

перакладаў і даверыць працу прафесіяналу. Тым больш што бюро, якое, безумоўна, шануе сваю рэпутацыю, гарантуе невыдаванне інфармацыі і забяспечыць канфідэнцыяльнасць даных, якія ўтрымліваюцца ў перапісцы.

**Заклученне.** Развіццё этыкету ў пісьмовых дзелавых зносінах спрыяе набыванню ўсёй складанасці і спецыфікі міжнацыянальнай і міжкультурнай камунікацыі. Праблема звязана з тым, што камунікацыя ажыццяўляецца ва ўмовах адразнага ад стандартаў паводзінаў і нацыянальна-культурных стэрэатыпаў мыслення, і залежыць ад сферы прафесійнага ўзаемадзеяння. У працэсе абнаўлення кіраўніцкай культуры ў бок самакіравання і інтэграцыі вышэйшых духоўных каштоўнасцей, дзелавыя зносіны гэтак жа праходзіць шлях пераўтварэнняў. Пісьмовая форма зносін гэтак жа важная ва ўмовах павышэння культуры грамадзянскага ўдзелу, адказнасці і справядлівасці. Гэтая форма зносін значна пашырае магчымасці ўзаемадзеяння людзей у дзелавой сферы.

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### IMPROVING THE QUALITY OF HIGHER EDUCATION IN THE NEW ECONOMIC CONDITIONS

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*Резюме – в данной статье анализируются наиболее острые проблемы, стоящие перед системой высшего образования в Беларуси, а также основные направления совершенствования их научного обеспечения в контексте повышения качества образования в новых социально-экономических условиях.*

*Ключевые слова: Образовательные системы, интеграция образования, образовательное пространство.*

**Introduction.** The global changes taking place in the world community are expanding social systems, stimulating various forms of interaction beyond national and State frameworks, and significantly increasing the dynamism of social changes, which reveal both positive and negative processes taking place in individual regions and countries. Joint action is very important, be it political, economic or humanitarian cooperation.

These changes will further develop Belarus "integration into the world community, which is an important factor in strengthening ties and relations between States. Integration of educational systems in itself acts as manifestation and display of the real communications taking place in an education process as one of aspects of the developing public organism striving for integrity and a harmonization of all the elements and subsystems. [1]

**Main part.** Integration processes are considered as interactions of organized societies, carried out in spiritual, socio-economic, informational and other aspects. The deep meaning of integration processes is not to consolidate such an order of things, but that as they develop and through them, the development of each of the participants in the process is carried out. [2]

World development in the light of the integration processes in the twentieth century took place in several directions: building the interconnectedness and integrity of the world; formation and subsequent evolution of international policies (UN, WTO, IMF, OECD, etc.); democratization of the internal structure of the main actors of interaction; recognition of the sovereignty rights of all peoples. Thus, the integration processes and world development as a whole during the twentieth century acquired many characteristics and functions characteristic of the phenomenon of social organization. By the end of the century, however, integration processes had reached a qualitatively new frontier that owed its emergence to the consequences of globalization. The integration factor plays an important role in the education sector. [3] The mutual use of specific features of one country in the educational space of other countries creates similar educational situations in those countries and promotes further integration. Thus, new qualities of educational space arise, which are not reduced to a simple sum of qualities of integrated parts, these are qualities of different content and order. [4]

Analyzing the set of problems noted above, it should be noted that the main strategic objective of the reforms is the need to ensure conditions for meeting the needs of citizens, society and the labour market for quality higher education. It should be emphasized that the problem of improving the quality, efficiency and efficiency of education is seen as a major factor in the development of higher education throughout the world educational community. [5]

**Conclusion.** A prerequisite for assessing the quality of higher education at the university is the involvement of external experts and auditors in the evaluation activities. In order to ensure the full functioning of quality management systems in domestic universities, it is necessary to expand the practice of participation in GEC, expertise and evaluation of educational and methodological products of labour representatives, employers. If at present graduates are evaluated and the work of the GEC is led mainly by employers, the development, review and evaluation of educational and methodological support, including state educational standards, usually involves university employees, who create educational and software products. The informal quality management system at the university will contribute to:

development of the system of improvement of pedagogical qualification of faculty, obtaining more significant scientific results, improvement of employment of graduates, expansion of export of educational services, better recruitment and access to higher education, decrease in the number of students expelled due to low academic performance, university autonomy, responsibility combined with accountability.

