

MARIA ZHIGALOVA,
doctor of pedagogical Sciences, Professor
Brest state technical University, Belarus

TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT IN THE REPUBLIC OF BELARUS: 1990-2020 OVERVIEW AND FUTURE PROSPECTS

Summary. The chapter describes the development of teacher education in Belarus over the past thirty years, to show its current state and prospects, identifying effective ways to improve the skills and retraining of specialists in the context of domestic and international educational space. The structure of the presented structural-functional and methodological model of its improvement includes the target, methodological, content, organizational-procedural and effective components. The described large-scale state, public and educational changes that have taken place in the pedagogical education of Belarus over the past three decades have helped identifying some ways of retraining teachers for pedagogical and non-pedagogical universities. The requirements to the teacher's personality are defined, the ways of cooperation of classical universities with secondary specialized educational institutions are marked, special attention is paid to the ways of improving the quality of teacher education and its practice-oriented orientation.

Keywords: pedagogical education, teacher, school, teacher, University, professional development

Introduction

The training and retraining of teachers in Belarus, which is conducted in pedagogical and classical universities, institutes of advanced training and retraining in a multicultural educational University environment, has a certain specificity. It needs to be improved in accordance with the requirements of domestic and international standards, as well as constantly changing society. University graduates are required not only to have a high level of didactic, psychological, pedagogical, general cultural and professional competence, but also socio-cultural and methodological knowledge, which will contribute to the assessment of cultural values of different peoples, and to the development of skills to conduct friendly communication relations aimed at consolidating a multicultural society, which in recent years has become so due to active migration.

Purpose of the research. The purpose of the research is: to analyze and synthesize the state of teacher education in Belarus over the past thirty years; to develop a structural, functional and methodological model for its improvement, as well as to identify ways to improve the skills and retraining of teachers, including non-pedagogical universities; to enrich the ways of cooperation between classical universities and specialized educational institutions in improving the quality of education and its practice-orientation.

Method of research. The leading method for studying this problem is the method of analysis and synthesis of normative and educational-methodical documentation, as well as the method of modeling, which allows considering this problem as a systematic, purposeful and organized process for improving professional, general cultural, special and socio-cultural competencies of specialists necessary for the effective implementation of pedagogical activities. The leading method for solving this problem is practical, that is, the personal long-term experience of the author in the education system of Belarus in various positions (school teacher, Honored teacher of Belarus, University teacher, associate Professor, Professor, head of the Department, Director of the Institute for advanced training and retraining, head of the research laboratory on socio-cultural problems of the border region), as well as the study of the education system, its structure, organization of training, experience of teachers in higher educational institutions of different countries: Austria, Germany, Poland, Russia, the Czech Republic, etc.

Historical background

Before we talk about the history of teacher education in Belarus over the past 30 years, we should note that "the adult literacy rate in Belarus has always been high, and now reaches 99.7%. Coverage of basic, General secondary and vocational education is 98%. Belarus has reached the level of the most developed countries in terms of primary and secondary school enrolment. In recent years, the state has allocated at least 5% of GDP to the educational system, which is not inferior to the amount of funding for education in developed European countries. In total, there are more than 8 thousand institutions of basic, additional and special education in the Republic, where the education and upbringing of about 3 million children, students and trainees is provided by more than 400 thousand employees or every 10th person employed in the economy."¹

Note that by 2019, "in the ranking on the human development index, Belarus is among the 50 most developed countries in the world among 187 countries on the human development index. Belarus is ranked 21st in the World Education Index, a combined indicator of the United Nations Development Programme (UNDP). In Belarus, the ratio of students to the total population is one of the highest in Europe.² The fact that in 2015 the Republic of Belarus entered the European higher education area (the Bologna process) underlines the high level of quality of education in the country ."³

In 1991 the Republic of Belarus began to live in a new socio-political and economic situation associated with the collapse of the USSR. Having become an independent state, it began to create its own national education system based on previous achievements, trying to adapt them to the new conditions. In the Republic of Belarus at the end of the 20th - beginning of the 21st century, there are studies on a number of priority theoretical and methodological and scientific-methodological problems. Becoming especially significant in the 1990s, have been problems of formation of professionalism and pedagogical creativity of the teacher (V.V. Butkevich, 2000; A.I. Zhuk, 2003, A. I. Kochetov, 1997, I. I. Tsyrukun & Punchik, 2008), as well as the problem of quality of pedagogical activity (I. F. Kharlamov, 2005).

