of Ministry of education with the same goal: full integration of the AI in the educational process. Probably, some advanced Chinese students who are familiar with this process of the development of the AI in China can share their information with Belarusian scholars during their stay in Minsk.

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Innovative VR Technology's Application Prospects in Teaching Social Science Courses at Chinese Universities

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Annotation. Recently, some Chinese universities have started to apply innovative information technologies in the teaching process. Virtual Reality technology (VR) is one of such innovations. Its application to social sciences at the university level opens the new horizons in teaching methods and approaches to education because it integrates social sciences with advanced technologies. According to Chinese scholars, this technology has a great potential in the process of development of students' analytical thought, creativity and proactivity. As a result, university graduates are better prepared to the innovative tasks in their future practical professional activity.

Keywords: virtual reality technology; social sciences; Chinese universities; innovative teaching methods.

With the rapid development of technology, Virtual Reality can be presented as an emerging technology that delivers a computer-generated simulation of the environment that may be interacted within an apparent real-time manner. VR technology has been already employed in a variety of industries, including medical training [1], engineering and entertainment [2].

Main Concepts

Innovative Virtual Reality technology has emerged as a promising tool in education, particularly in teaching social science courses. VR technology offers an immersive and interactive learning experience that can deepen students' understanding and their engagement with the course content. Traditional educational methods often rely on textbooks, lectures, and two-dimensional media, which may limit students' ability to fully grasp the complex concepts in social sciences. By leveraging VR, educators can create virtual environments that simulate real-world scenarios, enhancing students' comprehension and retention of information. To a great advantage of the Chinese system of education, the innovative VR technology is in the process of application in the social science disciplines both at high schools and the universities.

First of all it is necessary to give a scientific definition of the virtual reality technology and the related terms in the sphere of education. From this angle, Virtual Reality technology means simulation of a social reality within the educational context on the basis of innovative tools. Next concept is virtual paper technology: it is a form of Virtual Reality technology that simulates actual experiments and processes by creating virtual environments and virtual labs. In the field of education, virtual paper technology enables the students to conduct experiments and observe results in a virtual environment, thereby increase the teaching efficiency and reduce the experimental costs. The core algorithmic principles of virtual paper technology include virtual experimentation, virtual experiment data generation, virtual experiment feedback, and virtual experiment recording. These new methods of teaching on the basis of using virtual paper technology provide students with an immersive, interactive, and personalized learning experience that can complement traditional classroom instruction. By using virtual paper technology, students can perform virtual experiments that would be difficult or impossible to conduct in the real world, thereby gaining hands-on experience with complex social science concepts.

In order to better understand the potential of using virtual paper technology let us give some examples how this technology can be applied in the classrooms.

In Chinese high schools, social science courses include a broad variety of courses such as History and course on Ideology and Politics of the People’s Republic of China. Also, there are courses in world languages (mainly French and Spanish) and native language and culture. All these courses typically involve extensive reading and writing, with students relying on textbooks and lectures to learn about social science concepts, historical events or linguistic rules. At the universities, social sciences become more specialized, with the key

disciplines such as sociology, psychology, economics, politics, anthropology, and education offering opportunities for those students who selected these subjects as majors for in-depth study and research. All these students potentially can use VR technology.

Application of VR Technology in teaching different courses

The method of applying the VR technology can be used in teaching the social science courses. For example, it helps to plan and construct immersive learning experiences. Thus, in sociology courses, students can use VR to explore different social environments and gain a more intuitive understanding of social structures and relationships. They can visit virtual communities (for example, Chinese city or village in the 19th century), observe social interactions of people in these communities, and analyze social dynamics in a way that would be impossible to achieve in a traditional classroom setting.

Similarly, in psychology courses, VR technology can simulate psychological experiments, allowing students to observe and analyze behavioral patterns in controlled virtual environments. This can provide students with a deeper understanding of psychological phenomena and prepare them for careers in psychology or many related fields.

According to the research, VP technology is particularly useful in social science experimental courses. Students can improve their comprehension of the subject matter by using VR technology to deliver personalized feedback [3]. For instance, in economics courses, students can use VP technology to conduct virtual market simulations and analyze economic data. They can experiment with different economic policies, observe the impact of these policies on virtual economies, and gain practical experience and understanding of complex economic concepts without the need for costly real-world experiments. This can help students develop critical thinking skills, so that these students are better prepared for the future careers in economic fields.

Future Prospects of VP technology application

Integrating the VR technology, including virtual paper technology, into the process of teaching the social science courses at Chinese universities brings numerous potential benefits. According to the research, method of using Virtual Reality technology has a notable benefit in education as it offers a cost-effective solution [4]. It provides an immersive and interactive learning experience, enhancing students' engagement and understanding of course content. Additionally, method of using the VR technology can overcome the limitations of traditional teaching methods that do not provide the students an access to the real-world experiments or case studies. Moreover, as other scholars demonstrate,

method of VR technology can create a secure and regulated learning environment for students, particularly when working with complex machinery or hazardous materials [5]. It is not common for social sciences, while typical for natural sciences.

However, the use of VR technology in the sphere of education also faces challenges, including serious technical limitations, content creation, and user acceptance. Furthermore, the cost of VR devices and software may pose a barrier to widespread adoption: only the rich universities can buy this expensive technology and use it in classes. If the universities do not have such resources, they are unable to use this innovative technology and introduce it in teaching process. Despite these challenges, the ongoing research and development are expected to address these issues in the future, making VR technology more accessible and effective in the social science education. This seems possible at least for those countries that can invest a lot of finances into education. The best Chinese universities already started this application of the innovative technology.

There is an additional reason why the innovative technology application in teaching in social science courses is so important. Even a pure theoretical knowledge of the new innovative methods based on the VP technology enables teachers of social sciences to create encouraging learning environments that enhance their students' engagement into the studies, motivation to learn, and success [6].

To summarize. The innovative VR technology, including virtual paper technology, holds significant application prospects in social science courses at Chinese universities. It offers an immersive and interactive learning experience that deepens students' understanding and engagement with the course content. Despite the challenges associated with using of VR technology in education, ongoing research and development are expected to address these issues in the future and overcome the current challenges. As technology continues to evolve, VR technology will play an increasingly important role in transforming social science education in China, enabling students to gain a deeper understanding of complex social science concepts and prepare for successful careers in a rapidly changing world.

Belarusian State University can learn in advance about these innovative methods and application of virtual reality technology in education, so that the staff can enrich the knowledge of such technologies and ready to implement them in the future.

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Опыт организации идеологической и воспитательной работы на факультете философии и социальных наук

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Аннотация. В статье раскрывается механизм идеологической и воспитательной работы в Белорусском государственном университете на примере факультета философии и социальных наук. Главное внимание сосредоточено на описании форм и вариантов участия профессорско-преподавательского состава кафедр факультета в воспитательном процессе учреждений высшего образования.

Ключевые слова: идеологическая работа; воспитательная работа; куратор; наставничество; воспитание.

В современном белорусском обществе можно наблюдать становление и планомерную реализацию комплекса идеологической и воспитательной работы, в том числе и в системе высшего образования.

В Белорусском государственном университете такой комплекс мероприятий идеологической и воспитательной работы выстраивается согласно принятой законодательной базы и правовых актов, важнейшими из которых являются:

– Кодекс Республики Беларусь об образовании [1];

– Закон Республики Беларусь от 4 января 2007 г. № 203-З «О противодействии экстремизму» [2];