

**ИЗУЧЕНИЕ ГЕНЕЗИСА ТЕОРЕТИКО-МЕТОДОЛОГИЧЕСКИХ ПОДХОДОВ К
ПОНИМАНИЮ ОБЕСПЕЧЕНИЯ ПРЕЕМСТВЕННОСТИ В УСЛОВИЯХ
ИНФОРМАЦИОННО-ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ СИСТЕМ ОБЩЕГО СРЕДНЕГО И
ВЫСШЕГО ОБРАЗОВАНИЯ В РЕСПУБЛИКЕ БЕЛАРУСЬ**

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В представленной статье предметом авторского рассмотрения являются вопросы изучения обеспечения преемственности в условиях информационно-образовательной среды на системных уровнях общего среднего и высшего образования в Республике Беларусь. Автором выделено сущностное содержание основных теоретико-методологических подходов в рассмотрении преемственности как явления, процесса, системы и педагогического принципа через понимание эволюции концептуальных трактовок в существующих научных исследованиях.

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

**STUDYING THE GENESIS OF THEORETICAL AND METHODOLOGICAL APPROACHES TO
UNDERSTANDING CONTINUITY IN THE INFORMATION AND EDUCATIONAL
ENVIRONMENT OF GENERAL SECONDARY AND HIGHER EDUCATION SYSTEMS IN THE
REPUBLIC OF BELARUS**

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In the presented article, the subject of the author's consideration is issues of studying continuity in the information and educational environment at the systemic levels of general secondary and higher education in the Republic of Belarus. The author highlighted the essential content of the main theoretical and methodological approaches in considering continuity as a phenomenon, process, system and pedagogical principle through an understanding of the evolution of conceptual interpretations in existing scientific research.

***Keywords:* digitalization, digital transformation of education, education system, information and educational environment, continuity, educational activity, subjects of educational activity**

Powerful socio-cultural changes carried out in modern society associated with the dynamic development of digitalization processes cannot but affect the field of education, which largely determine the qualitative component of the evolution of society. The measures of digital transformation in the education system of the Republic of Belarus reflect the desire to effectively ensure the quality of education and build effective training models at all systemic levels, taking into account the balanced and consistent integration of innovations into the educational process. In this direction of development, it seems extremely important to resolve a set of issues related to ensuring continuity in the information and communication space, with the effective functioning of the information and educational environment at the levels of general secondary and higher education in the Republic of Belarus. The successful implementation of conceptual provisions implies a deep and qualitative reflection of theoretical and methodological grounds, the consideration of which in its practical orientation will allow not only to assess the very logic of the procedural evolution of the studied phenomenon, but also to indicate the prospects for development from the standpoint of actual scientific forecasting. As one of such grounds, we highlight scientific approaches to 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. Within the framework of our research, it is important to analyze both the dynamics of the process and the genesis of the formation of theoretical and methodological approaches in the understanding of ensuring continuity in education, taking into account the conceptual orientation of the scientific search for authors.

Analysis of existing publications qualitatively makes it possible to distinguish theoretical and methodological approaches in determining continuity. Thus, in the studies of D.B. Bogoyavlenskaya, B.S. Volkov, V.V. Davydov [1–3], continuity is considered through the problematic development of the personality of students. V.V. Davydov was one of the first to define continuity as a connection between qualitatively different stages of study, starting from the younger, ending with the higher grades of the school. At the same time, continuity in learning determines the dynamics of the pedagogical process: from the formation of everyday concepts in preschool age, to the formation of educational activities in primary school children, together with the assignment of scientific concepts by them, and further to the development by children of scientific methods of knowledge in new (content) didactic situations. In this interpretation, continuity in the didactic process mainly determines the cognitive development of students. The mechanisms of socialization and education as components of the holistic pedagogical process are practically not taken into account.

Along with S.I. Arkhangelsky, Yu.K. Babansky, V.P. Bepalko, a systematic understanding of continuity in an integral pedagogical process (including as a condition for its optimization) is distinguished in their works by V.A. Slastenin, I.F. Isaev and E.N. Shiyanov [4–7]. They note that continuity makes it possible to combine 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 [7, 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. From the standpoint of the systematic approach, continuity is considered in the system of implementation of one of the most important principles of didactics and education – the principle of continuity (using the example of classical works by B.S. Gershunsky, V.I. Zagvyazinsky, V.V. Kraevsky, I.P. Podlasoy, A.V. Khutorsky [8–12]).