¹ http://belarusfacts.by/ru/belarus/politics/domestic_policy/education/

² <https://ru.wikipedia.org/wiki/>

³ http://belarusfacts.by/ru/belarus/politics/domestic_policy/education/

The creation of the national education system was aimed at preserving the positive experience of previous decades, and focused on the ethnic, cultural and economic characteristics of Belarus, on the one hand, and international educational standards, on the other. The first legal document that defined the ways of this transition was the State program for the development of the Belarusian language and other national languages in the Belarusian SSR, adopted on the basis of The law of the BSSR " On languages in the Byelorussian SSR " (1990)⁴. It provided for the translation of all educational institutions, especially schools, into the Belarusian language of instruction until 2000, and the publication of the necessary educational and methodological literature. However, the solution to the problem of switching to the Belarusian language of instruction in the early 1990s was not prepared for. The necessary conditions for its implementation were not created, and the degree of psychological readiness of society was not taken into account. For four years after the adoption of this Law, only primary schools were mostly translated into the Belarusian language of instruction. As a result, most of the children found themselves in a difficult situation: they entered school from a Russian-speaking environment, and were taught in a language that they did not know. This situation was corrected as a result of the 1995 Republican referendum, which confirmed the need to ensure the real right to choose the language of instruction (Russian or Belarusian), guaranteed by the Constitution. Therefore, in 1991, the Law of the Republic of Belarus "On education"⁵ was adopted, which set out the basic principles of state policy in the field of education, the goals and objectives of the national education system, its structure, the rights and obligations of teachers, students and students, and the principles of financing. At the same time, a number of important legislative documents and normative legal acts were developed in the field of education, including the Concept of the Development of Pedagogical Education in the Republic of Belarus (2000)⁶. These documents adequately described the new educational policy, and contemporary problems of education and upbringing of the younger generation. During this period (in the 1990s - 2000s) in Belarusian pedagogy there were further development issues of humanization and humanitarization of education: education of national consciousness and moral ideals of character, value orientations of students (I.I. Prokop'ev & N.V. Mikhalkovich, 2002), the development of spiritual strength and abilities of the individual (F.V. Kadol, 2002), formation of the humanistic system of education (V.T. Kabush, 2012) and the formation of pedagogical culture of the family (V. V. Chechet, 1998)

At the same time, already in the 1990s, the Republic of Belarus actively searched for the most optimal ways to develop General secondary education, developed concepts for the development of national schools, and introduced new legal provisions that justified the status of educational institutions of a new type - high schools, lyceums, higher vocational schools, and colleges.

In the 1990s. the history of Belarusian pedagogical thought was intensively studied (G.A. Butrim, 2002; S.V. Snapkovskaya, 2006), correctional pedagogy received further development of (T. L. Leshchinskaya, 2009). Comparative pedagogy was formed, led by the research of V.A. Kapranova (2003). In the 1990s a system of developmental education became

⁴ <https://studfile.net/preview/10000027/page:82/>

⁵ http://base.spinform.ru/show_doc.fwx?rgn=1922

⁶ <http://docplayer.ru/45286461-Koncepciya-razvitiya-sistemy-pedagogicheskogo-obrazovaniya-v-respublike-belarus.html>

widely spread and trained about 8 thousand children in 161 schools. The main features of the experiment were the organization of relations between teachers, children and parents on the basis of cooperation, rejection of coercion, orientation to the student's personality, and the creation of conditions for its free creative development.

In general, the development of general secondary education was based on the principles of linking the ongoing transformations in accordance with the needs of society, the state and the individual, to ensure the unity of education and upbringing, relying on the experience, traditions and achievements of the Soviet school. This took into account the need to eliminate existing contradictions and negative phenomena in the school: students' academic overload, lack of demand for knowledge, the inability of graduates to apply them in practical life, or to quickly adapt to changes in society. In order to bring education closer to the life and needs of the developing economy, to meet the educational needs of the individual, the state and society, an attempt was made to reform the education system in 1994. The goal of the reform was to move from a strictly regulated system of education to a differentiated and variable one in order to ensure the possibility of choosing the content of education and the type of educational institutions in accordance with the individual's life plans. In 1996 the "Concept of comprehensive school reform" and its corresponding implementation program were developed and approved⁷, which defined the content of 12 main stages, organizational, managerial and resource support for the reform, and the leading directions for the development of general education levels.

Reform of the education system

The reform of the education system in the Republic of Belarus began in 1998, during which the transition to teaching children from 6 years of age was made. The Belarusian school started the transition to 12-year education, but it was not completed. In accordance with the presidential decree (2008) "On certain issues of general secondary education"⁸ the school kept the 11-year training. All secondary education institutions, including high schools and lyceums, have switched to a 5-day school week and a 6-day school week. The duration of the school year is 35 weeks. In parallel with the structural reorganization of the school system, the reform was planned to solve a number of challenges. These were to develop and implement new curricula and programs; to restore the fundamental character of general secondary education; to ensure broad differentiation of education (profiling) at the senior level of secondary school; to introduce a new system for assessing students' knowledge; to create a school education system based on the formation of patriotism and citizenship among students. To a predominant extent, these challenges were met. The transition to a new content and technology of education was made, the basic component of general education was defined, which provides conditions for the harmonious development of the individual, the organizational structure of secondary schools was changed, and the content of education was revised. In the curriculum, the role of such subjects has increased, which were aimed at the development and education of the individual and fully realized the task of humanization. In order to maximize the development of students' abilities and creative potential as well as interest in learning, psychological diagnostics has become widely used, and on this basis, individualization and differentiation of educational and cognitive activities was carried out.

