

Due to the modular structuring of a course the learners will have an opportunity to accurately realize the advance from one module to another, to choose any module at own discretion or at the discretion of the leading teacher.

Psychological processes in DL development include:

- better student's perception of electronic data means, as compared to common text ones, the perception of them as being more modern, up-to-date and appropriate;
- increasing number of successful employment after finishing a DL course or education, including employment through the Internet agencies;
- attracting people who are temporarily not working or are on unpaid vacations, which results in the feeling of greater social realization, increases self-esteem and decreases psychological tension in society [5, p. 28].

Thus, distance learning, including the use of various teaching techniques in the virtual environment, can overcome many problems of traditional teaching. It helps to meet the individual educational needs of the students and to develop their creative potential. On the one hand, the use of distance learning requires a high level of autonomy and self-organization of students. On the other hand, such techniques influence the formation of these individual properties to a great extent.

In conclusion it is necessary to notice that modern information technologies give unlimited opportunities for placement, storage, processing and delivery of information of any volume and contents to any destination. Therefore psychological, pedagogical, substantial and structural organization of the training material for distance learning comes to the forefront.

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CREATIVE POTENTIAL OF STUDENT'S IDENTITY DEVELOPMENT IN THE REAL EDUCATIONAL ENVIRONMENT OF HIGHER EDUCATION INSTITUTIONS

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Creative potential is a set of a person's qualities defining an opportunity and borders of his participation in creative activity

A large number of the changes which happen in life of our society requires readiness for effective use of the opportunities from the person in new conditions of their development. In order to react adequately to them, a person has to activate the creative potential, develop such quality as creativity in themselves. Realization of orders of the President of Republic of Belarus in 2015/2016 academic year concerning development of the higher school has to be directed to improvement of system of the higher education, ensuring training of highly qualified specialists for satisfaction of needs of the country, reduction of quality of training of experts with the higher education in compliance with requirements of modern level of innovative branches of economic development and the social sphere, and also ensuring the development of abilities, intellectual and creative potential of the personality [1].

Creative potential represents difficult, integrated concept which includes the natural and genetic, social, personal and logical components, in total, representing knowledge, skills, abilities and aspirations of the personality to transform (to improve) the world around in various fields of activity within universal norms of morality [2].

The source of personality development is the social environment. Development of creative potential of the adult's identity cannot be understood rationally only "from within" the system of continuous education. It is necessary to consider features of the environment of development in a broad sense of this word. Many researchers when studying the sociocultural educational environment apply the theory of systems, emphasizing that a person is considered as a difficult, open, spontaneous system. In psychology and pedagogical researches the general scientific methodology of system approach and in particular the theory of "synergetics" is applied (V. G. Afanasyev, T. Parsons, V.P. Kaznacheev, N. N. Moiseyev, E. G. Yudin, Yu.A.Urmantsev, etc) [3].

Synergetic approach assumes the new dialectic content in the category of determination which is based on equiprobability casual and necessary in the life of difficult systems. In life of any difficult system accident and need, stability and instability of its states complement each other.

On the basis of the carried-out structured theoretical sources analysis and analytic-synthetic activity we allocated a number of the educational environment components which influence students' creative potential, we developed the scheme of students' creative potential development (Figure 1).

