

**НАУЧНЫЕ ПОДХОДЫ К ОБЕСПЕЧЕНИЮ ПРЕЕМСТВЕННОСТИ В УСЛОВИЯХ
ИНФОРМАЦИОННО-ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ СИСТЕМ ОБЩЕГО СРЕДНЕГО И
ВЫСШЕГО ОБРАЗОВАНИЯ В РЕСПУБЛИКЕ БЕЛАРУСЬ**

Лозицкий Вячеслав Леонтьевич, к.пед.н., доцент

Полесский государственный университет

Lozitsky Vyacheslav Leontyevich, PhD in Pedagogik, Associate Professor

Polesie State University, bakalaur@yandex.ru

Аннотация. Статья содержит характеристики основных теоретико-методологических подходов к пониманию процесса обеспечения преемственности, осуществляемой в условиях информационно-образовательной среды на системных уровнях общего среднего и высшего образования в Республике Беларусь.

Ключевые слова: цифровая трансформация образования, система образования, информационно-образовательная среда, преемственность, образовательная деятельность, субъекты образовательной деятельности

Addressing the issues of ensuring continuity in the information and educational environment of the systems of general secondary and higher education in the Republic of Belarus is determined by the relevance of the development and implementation of effective training models within the framework of the processes of digital transformation of the educational sphere. The development of such models involves an analysis of existing theoretical and methodological approaches in understanding continuity. Taking into account their practical-oriented positions will allow not only to assess the very logic of the evolution of the studied phenomenon, but also to indicate the prospects for development from the standpoint of actual scientific forecasting.

The comparative-comparative analysis of studies on the problems we declared made it possible to distinguish a number of main approaches in the interpretation of the concept of «continuity» in pedagogical theory [1–15]. The criterion sign of division is an understanding of the phenomenological essence of continuity.

The systemic significance of continuity as a link in a holistic pedagogical process (including as an important condition for its optimization) is determined in their works by S.I. Arkhangelsky, Y.K. Babansky, V.P. Bespalko, B.S. Gershunsky, V.I. Zagvyazinsky, V.V. Kraevsky, I.P. Podlasy, A.I. V. Khutorskaya [1–3; 5; 7; 8; 12; 15]. From the same standpoint of the systematic approach, V.A. Slastenin, I.F. Isaev and E.N. Shiyonov note that continuity makes it possible to unite and hierarchize individual educational situations into a single integral educational process of gradual development of natural connections and relations between subjects and phenomena of the world [13, p. 174]. In the systemically organized and implemented didactic process, at every moment in the educational process, private pedagogical tasks are solved, the integration of which allows the transition from previous events to subsequent, from simple to more complex forms of cognition, behavior and activity of students. In such a relationship in the works of Y.K. Babansky, V.I. Zagvyazinsky, V.V. Kraevsky, I.P. Podlasoy, A.V. Khutorsky [2; 7; 8; 12; 15] continuity is considered in the aspect of implementing one of the most important principles in the system of principles of didactics and education.

A.P. Smantzer [14] substantiates the provision that it is continuity that ensures the integration of various levels of the educational system in ensuring the integral development of the individual. This author considers continuity as a leading regulator of strategies for the development of pedagogical education in dynamically changing conditions. The latter allows us to present the interpretation of continuity in the context of the multi-level characteristic of the continuing education system, represented in its system diversity and multi-componence.

M.V. Byvsheeva, S.M. Godnik, V.S. Lednev, V.N. Maksimova, A.K. Oreshkina [4; 6; 9; 10; 11] consider continuity from the perspective of a process approach, including through the provision of intra-subject and interdisciplinary connections. S.M. Godnik argues that it should be said about continuity as a process, since there is a consistent change of pedagogical phenomena in the dynamics of learning and education. The development of the new pedagogical system takes into account the features of the previous system, accumulates its progressive elements in itself, removes the conservatism of the past in the

new conditions and thereby constructively denies it. The unity of deployment, enrichment, denial constitutes the dynamics and creative beginning of the continuity process [6, p. 8].

From the standpoint of pedagogical science, the study of the genesis of theoretical and methodological approaches to understanding continuity assurance and the conducted comparative analysis of the conceptual positions of supporters of process and systemic approaches makes it possible to distinguish phenomenological features as characteristics of the phenomenon under consideration. They are manifested not only in the pluralism of copyright definitions, depicting the diversity of the vision of its multifaceted. On the one hand, continuity acts as a process and condition for the continuous education of the individual, ensuring its formation and development, the disclosure of personal potential at various age periods. On the other hand, this is the process and result of sequential and systemic subordination, as well as the interaction of structural levels and stages in the education system, correlated with the sequence of learning by students of educational programs in educational institutes. Hence the attempts to remove the represented opposition of the process and systemic approaches.

The system-activity approach existing in pedagogy allows us to isolate the unifying principle of both systemic and process approaches, namely, through the understanding of the person carried out in the system and through the activity of phased development of the person. Ensuring continuity within the framework of this approach takes into account the construction of the learning process on the basis of the basic position - independent and versatile educational activities. The formation of the personality of the student and advancement in development takes place in the process of his own activity aimed at discovering new knowledge for him, and not passive perception in personal, socially significant increments. The organization of the training process to the leading position at the same time brings the active independent cognitive activity of the student. In the context of digitalization of education in educational activities, an important aspect is the departure from informational reproductive knowledge to knowledge of action, and the subject-subject interaction between the teacher and the student represents their status in the system. In this sense, the effective realization of continuity should take place in compliance with a number of imperative requirements:

- implementation of the content, forms, methods and means of the educational process through available and actively developed at all stages of education;
- pedagogical activity is purposeful, dynamic, progressively upward systemically organized;
- subject-subjectivity and constructiveness of educational activities of the teacher and the trainee, who is aware of the main ideas of the educational subject, its logic, systemic internal and external relationships;
- focus on the development and application of the most effective models of the educational process, overcoming its objective contradictions.

In the context of the digital transformation of education, the analysis of the development in science of the problem of ensuring continuity makes it possible to talk about the urgent need to determine not only the determination of innovative processes and forms of educational activity. It is important to develop and take into account the organizational and pedagogical conditions for effectively ensuring continuity in the changing environmental conditions of the educational sphere and information and communication space. This formulation of the problem is important in understanding the evolution of the requirements of the labor market and the institutional organization of institutions of higher education (evolution to the research-entrepreneurial institutional model of universities 3.0 and the social-entrepreneurial model 4.0). The use of robotics, artificial and hybrid intelligence, neural networks, augmented and virtual reality phenomena in modern education, the development of mobile, network and distance learning, as well as the gradual transition of elements of educational activity into virtual space dictate the need for a clear scientific justification for the integration of high-tech solutions into education. Due to its practical orientation and novelty, scientific analysis, systematization and generalization of practical experience in the development and application of the potential of the information and educational environment in the education system of the Republic of Belarus, taking into account the continuity of the levels of general secondary and higher education, seems relevant. Within the framework of scientific reflection, the necessary generalizations will make it possible to more accurately formulate the trends emerging in the process of digitalization of the educational sphere.

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