⁷ <https://megalektsii.ru/s44860t3.html>

⁸ In accordance with the presidential decree (2008) "On certain issues of general secondary education"

During this period, the reform process also covered the higher education system in the country. Its transformation was based on the "Concept of higher education development in the Republic of Belarus" (1996). The reform that took place in the higher education system of Belarus was primarily aimed at changing the rules of admission to higher education institutions, introducing a multi-level system of training specialists, creating University systems for evaluating the quality of education, testing new learning technologies, and introducing a credit-modular system of training and evaluation of results. The strategic goals of reforming the higher education system were: improving the quality of higher education in the conditions of its mass scale; forming professional mobility of specialists that would ensure the adaptation of graduates to constantly changing conditions of professional activity; education of spiritually, intellectually and physically developed individuals who are able to actively participate in the economic and socio-cultural life of society. The achievement of these goals assumed in the first place, structural and organizational changes in the educational process: the transition to a two-stage training of specialists (specialist, master); introduction to the pedagogical process content and technological innovation, and the creation of the resource (legal, personnel, logistical, financial) in the provision of training. At the first level (4-5 years), specialists with higher education were trained. At the second level, for 2 years, specialized in-depth professional, research and scientific-pedagogical training of specialists was carried out and the possibility of obtaining an academic master's degree was provided. Educational institutions in Belarus were reorganized into classical and specialized universities. At the same time, universities that provide the academic level of higher education continued to play a leading role in the system of teacher education. They retained the status as the largest educational, scientific-pedagogical and scientific-research centers. In general, positive trends in the development of education in the 1990s were: the transition to person-oriented learning, the development of the variability of education, updating the content of humanitarian education, the emergence of new types of educational institutions, the introduction of various training profiles and elective courses, the emergence of new trends in the education of young people and the humanization of education.

The development of teacher education in the Republic of Belarus from the beginning of the 21st century to the present time is characterized by intensive transformations and changes.

In the 2000s, the legal framework for secondary special and higher education was significantly updated, and educational standards for a number of specialities were developed and put into effect. This contributed to improving the content of education, updating the educational and methodological support of the educational process, and improving the quality of training specialists. Since September 1, 2002, the transition to a 10-point system of assessment of students' knowledge has been implemented. In all subjects and courses, "Norms for evaluating the results of students' educational activities"⁹ were developed, as well as materials with which the teacher can carry out certification. Since 2002, the legislative and regulatory framework in the field of teacher education has been improved. New documents published included: The Conceptual framework of ideological-educational work with children, students and studying youth (2003)¹⁰, laws of the Republic of Belarus "On education of persons with psychophysical

⁹ <https://edu.gov.by/sistema-obrazovaniya/srenee-obr/kontseptsii-standarty-normy-otmetok-po-uchebnym-predmetam/>

¹⁰ <http://docplayer.ru/47898333-Konceptualnye-osnovy-ideyno-vospitatelnoy-raboty-s-detmi-uchashcheyasya-i-studencheskoy-molodezhyu.html>

development (special education)" (2004)¹¹, "On higher education" (2007)¹², the Program for the development of the national education system for 2006-2010 (2006)¹³, the Program for the development of General secondary education in the Republic of Belarus for 2007-2016¹⁴, the educational standard "General secondary education"¹⁵. The documents were aimed at achieving the main goal - creating conditions for the dynamic development of general secondary education that meets the needs of individuals, society and the state in quality education, taking into account the changing socio-cultural, economic and demographic situation.

In December 2010, the "Code of the Republic of Belarus on education"¹⁶ was adopted, and entered into force on September 1, 2011, and was aimed at comprehensive and systematic regulation of public relations in the field of education. According to the Code, education is divided into basic education (including pre-school, general secondary, vocational, secondary specialized, higher and postgraduate education), additional education (additional education of children and youth, additional education of adults), special education (learning and training of students who are persons with psychophysical development needs, through the implementation of educational programs of special education at the levels of preschool, general secondary education).

Current educational provision in Belarus

So it is that today, the national education system of the Republic of Belarus includes: pre-school education; general secondary education; extracurricular forms of education; vocational education; secondary special education; higher education; training of scientific and scientific-pedagogical personnel; professional development and retraining of personnel; independent education of citizens¹⁷.

The structure of pre-school education includes a network of pre-school institutions that differ by type and profile of work with children. For children under 6 years of age, there are such types of preschool institutions as a nursery, nursery-garden, kindergarten, kindergarten-school. According to their profile, they are divided into general purpose institutions with an in-depth focus, sanatorium pre-schools, special pre-schools for children with special psychophysical development needs, and pre-school child development centres.

Secondary education in Belarus can be obtained in secondary schools and gymnasiums. The modern model of a comprehensive school includes several stages. The first is general primary education. The training period lasts 4 years, from 1st to 4th grades. The second stage is general basic education (5th to 9th grades). The third stage is general secondary education. It is available to those students who have completed basic school and continued their education in the 10th and 11th grades. General secondary education can also be obtained in vocational and secondary specialized educational institutions, which are available after finishing basic school.

