станаўлення і развіцця вучэбнай кнігі, і варыятыўныя, залежныя ад уплыву канкрэтных сацыякультурных умоў. Сацыякультурныя фактары развіцця сучаснага грамадства (напрыклад, інфарматызацыя) прыводзяць да павелічэння аб'ёму самастойнай працы з разнастайнай інфармацыяй, да разумення неабходнасці вучышца і перавучвацца, змяняюць характар пазнавальнай дзейнасці праз рэалізацыю функцый вучэбных тэкстаў. З улікам новых педагагічных рэалій вучэбны тэкст перажывае мадыфікацыі варыятыўных функцый, напрыклад, павышаешца значнасць *самастойнай працы* навучэнцаў. Арганізацыя самастойнай дзейнасці падразумявае наяўнасць у вучэбных тэкстах сістэмы пошукавых заданняў, выкарыстанне праблемнай формы выкладу інфармацыі, прыёмаў асэнсаванага чытання. У кантэксце метапрадметнага падыходу прызначэнне вучэбнага тэксту папаўняецца за кошт *даследчай функцыі*, якая можа быць ажыццёўлена праз аналітычнае апісанне метадаў пазнання або праз заданні, пытанні, што арганізуюць самастойную дзейнасць навучэнцаў (падрыхтоўка тэзісаў, канспектаў, дакладаў, паведамленняў).

Заключэнне. Сучасны вучэбны тэкст перажывае дыялектычныя змены ў плане зместу, структуры і функцый. Тэкст набывае характар політэксту, прадстаўленага традыцыйным і электронным фарматамі, узгодненае выкарыстанне якіх устанаўлівае рацыянальны баланс паміж новымі інфармацыйна-камунікатыўнымі тэхналогіямі і класічнымі набыткамі.

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MODERN EDUCATION: DIGITIZATION VS DIGITALIZATION

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The topic of digital transformation of modern education is one of the most discussed and crucial today. Civil servants debate about achievements, threats, risks and prospects, and the educational community is trying to understand the essence and meaning of the changes taking place. At the same time, it seems that there is often a substitution of two close, but still not identical concepts digitization and digitalization. What is often called a manifestation of the digitalization of education, in fact, is only the result of its digitization.

The purpose of this work is to determine the semantic content of the concepts used in the processes of modernization of education in the conditions of the sixth techno-economic paradigm.

Material and methods. During the writing process, the articles on the e-LIBRARY portal served as the material for analysis. The methodological basis consists of general scientific research methods (analysis, synthesis, comparison, generalization).

Results and their discussion. Today the world is on the verge of a new wave of innovations that will cause serious impact on the usual educational landscape. Therefore, the transformation of the learning model in the era of the information society is political and social. This undoubtedly affects the system, methods and process of teaching students, including information technologies and flows in the educational process. Digitization, digitalization, digital transformation of education are all concepts that are often considered synonymous or their meaning is substituted. We state that they have different semantic coloring and ontological fullness, especially the concepts of digitization and digitalization should be distinguished. Digitization is the transfer of information from physical media to digital. For example, conversion a book into electronic form, scanning a document, digitizing a picture, recording a video course. Within the framework of digitization, there are no changes in the structure of information, it simply acquires an electronic form for subsequent processing in digital format.

Thus, digitization makes it possible to improve some existing processes in education by adding information in digital format to them, making it more accessible for personal learning.

Here is a standard example of misunderstanding the difference between these concepts: "Digitalization in education is a transition to an e-learning system. All educational materials (methodological developments, textbooks, notebooks), as well as journals and diaries can exist in electronic form. Instead of regular textbooks, schoolchildren and students will do their homework on computers and tablets. Children will be able to study the material according to educational programs that will check how this knowledge is assimilated. Digitalization facilitates the educational process and makes it more comfortable and accessible for schoolchildren and teachers"[]. What fundamentally new will the translation of all documents into electronic format bring to the methodology of education? Replacing a teacher with AI which will work according to the algorithms of the knowledge reproduction system, will not lead to new, fundamental breakthroughs.

Digitalization is initially the creation of a new product in digital form. For example, a dynamic training course with animation or an interactive system for commenting on a document. This product cannot be transferred to physical media without a significant loss of its quality.

Therefore, the fundamental difference of digitalization is in the creation of a new innovative product with new functionality and consumer properties. And while digitization is primarily aimed at improving existing models of education,

digitalization allows you to make a significant breakthrough in education and receive new competitive advantages. If we take into consideration the specifics of the system of Belarusian education, in this moment the majority of digital transformation initiatives are aimed at digitization. For example, within the framework of online learning, teachers often record videos or conduct webinars, which generally transfers the learning process to digital form, but does not transform its learning model.

Conclusion. The use of gamification approaches, engaged interaction of course participants, practice-oriented tasks in electronic form - these are examples of digitalization, which will help create qualitatively new products in the Belarusian online learning market. Therefore it is necessary to act this way in all of the industries in order not to stay away from the sixth techno-economic paradigm again.

ОБРАЗ ВИТЕБСКА В РЕГИОНАЛЬНОМ ПОЭТИЧЕСКОМ ТЕКСТЕ: АКСИОЛОГИЧЕСКИЙ АСПЕКТ

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Образ города Витебска как ценности описан на материале публицистического дискурса [1] и практически не представлен в исследованиях поэзии, хотя очевидно, что указанные тексты имеют высокую аксиологическую значимость и могут серьезно дополнить имеющиеся результаты. Дело в том, что специалисты, обращаясь к описанию образа города, чаще всего говорят о его семиотике или представляют его коммуникативное поле. О городе как об особом ценностном компоненте говорится не часто, хотя его аксиологическая значимость на региональном уровне является бесспорной.

Цель работы – исследовать аксиологический компонент образа Витебска в региональном дискурсивном пространстве.

Материал и методы. Научное исследование проведено на основе дескриптивного и концептуального анализа региональных поэтических текстов. Использованный фактический материал включал русскоязычные поэтические тексты, в том числе сетевые, региональных авторов (Витебщина), посвященные городу Витебску.

Результаты и их обсуждение. Витебск как значимый аксиологический компонент ценностной системы региона представлен в поэтическом дискурсе местных авторов особой системой образов. В поэтическом тексте город интерпретируется как особое духовное место. Для витебских поэтов родной город – это место, где остается навсегда душа, отделяясь от тела и разума: