with testing. The knowledge for testing control in every academic discipline (course) is selected according to suitable test form. The analysis of the testing knowledge content refers to the academic discipline, while the search for the best testing forms is the subject of the interdisciplinary research, in which the leading role is played by modern pedagogy.

The test form is an integral characteristic constructing the general scheme of the control task in according with the level of students' knowledge and the goals of educational testing. The correctness of the test form is determined by the fulfillment of several conditions, such as the compatibility of the test form with the control task, the complete and accurate formulation of the task, which is easily recognizable and understandable by the student. The task formulation have to exclude any possibility of random error.

There is a variety of test classifications, but if we analyze the test form, main classification is based on the relation between question and answer in the test task structure. Since every test task is essentially a question, i.e. a logical form containing a request for the completion of information, it is appropriate to transfer the classification of questions to test questions. In accordance with the classification of questions, test tasks can be divided into closed-ended question (test) and open-ended question (test).

A closed-ended question is a test task, in which, along with a question, a set of answers is given, it is also necessary that it includes the correct answer. The test task, in which it is proposed to choose the correct answer from the suggested ones, but not including the correct variant in the set of answers, constitutes a violation of the logical law of prohibition of contradiction (set contradictory conditions). It is allowed to use two-level test tasks, in which, in the aggregate of answer options, the correct answer will be absent only if it is obligatory to indicate the possibility of the absence of the correct answer. In this case, the option "none of the above" must be present in the answer options. Such test tasks are performed in stages: the student examines each of the proposed options, and using the method of elimination successively eliminates the wrong options. This form of test items is more difficult, its undeniable advantage is to reduce the probability of a random choice of the correct answer

An open-ended question is a test task in which there are no suggested answers, the student is asked to their own answers, usually a brief answer to a question. Depending on the form of implementation of testing, computer or blank, the possibility of using this form of test tasks is determined. The structure of the test task includes two elements: the instruction part of the test and the subject of the test.

One of the necessary conditions for the effective use of test control is the providing of equal opportunities for all learners. It is necessary to have clear and unambiguously understandable instructions for test task. This function is performed by the instruction part of the test task.

The instruction part of the test task is a written (or oral) instruction for fulfilment test, formulated in clear way for all students. These options create identical conditions for the necessary actions and adequate motivation, setting the clear explanation of the procedure. When we prepare test tasks for students studying in a multicultural educational environment, the instruction part should be as clear and unambiguous as possible, since in most cases English is not the native language, as a rule it is the language of the educational environment.

Examples of the instruction part of the test tasks for the intermediate and/or final control:

1. Choose the correct continuation of the sentence
2. Match the parts
3. Which of the following is true about

The subject part of the test task is a prerequisite of the question (task), which must be supplemented. Substituting the correct answer (s) turns the test task into a true judgment. The test task is the question, according to the correspondence of the logical form. Accordingly, the premise of the test task have to satisfy the requirements for questions, i.e. firstly, the content of the subject part of the test task must be a true statement, and secondly, it must be formulated clearly, precisely and unambiguously. J. Bruner thought, that is not enough to develop a system of didactic tests, aimed at assessing the quality of learning. The task is much broader: to adapt the culture to the needs of people and to prepare people to perform useful social functions [3, p. 207-209].

In a multicultural educational environment, it is advisable to use test tasks at all stages of the educational process, as a form of intermediate control, in self-managed work of students (for example, to improve the proficiency of the terminological basis of the studied discipline), as additional tasks to clarify the level of mastered competencies during carrying out the final control Knowledge management is subject systematic impact on the processes of generation, externalization, accumulation, storage, transfer, distribution and practical use of knowledge. It allows to create and to apply necessary for making and implementing decisions and transforming intellectual assets intellectual capital in increasing the activity in all spheres of human life. The use of assignments with a predetermined answer is ineffective in the process of managing

students' knowledge. It is more productive to offer students open-ended tasks: formulating a hypothesis, brainstorming, protecting projects, commenting photo and video materials. The teacher motivates students in the studied subject, learning of the educational material. Pedagogical support of students learning should be focused on developing student's skills and abilities in the era of an information overabundance to separate the important from the secondary. Discussion methods should be used more actively in the student environment. It allows young people to develop and strengthen their independence, flexibility and efficiency in assimilating knowledge of their practical application.

The result of functioning these competencies becomes the formation of the teacher's ability, readiness and ability to think and act in the educational process, to teach multi-tasking, poly-probabilistic thinking and actions. The strategy for the formation and implementation of teachers' information and communication competencies in the deployment of the educational process creates new facilities for person's development. The implementation of this strategy creates favorable opportunities for an effective response of the education system to the challenges of a rapidly developing information society.

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ОРГАНИЗАЦИЯ ИСТОРИЧЕСКОЙ НАУКИ БЕЛАРУСИ В 20-Е ГГ. XX ВЕКА

***Виктор Белозорович**
Гродно, Беларусь*

В статье раскрывается процесс формирования научно-исследовательских центров по изучению истории в Беларуси в 20-е гг. XX века. Утверждается, что в БССР сложились два основных направления: академическое и партийное, и три научных центра: Белорусский государственный университет, Институт исторических наук Белорусской Академии наук, Институт истории партии и Октябрьской революции при ЦК КП(б)Б.

***Ключевые слова:** историография, наука, университет, академия наук, партийная наука.*

Образование белорусской советской государственности в 1919 г. предопределило новый этап развития исторической науки, проявившийся в организации научных центров по изучению истории. Внешнеполитические события, приведшие к временной оккупации Беларуси немецкими, а затем польскими войсками, гражданская война не позволили сформировать белорусские научные структуры в 1919–1920 гг.

Открытым остается вопрос: какое учреждение следует считать перым государственным научно-исследовательским историческим центром? Белорусский государственный университет или Институт белорусской культуры? Поскольку в 1920-е