¹¹ https://kodeksy-by.com/zakon_rb_ob_obrazovanii_lits_s_osobennostyami_psihofizicheskogo.htm

¹² <https://studfile.net/preview/2494054/page:7/>

¹³ <http://levonevski.net/pravo/norm2013/num31/d31914.html>

¹⁴ <https://pandia.ru/text/77/297/14204.php>

¹⁵ <https://prisno.schools.by/pages/obrazovatelnyj-standart-obschee-srednee-obrazovanie-osnovnye-normativy-i-trebovaniya>

¹⁶ <http://www.levonevski.net/pravo/norm2013/num10/d10973.html>

¹⁷ <https://inance.ru/2016/11/obrazovanie-v-belarusi/>

In recent years, educational institutions in the Republic of Belarus have a 10-point system for evaluating knowledge. Its introduction is closely related to the work on creating a system of tests and applying a rating assessment of knowledge. Note that in 2002, in accordance with the decree of the President of the Republic of Belarus "On the accession of the Republic of Belarus to the Convention on the recognition of qualifications relating to higher education in the European region"¹⁸, Belarus became a full member of the Lisbon Convention of 1997, prepared jointly with UNESCO and the Council of Europe. This allows more effectively to solve the problem of recognition of diplomas of Belarusian universities, promotes the development of international cooperation, attraction to study in Belarus foreign students, whose number is planned to increase to 5% of the total number of students. Training of scientific and scientific-pedagogical personnel in the Republic of Belarus is carried out in post-graduate and doctoral programs of higher education institutions and scientific organizations of the Ministry of Education.

Changes in education in the 21st century are dictated by the needs of society and therefore socially constructed. Such education is updated depending on the context. Due to the active migration of the population, the question of teaching Russian as a language of communication to refugees and migrants in order to adapt them to a multicultural society has recently arisen.

In 2012 at the initiative of the Ministry of Education of the Republic of Belarus established the Centre for international cooperation in the field of education of the State educational institution "Republican Institute of higher school" (hereinafter the Centre)¹⁹, which is mandated: to conduct consultations with foreign citizens wishing to study in the Republic of Belarus; to seek foreign partners interested in the selection of candidates for training in the Republic of Belarus of foreign citizens; to disseminate information about the educational services of Belarusian institutions of higher education for foreign citizens. In addition, the Center acts as a coordinator of international cooperation between higher education institutions of the Republic of Belarus and other countries. Since 2017, the Center has been organizing distance learning under the advanced training program "Methods of teaching Russian as a foreign language". The purpose of distance learning is to familiarize with modern approaches to the organization of teaching Russian as a foreign language; with the principles, means, methods, forms of organization of educational activities of foreign students; Russian as a foreign language course content in the educational system; with modern technologies for teaching Russian as a foreign language (Lebedinsky et al., 2019).

Teacher education in Belarus

Modern continuous pedagogical education in the Republic of Belarus is considered by scientists as a factor in the sustainable development of society (Zhuk, 2016).

In the "National strategy for socio-economic development of the Republic of Belarus until 2030", special attention is paid to education as a leading factor in building human potential,

¹⁸ <http://zakonby.net/ukaz/59663-ukaz-prezidenta-respubliki-belarus-ot-04012002-n-5-quoto-prisoedinenii-respubliki-belarus-k-konvencii-o-priznanii-kvalifikaciy-otnosyaschihsya-k-vysshemu-obrazovaniyu-v-evropeyskom-regionequot.html>

¹⁹ <http://studyin.edu.by/>

where a significant place in the formation of a quality education system is given to the system of training teachers.

The strategic direction of the development of teacher education for the next five years is to ensure continuity in the training of teachers: from specialized training at school to the system of additional adult education.

In 2015, The Minister of Education developed and approved "The Concept for the development of teacher education for 2015-2020"²⁰ and the Action plan for its implementation. These documents provide for updating the goals and content of teacher education; modernization of educational process technologies based on strategies of problem-research, active, and collective learning; improving the training of highly qualified scientific and pedagogical workers, taking into account the current problems of psychological and pedagogical science and educational practice, which will contribute to the improvement of the system of continuous pedagogical education. They also provide for the "transition to a cluster model of development that ensures the integration of the potential of education, psychological and pedagogical science and effective educational practice, as well as improving the resource provision of the national system of pedagogical education in the information society and increasing the prestige of the teaching profession." (Zhuk, 2016, p. 62). The transition to the cluster form of interaction of its subjects is a mechanism for ensuring the continuity of pedagogical education. For this purpose, the country has created an educational, scientific and innovative cluster of continuous pedagogical education²¹. The cluster aims to ensure the integration and capacity development institutions and organizations for training of modern pedagogues, which in the Republic of Belarus is carried out at the following levels: the profile (pre-service) teacher education at the third stage of general secondary education; incomplete higher pedagogical education (teacher training colleges); higher education; postgraduate education; additional education of adults. These levels of teacher training ensure the continuity of teacher education. Since November 2014, this has been a priority task, which solves the problem of reviving specialized teaching in schools by creating "pedagogical" classes. They are now successfully functioning in Belarus and are considered as a platform for "a conscious start in the teaching profession and the main mechanism for selecting trained and motivated applicants to pedagogical universities, and in the future - as a guarantee of ensuring the influx of high-quality modern teachers to schools" (Zhuk, 2016, p. 64).

