

1. Сочувствие идет лейтмотивом для всех детских возрастных этапов. Проявляется в эмоциональной сфере через социальные отношения.

2. Сопереживание берет свое начало еще во младенчестве. В раннем возрасте имеет эмоционально-окрашенный характер, далее развиваясь без особенностей.

3. Эмпатия формируется на том же возрастном этапе при наличии адекватной привязанности со стороны родителей. В следующем возрастном периоде основывается на симпатии.

4. Чувствительность эмоционального состояния развивается в условиях личностного общения, в первую очередь с матерью. У детей раннего возраста такая чувствительность вырабатывается с помощью контакта с родителями. Дошкольники проявляют ее эмоционально.

5. Акты добровольной помощи базисом возникновения и проявления деятельностной помощи в отрочестве служит доверие к миру.

6. Просоциальные реакции. Зачатки своего становления проявляются еще в раннем возрасте, отличаясь самостоятельностью впоследствии.

Из вышеперечисленного наглядно видно, что семья является не только фактором социализации просоциальной направленности подрастающей личности, но и ее условием.

Заключение. Так, просоциальное поведение взрослого человека берет свое начало еще во младенчестве и претерпевает ряд этапов своего развития. Самой простой его формой является сочувствие, которое свойственно еще младенцам, остро реагирующих на эмоциональный дискомфорт особенно своих сверстников и близких людей. Сопереживание в раннем возрасте основано на эмоциях. Эмпатия детей того же возрастного периода закладывает фундамент на привязанности, переходя на следующий этап развития во взаимодействии с симпатией. Чувствительность эмоциональной близости в младенчестве, раннем и дошкольном возрастах проявляется соответственно в:

- эмоциональной привязанности;
- эмоциональном контакте;
- собственно эмоциональности.

Добровольная помощь, образовавшаяся в дошкольном возрасте, базируется на доверии у младших школьников. Просоциальные реакции начинают проявляться на раннем возрастном периоде, приобретая автономность в дальнейшем.

Таким образом, людям свойственна потребность в формировании и поддержании близких отношений, включая эмоциональную привязанность, беспокойство и заботу о состоянии другого, влияя на когнитивную, чувственную и поведенческую сферы.

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INDEPENDENT WORK OF STUDENTS OF HUMANITARIAN SPECIALTIES IN THE CONDITIONS OF THE VIRTUAL EDUCATIONAL ENVIRONMENT: FACTORS OF INCREASING EFFICIENCY

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The growing interest to the problem of self-education of students is due, on the one hand, to the development of a virtual educational learning environment, which is based on the independent activity of students. On the other hand, the changes taking place in the educational process of universities: the share of ready-made information received by students from teachers is decreasing, the volume of their independent work is increasing. This interest is also caused by a new personality-oriented pedagogical paradigm, the main task of which is - to create conditions for self-development, self-study, self-determination, self-education and self-realization. The purpose of this work is to identify and analyze

the factors that lead to an increase of the level of effectiveness of independent work of students of humanitarian specialties in a virtual educational environment.

Material and methods. The research material is the practice of organizing independent work of students of humanitarian specialties of a classical university. To achieve the intended goal, the following research methods were used: comparative, comprehension, generalization, systematization of results.

Results and its discussion. The level of effectiveness of independent work of students of humanitarian specialties in a virtual educational environment, in our opinion, is determined by the action of four main factors:

1. Ensuring the correct combination of classroom and independent work;
2. Rationalization of students' independent work;
3. Providing the student with the necessary teaching materials;
4. Control over the organization and progress of independent work and the adoption of measures that encourage the student for its high-quality performance.

The first factor is the need for optimal structuring of the curriculum, not only in terms of the sequence of studying individual courses, but also a reasonable ratio of classroom and independent work. The preparation of such a plan should be preceded by a serious study of the student's time budget, equipment with methodological literature and consideration of national traditions in the education system.

The second factor is a high level of rationalization of students' independent work. In this regard, it is very important to achieve a paradigm shift in the relationship between student and lecturer. If in the first years the lecturer has an active creative position, and the student is most often a follower, then as one moves to the senior courses, this sequence should be deformed in the direction of encouraging the student to work independently, actively strive for self-education. Completing tasks of independent work should teach you to think, analyze, take into account conditions, set tasks, solve emerging problems, i.e. the process of independent work should gradually turn into a creative one. New information technologies can help with it. Experience shows that a student solves the assigned tasks with great interest, when he uses modern packages or he programs the solution of a particular problem. In the course of solving, he deeper learns the essence of the subject, studies the literature, looks for optimal solutions. This is stimulation of interest.

