

- mastering the methodology of an integrated approach to solving practical problems in various activities;
- systematization and integration of different disciplinary knowledge and values;
- mastering the innovative activity of students in various subject areas of the socio-economic development of the country;
- mastering the ways of solving urgent practical problems in different types of activities on an integrated basis.
- development of a culture of reflective mental activity of students.

Thus, the development and implementation of game design technology, which can be represented by separate projects or a complex, a system of educational projects for one or a cycle (for example, humanities) of academic disciplines, will allow students to carry out the activity and personal development of students in education.

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UDC 373.014.3

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CURRENT VECTORS OF MODERNIZING SCHOOL EDUCATION

The article reveals the main theoretical and methodological vectors of the modernization of modern school education. The social, psychological and pedagogical aspects of ensuring the interests of participants in the educational process at school are considered. The characteristic of the main types of responsibility of the teacher. In conceptual terms, disciplinary procedures are disclosed in the school.

Dynamic changes in the socio-economic situation in the developed countries of the world, the aggravation of national and universal problems required a rethinking of the role of education. The inseparable connection of education with the processes taking place in the economy, society, in all spheres of practical and spiritual human activity has become apparent, the importance of the educational sphere as a mechanism for the development of society has increased. Education is a relatively independent sphere, which under the current conditions, with appropriate policies, can set an impetus, accelerate the development of the region, and move society forward. Education can and should become an integral mechanism for the consolidation of the nation and the development of national identity – a phenomenon through which each nation comes to realize its historical destiny, its place and role in the development of world civilization and culture. The identification and definition of one's own goal and one's own interest is becoming today an effective factor in the self-organization and revival of the nation, the principle of the social policy of the state of Belarus.

The school should become the most important factor in the humanization of socio-economic relations, the formation of new life attitudes of the individual. The result of the humanistic orientation of the pedagogical process is modern educated, moral, enterprising people who independently make

responsible decisions in a situation of choice, capable of cooperation, distinguished by dynamism, mobility and constructiveness. A modern school is a school that meets the goals of advanced development. Its most important task today is to provide students with the opportunity to choose their own educational trajectory, develop their thinking and emotional perception of reality, and help them become full-fledged citizens of the country. Students should be involved in research projects and creative activities in order to learn how to invent, understand and master new things, express their own thoughts, make decisions and help each other, articulate interests and recognize opportunities. It employs creative teachers who are open to everything new, ready to help their students find themselves in the future, become independent, creative and self-confident people.

Management of a modern school is carried out by managers (administration) on the basis of subject-subject relations. It is a wide information space with the use of information technology in the educational process. This is the creation, development and effective use of managed information educational resources, including personal user databases and data and knowledge banks of students and teachers with the possibility of widespread access to work with them. The methodological analysis of scientific and methodological literature and educational practice shows that the following are the strategic directions for improving modern school education: social, psychological and pedagogical aspects of ensuring the interests of participants in the educational process at school; social and pedagogical responsibility of teachers and administration in a modern school; pedagogical.

Let us reveal the essential characteristics and main content lines of these vectors of modernization of modern school education in our country. The first vector concerns students as subjects of educational and cognitive activity. The most important aspect of the interaction and relationship between the student and the school is the formation of the need-motivational sphere of the individual, where interest is one of its fundamental structural elements. Before proceeding to the description of the interests of the participants in the educational process, we, first of all, need to consider the essence of the concept of «interest». In psychology, interest is understood as an emotionally colored attitude aimed at some activity or some object, caused by a positive attitude towards the subject (L.S. Vygotsky). This is a specific form of manifestation of a cognitive need, which ensures the orientation of the individual to the realization of the goals of activity and thereby contributes to the orientation of the individual in the surrounding reality.

The concept of interest is defined as a need attitude or a motivational state that encourages cognitive activity, which unfolds mainly in the internal plane. Interest is one of the permanent and powerful motives of human activity. Interest is the real reason for action, felt by a person as a particularly important reason. Interests are classified by content, that is, by their subject relatedness; by the breadth of subject content; in depth, according to their rootedness in the system of needs relations of the individual; on sustainability; by strength; by duration [1].

Interest occupies an intermediate position in the increasingly complex series of need-based relations of a person to the world: it arises on the basis of a cognitive attraction (desire) to a particular area of reality and in the process of its development can develop into a stable personal need for an active, active attitude towards one's subject, into a tendency. Based on the foregoing, it can be said that interest qualitatively affects the inclusion and sustainable implementation of activities.

The need-motivational sphere of the personality acts as a «trigger» for the implementation of the criteria-based educational process at school. Participants in the educational process at school are students, teachers, legal representatives of students. Let us consider the social and psychological and pedagogical foundations for ensuring the interests of students in the educational process.

In accordance with the modern pedagogical paradigm, students act as the subject of educational and cognitive activity. The most important direction of improving the educational process in a modern school is the professionalism of teaching staff [2]. A teacher in a modern school is a person who conducts teaching or educational work (teacher, educator, lecturer, associate professor, professor, etc.). The teacher acts as the subject of pedagogical activity, in connection with which, a number of requirements are imposed on him. One of them is the responsibility of the teacher.

The concept of "responsibility of a teacher" is considered as a certain attitude to reality, as a property or quality of a person, manifested in pedagogical activity [2].

