

запущенного однажды в Витебске трамвая?), однако не каждый индивид был способен это зафиксировать на каком-либо носителе и уж тем более передать потомкам. От предыдущих эпох остался определенный корпус текстов, фото и видео документов, а тысячи событий и явлений канули в лету по причине своей тривиальности и обыденности (в лучшем случае сохранились в мемуарах и архивных документах). Сопоставляя современность с предыдущими эпохами, информационные технологии прошлого уместно сравнить со свечой, отражающей контуры действительности, а технологии дня сегодняшнего – с прожектором, проливающим свет на каждый «угол» социальной реальности, демонстрирующим ее во всей многомерности и противоречивости.

Именно этот, информационно-технологический, аспект часто несправедливо выносятся за скобки в контексте размышлений о цивилизации. Безусловно, говорить о кризисных явлениях вполне уместно (главное – делать это аргументировано), но при этом не следует игнорировать характерные черты информационной действительности, в которой современность находит отражение.

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**MODERNIZATION OF TEACHER TRAINING TOOLS IN THE FIELD
OF E-LEARNING IN THE DIGITAL ECOSYSTEM
OF PEDAGOGICAL CONTINUOUS TRAINING**

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In Belarus a key activity for all universities in the country until 2025 is the expansion of using network and distance educational technologies. This goal assumes the development of horizontal management partnerships, the creation of practice-oriented structures in universities, career-planning centers and network professional communities based on information-communication

technologies (ICT) [1]. The importance of the constant development of the digital environment of universities and, in general, the formation of the republican information and educational environment is one of the conditions for improving the quality of education. For the system of higher pedagogical education in modern conditions, an urgent task for universities is the training teachers capable for e-learning in digital environment and network pedagogical interaction [2, 3].

Considering the fact that Belarusian state pedagogical university named after Maxim Tank (BSPU) is the leading pedagogical university in the country the goal of this article is to describe the deliverables of modernizing the educational process in digital environment for training teachers capable for e-learning. BSPU also coordinates a republican partnership of pedagogical educational institutions, which is called educational research and innovation cluster [4]. Cluster plays an important role in the development of the regional system of continuous teacher training. In these conditions, the implementation of BSPU deliverables in development of cluster digital environment can influence on the whole system of pedagogical training in Belarus. Taking into account the latest requirements for universities on the moving to new innovative practices and the specific character of teachers' training in the field of e-learning technologies the conceptual approaches of the BSPU digital environment development revised in 2019. The new conceptual model was in the widening of e-learning technologies application (as means of teachers' training) in BSPU and in Cluster, as well as updating the content, forms, methods of forming relevant ICT competencies and information culture of the teachers (as one of the goals of teachers' training) [5, 6].

The leading idea for the model was the formation of relevant ICT competencies and information culture of the future teacher, based on an understanding of the specific role of pedagogical interaction and the features of e-learning in the digital environment. According to this model innovative-advanced teacher training is conducting in a digital ecosystem of pedagogical training, which is designed on definite principles (synergy, personalization (individualization), polymodal, connectivity, constructivist, axiological).

The digital ecosystem considered as an open nonlinear dynamic socio technical horizontal system which integrates various global, national, university, inter-university services, educational institutions and stakeholders associated with the engagement of future teachers in various e-learning activities. The digital ecosystem in a pedagogical university includes subsystems: digital resources, online learning, e-learning trajectories, network communities, scientific innovations, e-services [6].

Let us describe the most important practical results of some subsystems development. The development of the subsystem of digital resources from 2019 can be described through the:

- modernization of the study course “Information technologies in education” which is included as compulsory state component of the curricula for all pedagogical specialties;

- development of new curricula of elective disciplines (“Technologies of network pedagogical interaction”, “IT project management”, etc.);
- inclusion into the curricula of study courses on teaching methods of school subjects modules or sections of ICT technologies. A selective analysis of 26 curricula on teaching methods at 5 faculties of BSPU showed that the study of using ICT is included in their content, course papers and theses on this topic are planned;
- constant growth of the collection of e-resources for teachers’ training for all study courses (the number of open online resources, courses, video content is growing every year).

The BSPU *online learning subsystem* as a means of e-learning in a digital environment started to play a significant part in involving of future teachers in various e-learning activities. The implementation of such platforms as BigBlueButton and MS TEAMS in BSPU digital environment allowed to widen the channels for pedagogical communication between teachers and students and to rise using the blended learning model in the university. At the regional level the active development of *the online learning subsystem in BSPU* is associated with the republican educational online project “Future teachers for children!”, initiated by BSPU in 2020 in order to support schoolchildren during the pandemic COVID-19. In 2021 the participation in republican educational online project “Future teachers for children!” was included as a part of Pedagogical Practice in the field of e-learning methods and network pedagogical interaction. The digital resource “Online BSPU school” is also used for creating students’ IT projects for e-learning.

The development of *the subsystem of e-learning trajectories* was focused on the modernization of educational and methodological support for e-learning by designing *interactive electronic educational and methodological complexes based for LMS Moodle*. According to such concept in 2019 BSPU introduced a system for the development of interactive competence-oriented e-content. It allowed to increase the proportion of quality e-resources for the digital environment: among more than 1700 e-resources in Moodle 18% refers to interactive electronic educational and methodological complexes. At the level of Cluster the digital environment of BSPU offers several open e-courses and projects on pedagogical experience exchange on the development of interactive e-courses. The coordination of scientific and methodological innovations in the field of e-learning at the university and Cluster is carried out by the Republican resource center “Network Academy of Pedagogy of E-Learning”.

Findings:

The transition to the conceptual model of *digital ecosystem* for teachers’ training made it possible to modernize a toolkit for ICT pedagogical training on different levels. At *the institutional level, the digital ecosystem of pedagogical training* contributes to the creation of additional pedagogical and organizational-technological conditions to stimulate independent educational and extracurricular activities of students in the digital environment, for the conscious formation of

professional ICT competencies and information culture of the future teacher. *At the regional level*, the formation of a digital ecosystem makes it possible to include inter-university teams of students and teachers on a project basis in the pedagogical training process, the network horizontal interaction of professional and educational research communities, the expansion of scientific research and the organization of pedagogical practice of e-learning in Cluster.

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МОТИВАЦИОННЫЕ УСТАНОВКИ СОВРЕМЕННОЙ МОЛОДЕЖИ В УСЛОВИЯХ ИНФОРМАТИЗАЦИИ

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В современном мире человек имеет огромные возможности для того, чтобы сделать свою жизнь достойной и интересной. Комфортные условия проживания позволяют удовлетворять любые его потребности. Это желание возникало в стремлении улучшить свое окружение, преодолеть накопившиеся проблемы.

По мере того, как развивается современное общество, меняются и человеческие предпочтения. Каждый стремится овладеть тем огромным потенциалом, который предлагает технический прогресс. Трудно представить мир людей без современных технологий, которые существенно упростили нашу жизнь. Мобильные телефоны превратились в многофункциональные