The third factor is the provision of the student with the appropriate educational and methodological literature. The current situation in higher education does not allow providing the student with the necessary literature. Taking into account the economic conditions and the possibilities of the printing base, it is advisable to switch to electronic editions of lecture materials of teachers, which is already being implemented. At the same time, the transition to this method of communication with the student requires the development of electronic teaching materials. Perhaps this is one of the tasks that allow such publications to be considered a methodical work and to register, extending copyright to them. Special mention should be made of the possibilities of providing educational and methodological literature of learning technologies in conditions in a virtual educational environment using information computer technologies (ICT), in particular, computer educational environments (CEE), specially constructed and organized to accommodate educational materials, taking into account pedagogical and didactic requirements. Since it is the virtual educational environment that is designed to reduce the classroom load and increase the proportion of students' independent work, for the effectiveness of students' independent work it is necessary to develop and purchase electronic textbooks and training programs. In essence, this is the computerization of the educational process, which, in the context of a multilevel structure of education, is an activating factor in the independent work of students, when a student develops the ability to independently choose sources of information, joins the ethics of international communication with time-saving skills, masters the art of objective and targeted assessment of his own potential, his own business and personal qualities.

The fourth factor is the implementation of effective control over the organization and progress of independent work and measures that encourage the student to perform it qualitatively. This condition, in one form or another, must be present in the first three, so that control becomes not so much an administrative, but a full-fledged didactic condition that has a positive effect on the effectiveness of students' independent work as a whole.

For the successful functioning of the virtual educational environment within the faculty, an appropriate level of technical, software, informational, educational and methodological support is re-

quired. The technical support of the faculty virtual educational environment consists of local computer networks at the departments of the faculty and the university, united into a single information network, as well as Internet access to connect to open sources of information outside the university. Students must have an Internet connection at home or use open Internet access in specialized classrooms in order to work with the course materials of the virtual learning environment.

The software of the virtual educational environment system consists of programs with the help of which information can be presented to users of local networks and the Internet. It is preferable to focus directly on the Internet when creating training courses for a virtual educational environment, since in this case, not only students of one university within the local network, but also all Internet users will be able to use the training materials.

Information support of the faculty system of virtual educational environments is represented by advertising and timely announcements of the appearance of new materials and sections of training courses, as well as extensive background information on all training courses of virtual learning.

The educational and methodological support of the faculty system of the virtual learning environment should consist of the following materials posted on the network in electronic form for free access to them by students:

- general information about training courses, their purpose, objectives, tasks, content, conditions for admission to distance learning groups and other organizational issues;
- electronic lecture notes, structured according to logically completed modules for the convenience of modernizing the course and successful mastering of educational material;
- virtual practical exercises and laboratory work (in the presence of fiber-optic communication channels, it becomes possible to conduct laboratory work in real time);
- teleconferences for communication of students with the teacher and among themselves within the training group, as well as e-mail for discussing issues arising in the learning process;
- tests to check the knowledge of students (for example, for admission to full-time exams), a unit for monitoring progress, monitoring the results of the individual work of each student;
- lists of links to virtual libraries and materials for self-contained in-depth study of the course material, as well as similar training courses on the Internet;
- help system in the form of a database for the entire training course;
- blocks of creative assignments for independent work of students.

The organizational support of the functioning of the faculty system of the virtual learning environment consists in the direct work of the lecturer with the students. Communication can be carried out by e-mail and teleconferences, in which the teacher usually answers students' questions, and exams are taken in person or remotely (via a computer network).

Conclusion. Thus, in modern conditions of the development of the national system of higher education, the organization of independent work of students in a virtual educational environment is one of the main directions of increasing the efficiency of the entire educational process, since the student turns into an actively acting subject, and the educational process itself is already aimed not so much at broadcasting knowledge, how much for the development of the cognitive abilities of the individual.

РЕЗУЛЬТАТЫ ЭКСПЕРИМЕНТАЛЬНОЙ ПРОВЕРКИ ЭФФЕКТИВНОСТИ ДИСТАНЦИОННОГО ОБУЧЕНИЯ НА ПЕДАГОГИЧЕСКИХ СПЕЦИАЛЬНОСТЯХ

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Дистанционное обучение появилось уже несколько десятилетий назад и становится одной из наиболее перспективных и эффективных систем подготовки специалистов в различных областях знаний. В последнее десятилетие компьютерные и интернет-технологии стали массовыми и доступными для любого пользователя. Они вторгаются в каждую сферу деятельности, в том числе и педагогическую. В этом году дистанционное обучение приобрело статус основного и обязательного, что создало целый ряд проблем.

Цель исследования – определить круг проблем, возникающих у участников образовательного процесса в формате дистанционного обучения.