Already in the 2015/2016 academic year, more than 100 pedagogical classes and groups were opened in all regions of Belarus, where more than 1,500 tenth-graders studied. In the 2017 school year, the number of teacher classes and groups increased from 102 to 319, and the number of students increased from 1,600 to 3,542. Since 2017, a special procedure for admitting students to universities for pedagogical specialties has been introduced. It consisted in the fact that graduates who were trained in specialized classes and groups of pedagogical orientation, mastered the mandatory two-year course of optional classes "Introduction to the teaching profession. Grades 10-11" (lasting 140 hours), and also received a positive characteristic - the recommendation of the school's pedagogical Council²², and having good and excellent grades in

²⁰ <https://adu.by/wp-content/uploads/2015/pedklass/koncepciya.pdf>

²¹ <http://bspu.by/klaster/informacionnoe-obespechenie>

²² <http://pedklassy.bspu.by/index.php/pedagogu/fakultativnye-zanyatiya>

two profile subjects of at least 8 points (on a 10-point scale), were accepted to the University for pedagogical specialties without exams. In order to provide methodological support for the work of teaching classes at the Belarusian State Pedagogical University (BSPU), the educational and methodological complex "Introduction to the teaching profession. Grades 10-11", which is published on the BSPU website in the section "Pedagogical classes" and workbooks for elective classes for students of 10 and 11 pedagogical classes. According to the rector of the Pedagogical University, A. I. Zhuk, "pedagogical tests that simulate situations of pedagogical activity are mandatory for students of pedagogical classes. This includes visiting teachers' lessons, conducting micro-research, organizing games during recess and educational activities, preparing and conducting fragments of lessons, practising in school camps, volunteering, etc. There are prerequisites for the revival of such forms of pre-professional training as the pedagogical gymnasium and the pedagogical Lyceum. Our goal is to create at least one pedagogical gymnasium in each region." (Zhuk, 2016, p. 63)

The system of continuous pedagogical education in Belarus traditionally includes the training of teachers with secondary special education. 21 colleges throughout the country train teachers of preschool education, primary classes, music education, physical culture and sports, technical labour and drawing, fine arts, and foreign languages. Educational programs of teacher training colleges and institutions of higher education are interconnected and integrated, and programs of reduced training are implemented in higher education institutions. This ensures continuity of teacher education.

Training of teachers with higher education in the Republic of Belarus is currently conducted in 31 specialisms at 12 universities in the country. Since the current socio-cultural situation requires the higher education system to train a competitive specialist with a wide range of academic, socio-personal and professional competencies, including new ones that are in demand in the modern mobile society, since 2016, the country has begun large-scale work to modernize the structure and content of educational standards, standard curricula and programs of higher pedagogical education.

This allowed us to effectively solve one of the priority tasks of the development of teacher education - strengthening the practice-oriented process of training teachers, maximum immersion of future teachers in the professional environment. In this regard, Belarus has proposed a system for improving the teaching practice of students, giving it a continuous character. The experience of the leading pedagogical University in Belarus, where already in their second year, students were allocated one "school day" each week, when they are in a school, preschool or special educational institution and observe the real educational process, help the teacher, educator in the organization of the lesson, mobile changes, educational activities, deserves attention. And for first year students, getting pre-professional experience takes place in volunteer groups, the practice of which was organized on the bases of various types of educational institutions: in preschool institutions; secondary schools, gymnasiums; boarding schools; centers for correctional and developmental education and rehabilitation, centers for social assistance to families and children, centers for psychological and pedagogical assistance.

Practice-oriented training of teachers provides new opportunities for specialization and a master's degree as the second stage of higher education, which has also undergone certain changes, indicating that it is teachers with a master's degree who will work in specialized classes,

gymnasiums and lyceums, in those institutions where training is conducted at advanced and advanced levels.

Intensive transformations in the economy and socio-cultural development, the emergence of new complex technologies, and transformational processes in the field of education require constant improvement of the qualification of teaching staff. In this regard, the role and importance of the system of additional adult education, which can quickly provide training teachers to work in new conditions, increases.

Today, the country has a network of educational institutions that provide professional development and retraining. Taking into account the principle of "life long education", Belarus has created legal conditions for the implementation of training, retraining and advanced training programs, conducting training courses, etc. "400 educational institutions are implementing additional adult education (vocational training, retraining, advanced training). Every year, about 380 thousand people master the content of educational programs for additional adult education. Professional development of managers and specialists is organized in all 15 educational profiles, and retraining is carried out in 402 specialties.

Continuous professional training in the professions of workers (employees) is carried out in more than 3,500 professions in educational institutions and other organizations."²³

It should be noted that the capital's Academy of Postgraduate Education (APE) and regional Institutes of Education Development, as well as Institutes of Advanced Training and Retraining, respond to the requests of institutions of preschool, general secondary, special, and higher education for the implementation of educational programs for advanced training, retraining of teachers, and internships. Thus, the Institute of Advanced Training and Retraining of the Belarusian State Pedagogical University (BSPU) has 28 educational programs of retraining, more than 100 educational programs of advanced training, with training courses in various areas. And when receiving an educational request from the heads and teachers of specific educational institutions of the Republic, it implements the declared experimental or innovative scientific projects, in which several educational institutions from different regions can participate and use modern technologies for organizing the educational process. The same work is being done in all other regional educational development institutions. This problem field formed the basis for determining the strategic directions of fundamental and applied research, experimental and innovative activities in the field of education, as well as for the formation of topics for students' term papers and theses, master's, PhD and doctoral theses, research work of departments of all universities that prepare teaching staff.