The responsibility of a teacher is a personal quality, which consists in the realization of the moral need to comply with social norms (in particular, personal ones), as well as the ability of an individual to adequately perceive a fair assessment of committed actions, to reflect and carry out an examination of their actions from the standpoint of humanity and a clear conscience. This professional and ethical quality is expressed in the willingness and ability to foresee the results of pedagogical activity and hold them accountable. To do this, the teacher should be characterized by: possession of the content of academic disciplines; possession of modern theories and technologies of training and education; knowledge and real consideration of the factors that ensure the success of pedagogical activity. The main types of responsibility of the teacher are: social, pedagogical, personal, legal, ethical and material. The presence of a responsible teacher in a modern school is the key to its success and prosperity in the future.

Educational law and its development are a promising direction in the modernization of the school space. The modern school is a socio-cultural institution that has a complex structure and functioning mechanism. The most important element of the activity of the school, as a pedagogical system, is the organizational and managerial activity of its administration [3]. At the same time, the inadmissibility of the command-administrative style of leadership, which suppresses the initiative, activity of team members, and individual freedom, is noted. At the same time, the importance of discipline is emphasized everywhere, the need to combine unity of command and collegiality in school leadership, the role of the pedagogical council, trade union, parent committee, and children's self-government.

Disciplinary procedures are an internal and administrative mechanism for applying the above rules and implementing effective disciplinary measures [4]. In practice, good disciplinary procedures usually contain expected rules of conduct. In its implementation, there should be a minimum of steps that usually need to be taken within the framework of a disciplinary procedure – they are also known as the «state minimum procedure». The employer must comply with this procedure, otherwise, the dismissal (deduction) is considered «automatically unfair». The disciplinary procedure should follow the following pattern. The first step in the state minimum procedure is a written application by the employer, outlining the circumstances (for example, behavior) that were the reason for taking disciplinary actions against the participant in the educational process. The reasons why they believe that there are grounds for a disciplinary procedure can also be explained. The employer will need to investigate the existing complaint against the education participant and invite the education participant to a meeting to discuss the problem. The meeting must take place before the start of disciplinary procedures. A participant in the educational process has the legal right to invite a colleague, parents or a trade union representative to the meeting. The employer must inform the participant of the educational process about his rights to appeal the decision. The appeal procedure is similar to the disciplinary procedure. The participant in the educational process must write a letter stating the reasons for the appeal. Usually a meeting is convened with the participation of a senior leader than the one who participated in the first meeting - a participant in the educational process has the right to come to the meeting accompanied by another person. Next comes the final decision [5].

Disciplinary procedures for teachers are carried out in accordance with the legal framework governing labor and related relations, as well as regulating the professional activities of a teacher in a school. These include primarily the Code of the Republic of Belarus on Education and the Labor Code of the Republic of Belarus, as well as various legal documents of a general and local nature. In the Code of the Republic of Belarus on Education, these issues are considered in Chapter 6 «Teaching staff and other employees of educational institutions», Article 51 «Requirements for teaching staff», Article 52 «Rights of teaching staff», Article 53 «Duties of teaching staff». The basis for the «launch» of disciplinary procedures against teachers is a disciplinary offense, which is understood as non-performance or improper performance by an employee due to his fault of the labor duties assigned to him [3]. The composition of a disciplinary offense includes two elements: objectively unlawful behavior of an employee, which is expressed in the very fact of non-performance or improper performance of labor duties by him and can consist of both action (for example, appearing

at work in a state of intoxication) and inaction (for example, failure to appear to work) (the objective side of a disciplinary offense); the fault of the employee in non-fulfillment or improper fulfillment of his labor duties (the subjective side of the disciplinary offense). These elements are necessary and, at the same time, sufficient to bring the employee to disciplinary responsibility. Material damage and a causal relationship between it and an unlawful violation of labor discipline are not included in the disciplinary offense and can only affect the choice of the type of disciplinary sanction or serve, in conjunction with other conditions, as the basis for the material liability of the employee. Disciplinary responsibility consists in the application by the employer to the employee of one of the following types of disciplinary action: remark; rebuke; dismissal.

Thus, the implementation of the vectors discussed above will contribute to raising the level of school education in our country. An indicator of the effectiveness of cooperation between the administration, teachers, students and parents is the level of development of their joint activities, and an indicator of the most complete provision of the interests of all participants in the educational process is the level of effectiveness of their joint activities, as well as the level of personal development and psychological health. Teacher responsibility is a key factor in quality school education. Compliance with disciplinary procedures in the school will improve its efficiency through the qualitative implementation of the educational process. The socio-psychological service in the education system will contribute to the solution of the above tasks related to the implementation of the national strategy for the development of education.

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UDC 796.011.3:796.02

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MATERIAL AND TECHNICAL COMPONENT OF EDUCATIONAL SPORTS ENVIRONMENT

The essence of the educational physical culture and sports environment is determined, the role of its material and technical component is shown, its structure, functions and principles of organization are revealed. Designing an optimal modern educational physical culture and sports environment for each educational institution, sports will allow more efficient implementation of the process of physical education development of children and young people.

The modern educational physical culture and sports environment of educational institutions is a socio-cultural product, which in turn is predetermined by the need to create and implement a set of conditions for the optimal launch of the processes of formation, functioning and development of a person's physical culture.