

Литература

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**SMART EDUCATION IN UNIVERSITY INTERACTIVE  
LEARNING ENVIRONMENT**

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**Introduction.** In the 21<sup>st</sup> century, information technologies are becoming an integral part of people's living space. Now scientists acknowledge the existence of a new digital (significant) generation that considers mobile phones, computers and the Internet to be as natural part of their life as nature and society.

Human resources are no longer enough for the development of modern education. Scientists agree that instead of increasing the number of professionals, it is necessary to change learning environment, educational content, education methods and means. Furthermore, the transition from traditional teaching and learning to smart education is thought to be needed [5, p. 17].

**Literature analysis** revealed that V. Bykov, R. Hurevych, M. Zhaldak, M. Kademiya, V. Kukharenko, S. Semerikov and others investigated the problem of the teaching and learning process organization under the conditions of informatization and also deal with the use of information technologies in education, virtual environment creation, and open education programs.

**Statement of the main points.** Wide use of information technologies in modern society requires informatization in all spheres of life, particularly in education, which must meet the increasing demands concerning professionals' quality and quantity. Thus there is the need to develop and apply innovative educational methods and technologies, which promote the development of a new form of education, unlimited in time and space [2, p. 191].

Educational technologies that agree with the outmoded techno-economic paradigm and industrial society are based on the so-called academic education. Traditional academic education is built around teacher directed learning when a teacher transfers knowledge, organizes the learning process and assesses performance. But this system can not meet requirements of the knowledge economy, so teacher-led classes and book-oriented teaching are now transitioning to student-oriented smart education environments. Smart education is not just a concept that describes learning in digital age, but also can be viewed as an abbreviation which stands for Selfdirected, Motivated, Adaptive, Resource-enriched, Technology-embedded education [1, p. 25].

V. Tihomirov considers that the aim of smart education is to increase the learning process effectiveness due to the transfer of education into the electronic environment. In his opinion, smart education is a concept which requires a comprehensive modernization of teaching process, methods and technologies used in this process. Thus this concept involves the constant use of the Internet, smart boards, smart screens and other information technologies. So, learning becomes possible not just in the classroom, but also at home and in public places [3].

Smart education development caused the establishment of new educational institutions like open and virtual universities, online and distance courses. They have an original

organizational structure and use a set of forms, methods and technologies for the training process [4, p. 325].

The main objective of the new education model (according to V. Tihomirov) is the creation of environment ensuring a high level of competitive education due to the development of students' knowledge and skills necessary in modern informational society. These skills include cooperation, communication, social responsibility, the ability of critical thinking, quick and proper problem solving. Such task definition stipulates the need to use active content constructed on the principle of knowledge integration, e-metrics and systems of educational process management [3].

**In conclusion**, it should be noted that smart technology introduction in education promotes the transition from out-of-date reproductive learning to up-to-date creative form of training. A modern course for a smart university should differ from traditional text tutorials in integration and the ability of independent development due to external sources.

#### References

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## ИСПОЛЬЗОВАНИЕ ИНТЕРАКТИВНЫХ ОПРОСОВ В ДИАГНОСТИКЕ УЧЕБНОЙ МОТИВАЦИИ

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Широкое распространение сети Интернет, активный рост информационных технологий привели к расширению возможностей для использования интерактивных опросов в сфере психодиагностики [1]. На современном этапе развития общества осуществляется активное развитие новой для психодиагностики области – компьютерной психодиагностики.

Использование возможностей Интернета для планирования, организации и проведения психолого-педагогических исследований стала актуальной проблемой в области компьютерной психодиагностики [2]. Интернет – весьма гибкий инструмент психолого-педагогического исследования и в некоторых случаях проводить его через Интернет значительно удобнее, чем традиционными способами [3].

Цель исследования – выявление специфики учебной мотивации младших подростков с помощью Google Формы, анализ эффективности использования Google Формы.

**Материалы и методы.** В эмпирическом исследовании приняли участие 22 ученика 5-х классов ГУО «Средняя школа № 40» г. Витебска. Для выявления уровня учебной мотивации была использована Методика изучения мотивации обучения учащихся 5–11 классов М.И. Лукьяновой и Н.В. Калининой [4]. Данная методика