M.V. Byvsheeva, S.M. Godnik, V.S. Lednev, V.N. Maksimova, A.K. Oreshkina [13–17] consider continuity from the standpoint of the process approach, including through the provision of internal and interdisciplinary relations. 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 [14, p. 8]. Within the framework of this approach, the phenomenon of continuity of the educational process reflects its systemic qualitative changes, logic, stages of development and orientation, as well as non-linearity and multidimensional in the understanding of system-forming features.

The work of A.P. Smantzer [18] 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.

The effective implementation 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, progressive and ascending;
- 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 objective contradictions of the didactic process.

With the correct understanding of the subject-subject of interaction between the teacher and the student, we note the status of the subjects of activity and the isolation of the system-activity approach in the interpretation of continuity, which in itself removes the seeming opposition to other approaches. Ensuring continuity within the framework of this approach takes into account the construction of the learning process on the basis of a central 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 the digitalization of education in educational activities, an important aspect is the departure from information reproductive knowledge to knowledge of action.

Taking into account the completeness of the entire complex of psychological and pedagogical aspects in the system of organization of educational activities, it is extremely important to implement signs of procedural continuity through the interconnection of forms, methods and means of training, the consistent use of such pedagogical technologies that would ensure the development of their creative abilities for students. The practice of teaching shows that students with critical thinking skills, with a high level of formation of information competence and aware of all the diversity and complexity of actions hidden by the external availability of innovative technologies, significantly increase the requirements for the accuracy of wording, logic and sequence of presentation of thought, develop the need to predict the

result, increase psychological mobility and sharpness of reaction. Extremely significant is the interiorization of the cognitive activity of students. It is important to show schoolchildren and students how to consciously choose and apply optimal algorithms for solving problems of a problem-search nature, but, starting from an extraordinary, irrational view of the problem, the path to which is sometimes based on intuition, guess. This means using an algorithmically verified rational approach to building an original solution, which does not contradict the principles of creative problem search and research activities.

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 the result of consistent and systemic cooperation, 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 [17].

It should be noted that in the context of the digital transformation of the field of education, the coming end of the first quarter of the century with the risks and challenges actualized for education, dynamic socio-cultural changes in all aspects of society, new problematic aspects of scientific reflection are at the forefront. Modern pedagogical science lacks in-depth research, taking into account in understanding the phenomenological essence of continuity the influence of the ongoing civilizational shifts and determinants that mature in the new conditions of the progressive development of the education system at a qualitatively new stage in the formation of society in the era of digitalization.

The level of development in science of the problem of ensuring continuity within the framework of digital transformation of systems of general secondary and higher education in the Republic of Belarus 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. 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 (from the research and entrepreneurial institutional model of universities 3.0 to the social and entrepreneurial model 4.0). There is no escape from solving the problem of didactic continuity assurance using high-tech technical solutions with a clear awareness of the challenges associated, for example, with the integration of artificial intelligence technologies. This aspect requires its own separate and more detailed consideration. The development of effective approaches to the use of active methods and forms of organization and implementation of educational activities of students and students in the context of digital transformation adapted to modern innovations is urgently needed. Its scientific reflection requires consideration of the idea of increasing the personification of education by integrating online interaction between the subjects of the educational model "school - university - enterprise," which will further ensure the continuity of the process and continuity of the system.

Based on the study of scientific approaches in the understanding of continuity, we consider it expedient to pay attention to issues that reflect the relevance, practice and novelty of the study related to the pedagogical feasibility of analyzing, systematizing and generalizing practical experience in developing and applying the potential of IOS in the education system of the Republic of Belarus, taking into account the continuity of the levels of general secondary and higher education. Such generalizations will allow us to more accurately formulate emerging trends and carry out scientific forecasting in the context of continued deep and systematic research of the problem we have declared within the framework of scientific discussion.

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