And the Institute for Advanced Training and Retraining of the Brest State Technical University has 22 licensed educational retraining programs, including a program on the specialty "Teaching in English", which allows for the retraining of specialists in technical specialties to work in the conditions of teaching educational subjects for foreigners in English at the Technical University.

Thus, the pedagogical education of the Republic of Belarus is developing today on the basis of the principles of consistency, and continuity. In order for this development to be stable

²³ http://belarusfacts.by/ru/belarus/politics/domestic_policy/education/

and sustainable, appropriate scientific, methodological and organizational support is needed. In Belarus today, this task is successfully solved in the course of the activities of the educational, scientific and innovative cluster of continuing pedagogical education. Within its framework, a network of resource centers for practice-oriented teacher education and technology has been created and is successfully operating. Their work is focused on strengthening the continuity and integration of different levels of pedagogical training. Starting from the Republican resource center for social and pedagogical technologies and ending with regional and school ones, the work is based on regional experience and contributes to the design and implementation of individual educational routes for future specialists in the social and pedagogical sphere, including the implementation of distance learning.

In order to improve the quality of teacher education in our country, a network academy of e-learning pedagogy is being created at BSPU as a leading branch of higher education in the country. As its rector A. I. Zhuk emphasizes, "the work of the network Academy will allow us to develop our own information and educational environment of pedagogical education as intensively as possible, that is, to switch to the so-called e-learning. It is a modern high-tech scientific and educational platform that will unite teachers, students, scientists not only travel, but also the whole cluster to the professional teaching community in areas such as: didactics network of the lesson; teaching practice in the field of e-learning; network of pedagogical interaction on the basis of the electronic magazine; open lectures, workshops, webinars, IT experienced teachers and the best scholars; formation of the scientific portfolio of a student in education e-learning." (Zhuk, 2016, p. 63).

Purposeful work is also being done to increase the prestige of teacher education, create a positive image of the teaching profession in the public consciousness, and, of course, to form a high level of professional competence, citizenship and general culture of a teacher who is able not only to give, but also to create new knowledge in the field of professional teaching, develop and implement innovative educational programs and technologies, and constantly improve himself. At present, the focus of modern science is on innovative processes in education. The problems of developing innovative educational technologies in the process of retraining and advanced training, the quality of retraining and advanced training of teachers are studied by N. I. Zaprudsky (2006), S. S. Kashlev (2000), E. I. Snopkova (2003), I. I. Tsyrukun & V.N PUNCHIK (2008), M. P. Zhigalova (2013a, 2013b).

If we summarize the research of scientists and teachers, we can conclude that today the success of any country on the world stage depends on the speed of implementation of new pedagogical solutions in the education system. This means that a new content of education will be required, which will be based on the convergence of knowledge (mathematics education, humanities education, natural science education), because the development of education and science, economy and the social sphere is possible only on an interdisciplinary basis (convergence of knowledge), and with the interaction of science and technology.

Discussion

Today, in school education, there is a contradiction between the requirements for interdisciplinarity and convergence of knowledge and the preservation of the subject principle of providing information in school. The convergence of knowledge as the most important

mechanism for creating new knowledge is not only a mutual influence, but also the interpenetration of various fields of knowledge, when the boundaries between them are blurred, the results arise within the framework of interdisciplinary work at their junction. Therefore, transdisciplinarity as a method of research, as a principle of organizing scientific knowledge, opens up wide opportunities for interaction of many disciplines in solving complex problems of nature and society. In this regard, the new content of education, the organization of the educational process will be based on a system-activity approach, and the formation of the socio-cultural educational environment of the school ensures the formation of universal educational actions. In turn, the introduction of integrated subjects (meta-subjects) will allow you to continuously update the content while maintaining the fundamental foundations of knowledge, to ensure the individualization of the learning process. And then humanitarian education will allow students to form: general cultural and social competencies, system historical and cultural knowledge; the ability to independently conduct creative work with the content of modern culture and social life as the basis for self-identification of the individual. This will allow us to form moral values and ethics of interpersonal relations, to actualize in the minds of citizens social priorities and ideals, on the basis of which the social climate in society is formed, trust, social solidarity and responsible attitude of a citizen to their own life, other people, work, society, and the world around them. This means that the trends in modern didactics will also change. Individualization of training, technical means and resources will be selected based on the educational needs of individual students. Therefore, differentiation and technical means and resources will be selected based on the educational needs and the group of students, and the teacher or practitioner (moderator, tutor, developer of educational paths, organizer of project training, coordinator of an educational online platform, mentor of startups, trainer of mind fitness, developer of tools for teaching states of consciousness will help them in their studies and guide the educational process)(Atlas of new professions, 2014). This model will develop the ability to educate independent students who set goals, track progress, and think about learning.

