

written assignments; it should help evaluate the knowledge and skills acquired by the student and guarantee further progress. Besides, lecturers and instructors can get a mid-semester feedback from students regarding their teaching; anonymous on-line surveys will be of value for improving the course material, the methods of teaching, and the communication style for the remaining part of the course.

Finally, classroom cell phone policies should be implemented throughout the school. The cell phone is an indispensable tool when used for educational purposes and when appropriate. We need to have access to relevant resources and to be able to search for relevant information: facts, texts, dictionaries, video/audio tracks, educational games, data sharing platforms, etc. So, it is not a good idea to ban the phone use, but at the same time everyone's right to work and study in a noise-free environment should be respected.

To sum it up, a lot of problems in professional and personal lives result from miscommunication. By being aware of the elements of the communication process and existing barriers to successful communication in academic settings, both students and teachers can focus on removing interferences, improving their communication styles and interactions, which in turn will lead to creating a quality learning environment and providing education outcomes of top standards. Moreover, it will contribute to the promotion of an effective corporate culture appreciated by the university community.

#### Literature

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### **MODERNIZATION OF HIGHER EDUCATION: KEY TECHNOLOGICAL AND METHODOLOGICAL TRENDS**

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The higher education landscape is undergoing significant change as a result of an introduction of technological innovations. In a new hi-tech era the introduction of new technologies into higher education has an enormous potential to create change. Technological innovations applied to university settings allow schools to meet a broader range of learners' needs, by adapting traditional teaching methods to new requirements and expectations, and offering a mix of classroom and online learning possibilities, which provide students with opportunity to learn anywhere, anytime.

In today's fast-changing discourse keeping pace with the most recent developments becomes more and more difficult for higher education institutions. As during a time of a new teaching method trial and adoption it might already become

obsolete and be replaced by a more advanced approach. There are both changes in the way higher education is taught and in the way contemporary highly technologically intelligent students learn.

And even though the conventional setting of the lecture hall still continues to be at the basis of higher education teaching methods, it should be enhanced by the integration of new technologically advanced tools and modern pedagogies. And it definitely should be supported by more online learning opportunities and a greater variety of methodological approaches.

These new technologies and approaches can support efforts within the Bologna Process to enhance the quality and extend the reach of higher education across Europe. The new advanced methods have already started to facilitate better quality learning and teaching for both in-classroom and online provision due to the fact that educational resources from all over the world become more freely accessible and more interactive media for learning in being introduced and employed.

Moreover, the use of new technologies can facilitate greater collaboration, both with global partnering universities and locally. At the local level, technologies can underpin national efforts to drive greater collaboration between institutions, combining expertise and delivering greater critical mass.

When speaking about a modern higher education, a few things appear to be clear. First, there is no one right answer for every student. Second, educators around the globe are still in a process of learning which methods will be destined for success global market. At this moment most of the experts agree on two long-term impact trends: advancing cultures of innovation, and fundamentally rethinking the way higher education institutions work.

One of the methodological classroom innovations that have been rewarded at Reimagine Education Conference of 2015 [1] was “the flipped classroom”. The idea behind the flipped classroom is that students spend their in-class time discussing questions and solving problems by working in collaborative groups. The role of an instructor is more as a facilitator than a traditional teacher. The responsibility of learning theoretical material is on students solely. Students are expected to come to class after they have learned the material and are already familiar with the fundamentals. In a classroom they will only learn how to apply what they have learned. In the environment of a flipped classroom every student is required to be actively engaged at least 75% of the time. The instructor should not talk for more than five minutes straight. The classes are kept small, with fewer than 20 students to ensure everyone will stay involved in a group discussion as much as possible. Besides, students use a custom-built collaborative online program to communicate with each other and an instructor while in class.

Some universities are finding creative ways to introduce informal resources into coursework. For instance, marketing students at Indiana University use a social media application Instagram to explore and share successful campaign ideas from real world companies [2]. Another approach called PaGamO is the world’s first multi-student social game, where students compete to acquire virtual land and wealth by answering questions and solving problems, and can then buy defences to guard their holdings against “virtual monsters” and other competitors. So far, the game has been used to teach probability in China, math to K-12 students in the U.S., dentistry to Ivy League

undergraduates, and management and leadership to employees of a Fortune 500 company.

PhET's is an interactive animation which is designed to help students learn fundamental scientific principles. Each PhET simulation creates an open environment where students can explore, set questions, using reasoning, discover relationships and test their own ideas. The program can be used during a lecture, or workshop, or as homework. The simulations are available free on the web and can be run either online or offline so that Internet connectivity is not required.

The A. B. Freeman School of Business employs a program that gives students practical stock analysis experience by connecting them with smaller companies in the Gulf South. Students get to meet top management and publish their own investment reports. At Queensland University of Technology the multi-disciplinary student teams compete based on a scenario such as a road accident or disaster in a town. Students are expected to get together, build the team and come up with a plan on how they would deal with the particular scenario and produce a response [1]

However, many high education institutions are not yet ready for this change. While there are instances of innovation, various barriers prevent it from being widespread, and fully-fledged institutional or national strategies for adopting new modes of learning and teaching are few and far between [3]. The online and open education world is changing how education is resourced, delivered and taken up. Over the next 10 years, e-learning is projected to grow fifteen-fold, accounting for 30% of all educational provision [2]. But this transformation should be shaped by educators and policy-makers, rather than something that simply happens to them. As educational technology is rapidly advancing and evolving, it is difficult to always discern when and how to properly implement it to foster real transformation. Nonetheless, this wave of innovation is progressing at a very uneven pace, and the countries that do not pick up on trends and respond to changes quickly enough risk being left behind as other parts of the world are actively involved in using the benefits of technology – including by resourcing the teachers on whom successful adoption of technology depends.

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