The most important element of the solution to this problem is the creation of conditions that ensure the possibility of continuous improvement of the level of education depending on the requirements of a dynamically changing world. At the same time, "accessibility" should be understood not only as an opportunity to receive higher education, limited mainly by financial and temporary opportunities of the person, but also as an opportunity to learn "on specific educational programs" within the framework of the concept of "technical-indoor education." All this in the end of the account requires a fundamental change of conceptual approaches to the organization of the educational process. The mutual use of specific features of one country in the educational space of other countries creates similar educational situations in those countries and promotes further integration. Thus, new qualities of educational space arise, which are not reduced to a simple sum of qualities of integrated parts, these are qualities of different content and order.

It seems that the above-mentioned positions can also act as framework criteria for the quality of higher education in higher education institutions of the Republic. When discussing the issue of standardization of the quality of higher education, the question arose as to the feasibility of strict standards at the international and regional levels. As a result, it was stressed that there should be framework standards at the international level that should be considered when developing national and regional standards for the quality of higher education. This recommendation is the basis for harmonizing quality standards in higher education at all three levels (national, regional, international).

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### ДИАЛОГОВАЯ ОБРАЗОВАТЕЛЬНАЯ ТЕХНОЛОГИЯ В ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ СТУДЕНТОВ-ЭКОНОМИСТОВ

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*Резюме - в статье представлены технологические аспекты теории и практики диалога в системе профессиональной подготовки студентов-экономистов, обоснована концептуальная модель технологизации лично- и профессионально ориентированного процессов подготовки студентов в условиях образовательного процесса учреждения высшего образования с целью повышения мотивации обучающихся в результатах работы.*

*Ключевые слова: диалог, образовательные технологии, личность, профессиональное развитие.*

**Введение.** Современное развивающееся мировое сообщество требует независимой и самодостаточной личности, обладающей волей, интеллектом, которая способна действовать в динамично меняющейся социальной среде. Соответственно сегодня на первый план выходит проблема актуализации диалогической технологии, в ходе которой изучение учебного материала способствовало бы соучастию осваивающей его личности в воспроизводстве его содержания в процессе профессиональной подготовки студентов-экономистов.

Эта статья основана на серии прикладных образовательных исследований, направленных на понимание и улучшение качества обучения посредством диалогического взаимодействия в образовательной среде учреждений высшего образования, а также на развитие использования диалога как психологического и культурного инструмента для обучения и решения проблем. Истоки этого исследования основываются на образовательных традициях Великобритании, описанных Дугласом Барнсом в 1970-х годах в пособии «Исследовательский разговор» (Barnes, 1976, Barnes, 2008, Mercer, 1995, Mercer, 2000). Идея заключается в диалогическом взаимодействии между педагогом и студентами, эффективно воздействующем на мышление и когнитивные процессы обучающихся. Так, по мнению авторов исследовательский разговор можно представить как диалог, в котором: каждый критически, но конструктивно взаимодействует с идеями друг друга; каждый предлагает имеющуюся у него информацию, соответствующую теме; идеи каждого человека рассматриваются как достойные рассмотрения; партнеры задают друг другу вопросы и отвечают на них, спрашивают о причинах и дают им аргументацию; члены группы пытаются достичь согласия на каждом этапе, прежде чем продолжать дальнейшее обучение; для наблюдателя группы рассуждения «видны» в разговоре [5, С. 16] Данная работа представляет попытку представить роль диалогических образовательных технологий в обеспечении и