Currently, Belarus has updated research on the problems of multicultural education and upbringing (the development of cultural and educational values, the formation of skills for interaction between different cultures, taking into account ethnic and national characteristics, tolerant coexistence of large and small ethnic groups) by means of literature (Zhigalova, 2012; 2014).

Conclusions: looking ahead

1. It has long been known that education, including pedagogical education, which is one of the main means of developing a person's personality in social terms, must always keep up with the times, i.e. undergo changes and innovations that meet the needs of modern society, taking into account the peculiarities of our Slavic Belarusian mentality. At the same time, we should not forget about the time-tested traditions in education that give results. Taking all this into account, we can only talk about improving the ways of interaction between higher and secondary schools, and about innovations in the field of education in conjunction with national traditions.

2. Since all national educational systems, including the Belarusian one, are united in the world educational space, certain global trends are identified in each system if there is diversity. They are also characteristic of the educational system in Belarus and include significant impact

of socio-economic factors; striving for higher quality education; study and consideration of international pedagogical experience affecting the improvement of pedagogical education

3. It has already been noted that today in Belarus, as well as in other countries of the world, university education also acquires the features of a multicultural one, so called not only due to the multicultural contingent of students, but also due to the diversity of teaching languages. For example, students from China, India, Afghanistan, Pakistan, Eritrea, Nepal, Sri Lanka, Bangladesh and other countries study at the Brest State Technical University not only at the Faculty of pre-University training, where they study Russian, but also at many faculties of the University, receiving education as a logistician-economist, architect, information technology engineer, etc. This multicultural educational environment develops the ability of students and teachers to assess and self-evaluate not only their own ethnic professional culture, but also the cultures of other ethnic groups developing in a different socio-economic space. All this, of course, contributes to the promotion of Russian scientific intelligence to the world level.

For many years now, our University has been teaching foreign students in several languages (Russian, English). Therefore, the problem of retraining and teaching staff is acute. In the 2016-2017 academic year, for the first time in the Institute of Advanced Training and Retraining of BrSTU, the specialism "professional activity in English" was opened, which allowed teachers of technical specialties of our University, without interrupting their main work, to successfully undergo retraining in order to read their academic disciplines in English. Thus, a single educational specific multicultural environment is created, which assumes both the freedom of cultural self-determination of the future specialist, and the enrichment of intelligence, personal development due to diverse and constant intercultural communication.

4. We will also make some judgments about the changes that are taking place in the structure of retraining of teaching staff, especially those who work in technical, medical, agricultural and other universities. In 2013, a new policy was developed and approved by the Ministry of Education of the Republic of Belarus on 28.03. 2013. 13 "Educational standard" in the specialty 1-08 01 71 - "Pedagogical activity of specialists" for retraining of managers and specialists who have higher education, but are not teachers with a diploma. This document establishes the requirements necessary to ensure the quality of education, and defines the content of the educational program of retraining and can be used by the employer in solving issues of employment of specialists (Zhigalova, 2017). The document defines a number of requirements: for the educational process and the level of basic education of persons entering to master the content of the educational program; requirements for forms and terms of education; requirements for the maximum amount of educational load; the organization of the educational process, the results of mastering the educational program; requirements to level of preparation; requirements for final certification and maintenance of educational software documentation, to the model curriculum and the model curriculum on the Humanities, social-economic and professional disciplines.

The methodical training of teachers is made up of such disciplines as: foundations of the teaching profession (the essence, content, peculiarities; job analysis of a teacher; teaching morals and teaching ethics lecturer; self-education); educational technology (technology cooperation, full of learning, games technology, collective interaction, modular training, case studies, etc.); pedagogical innovations (methods of innovation, innovative culture); fundamentals of

pedagogical measurements (culture of measuring activity in education; methods and technologies of pedagogical assessment, etc.); professional pedagogy (the main trends in the development of the system of professional education, methods, forms and means of professional training, etc.). This structure of courses taught and the system of retraining of University teachers undoubtedly improves the quality of teaching at the University, and therefore increases the quality of professional training of graduates.

5. However, it should be noted that higher education today, as well as secondary education, is going through difficult times. There is a problem of recruiting such domestic and foreign applicants who would be motivated to receive a high-quality education and would be able to effectively assimilate the material of higher education. After all, changes in society and the labor market also change the requirements for the competence of a modern graduate. They put it in the conditions of constant search and assimilation of new knowledge, which radically changes the educational objectives, values, results and, above all, the education system as a whole, and therefore the personality of the teacher. The society faces an acute problem of fundamental changes in pedagogical, psychological, philosophical, economic and other approaches to training not only teachers, but also specialists in various fields.

Therefore, the realities of today dictate new requirements for graduates of classical and pedagogical universities, specialists who must be able to study all their lives and be ready for effective socio-economic adaptation. And this is possible only if the graduate teacher is a creative person with deep knowledge, formed professional competencies, stable motivation for constant self-education and self-improvement, creative and professional self-actualization.

All this suggests that today it is necessary to solve the problem of the transformation of pedagogical education, which is associated with changes in both the teacher and the student, as well as the entire pedagogical society.

6. There is also a problem of training specialists of higher education: undergraduates, postgraduates, doctoral students; the problem of the quality of teaching, and in this regard, the quality of retraining of teachers, their internships, including abroad, in order to enrich their professional experience.

7. The entry of our country into the European Bologna system of education in May 2015 has brought to the fore new tasks related to the formation of student qualities such as self-control, self-education, mobility and the desire for constant self-development, which are not formed simultaneously: they need to be developed from school. That is why educational institutions in Belarus today are focused on developing these qualities. This means that the entire educational process should be aimed at identifying and developing creative abilities of the individual (hence the cooperation of school teachers with professional scientists of higher educational institutions, revived profiling in schools).

8. In Belarus, the University was and remains a link between the Academy of Sciences and secondary schools. Therefore, the issue of training higher school teachers will always be important and significant. It should be noted that Belarusian universities currently employ professors who are members of the Belarusian and Russian Academy of Sciences, the National Academy of Sciences, the Academy of social and pedagogical Sciences, and many other public academies. Most of the University teachers take part in the preparation of scientific and

methodological complexes, manuals and textbooks for various types of educational systems, including secondary schools and colleges. Therefore, the problem of quality teaching and the use of innovations in education remains important and significant. Let's note some of the innovations used today in the educational and research process of universities. These are essential innovations, which imply the introduction of innovations into the educational system that affect the very essence of education, but which could not be applied earlier; retroinnovations, that is, the introduction of approaches to teaching that have been forgotten for a long time; combined innovations - the combination of a certain number of educational methods, resulting in a new one; analog innovations, that is, the addition of a private innovation to an already known method of teaching.

But whatever innovations are used in the educational process, they must necessarily take into account the requirements of modern society and the development of information technologies. In addition, innovations should be applied in four areas: education; training; skill; creativity. It is easy to see that the introduction of innovations is a very serious process that involves a number of theoretical and practical difficulties, as well as a significant share of risk. However, if this is not done, the system may become mired in outdated and outdated educational methods for a long time. This threatens to reduce not only the desire of young people to study in educational institutions, but also the level of their moral, psychological, ethical, social and cultural development.

Only some of the problems I have listed above indicate that today schools, together with secondary and higher education institutions, must jointly solve the following three tasks:

(i) to prepare young teachers for the fact that it is necessary to study all your life, because who is behind today for a day, he is behind forever;

(ii) it is necessary to improve the current system of teachers' professional development and retraining. This system should be flexible and responsive to changes and the needs of society and the country as a whole. For it is only possible to implement the large-scale tasks facing the national education, to modernize it, to move in its development to a new technological order, as time demands, based on a high-quality education of a specialist, his mobility and professionalism (Oleks, 2009).

(iii) in any case, the world today is puzzled by the problem of educating young people as citizens of the entire planet, since the multicultural educational space is in the process of continuous development. And the whole world strives to provide people with a global education strategy that would not depend on the place where people live, or on the current level of their development.

9. The 21st century in education is the surrounding digital universe. Therefore, it is not difficult to assume that the transfer of knowledge from teacher to student and from student to student, from student to teacher will take place in schools and universities located not only in the building, but also in the Network (through the manifestation of mobile devices). This means that educational institutions as a place of learning, where students and students are engaged, can be considered as any place equipped for such work. Therefore, the competence of a person in a knowledge society consists of several different components. These are: cognitive (experimental, research activities), informational (consisting of multiple sources, its processing in a limited time), meta-objective (making several decisions simultaneously on the implementation of problems where knowledge from many areas of knowledge is needed), motivational (taking into account the intentions and actions of other people-allies, partners and opponents), mobile (the ability to make many decisions in a limited time), as well as personal and emotional (the ability

to act in conditions of novelty and uncertainty - readiness for different results of their actions, including unexpected ones, social interaction with different people). Such a transdisciplinary approach to the demand, teaching and meta-subject of knowledge bases will prepare the individual to understand the relationship of processes occurring in a rapidly changing world, self-determination, effective activities, and the formation of an active citizenship. In this regard, the development of the teacher's competence is needed, ensuring the creation and discovery of new knowledge. This will require high-quality databases of educational information that cover not only mandatory programs, but the world of knowledge as a whole. And the collaboration, joint educational space and interaction time with teachers and classmates, University teachers and fellow students, necessary for generating ideas, presenting results, feedback and evaluation, is almost limitless. Therefore, this socializing and personalizing component of the educational process is a unique opportunity for cooperation in solving complex problems outside of school time in accordance with the personal interests and needs of students. It provides the creation of new knowledge through the creation of multimedia presentations, animations, digital models, qualitative analysis, expertise, forms the skills and competencies of teaching, develops the ability to manage their own knowledge - that is, provides everything that is waiting for today's global economy of the 21st century.

Therefore, the education system of the 21st century should create conditions for the formation of a graduate who will be ready for successful socialization and career, for learning throughout life. But for such a system of education to develop, it must form a highly moral person who can distinguish good from evil, understand the sophistication of information warfare aimed at separating peoples and destroying civilizational achievements, so as not to become a victim of them. Therefore, today it is very important to teach young people to communicate in reality, not just virtually, to learn to understand the significance of each person on Earth. What will be the future of education in the world and in each individual state depends largely on us, teachers, confident or not in their professionalism and the importance of our joint work, the improvement of which has no limit.

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