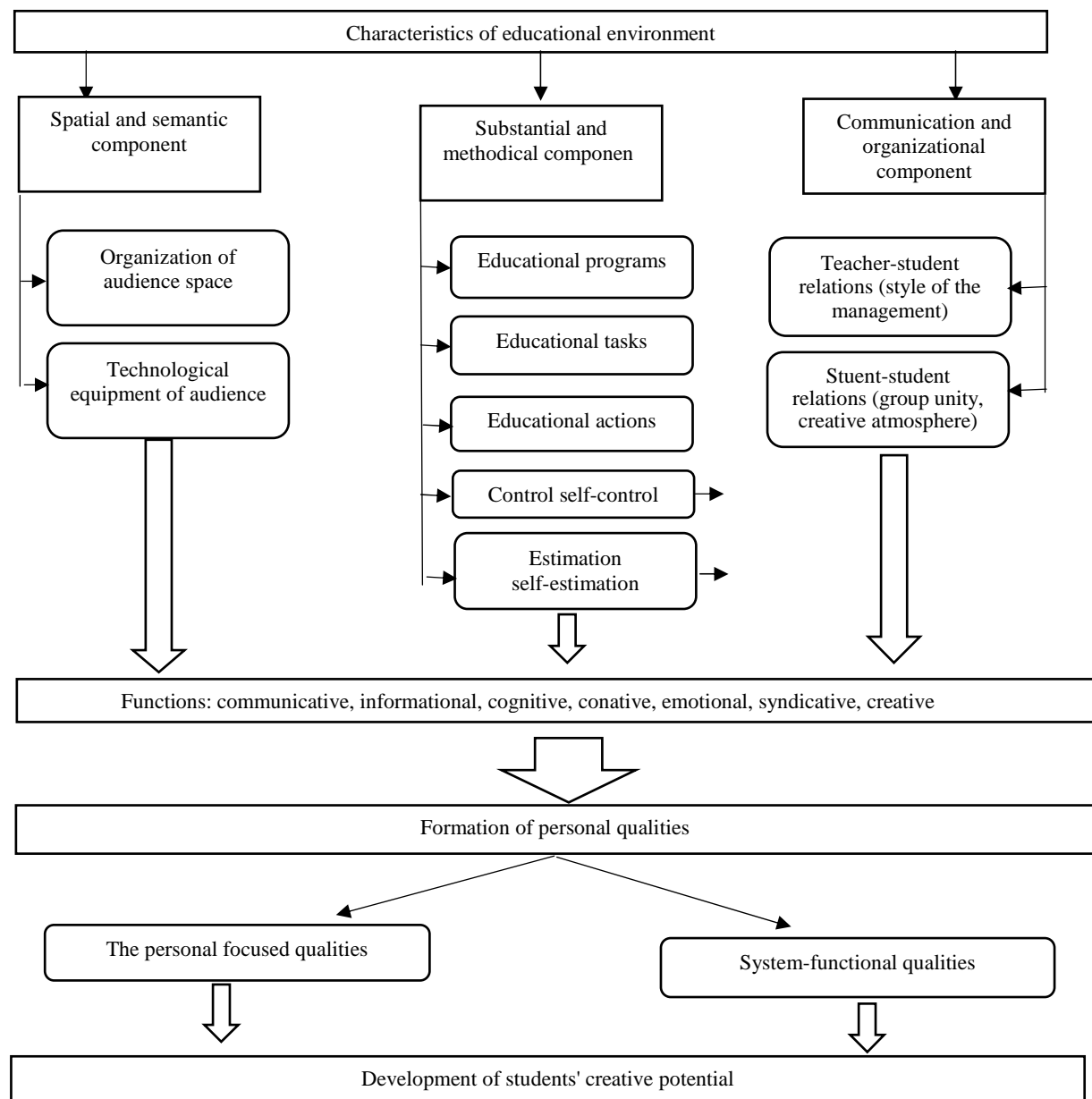


Fig. 1. The components of the educational environment which influence the development of student's creative potential

For studying the substantial and methodical component of the real educational environment as the factor which allows to make students' creative potential active we used the method of documents content analysis. Verbal, official, written documents were chosen: The code of Republic of Belarus about education, Educational standards (on 10 specialties), Working educational programs for social and humanitarian disciplines (10 social and humanitarian disciplines), Working educational programs for technical disciplines (10 technical disciplines). Proceeding from data of the carried-out content analysis, it is possible to say that the students' creative potential is given the minimum frequency of a mention relative (it was counted as frequency percent of a mention absolute (the sum of mentions in the document of semantic units) according to the documents concerning all space of search), less than 1% (0,043%). It should be noted that with the documentation importance reduction

(proceeding from document level: 1. The code about formation of RB, 2. Educational standards, 3. Working programs for courses) the frequency of a mention of components of students' creative potential decreases. The smallest attention is paid to the creative potential of students in working programs of technical courses. Most often, in the Code about education, creative abilities of a student are considered through a prism of educational or extracurricular activities (for example, research), and initiative is considered only relatively by pedagogical workers. In course working programs creativity is considered through a prism of creative tasks for students (such as papers, for example) which do not demand from the student the skills of creative search and creation of additional material on a work subject especially if to take into account due to the development of information technologies. Also any creative tasks are often given only to some students, believing that not all students can cope with tasks where it is necessary to show creative thinking.

On the basis of the allocated components of the educational environment the questionnaire for students was made. We chose a method of group internal questioning since it is carried out generally in cases when it is necessary to find out opinions of people on some questions and to capture a large number of people in short terms. 274 students of Polotsk State University (including 1st-5th year students) with age from 17 to 24 (middle age = 19,8, mode = 20, a median = 20) from various specialties (geodesy, industrial and civil engineering, jurisprudence, technology of mechanical engineering, technical operation of cars and motor transport, finance and the credit) participated in the poll.

The questionnaire included 15 questions and collected demographic data. Questioning consisted of four sections: 1. Demographic information (sex, age, course, specialty); 2. Spatial and semantic component: technical equipment, a possibility of spatial transformation of rooms at the arising need; 3. Substantial and methodical component: educational tasks, assessment, level of knowledge exchange; 4. Communicative and organizational component: the atmosphere in the group, collective-group work, styles of interaction of the teacher with students, a possibility of commission of mistakes. The obtained data can be presented in the graphic form (see Figure 2.1) for an illustration of the educational environment components assessment difference, and also comparison of estimates of questioning depending on the student's course.

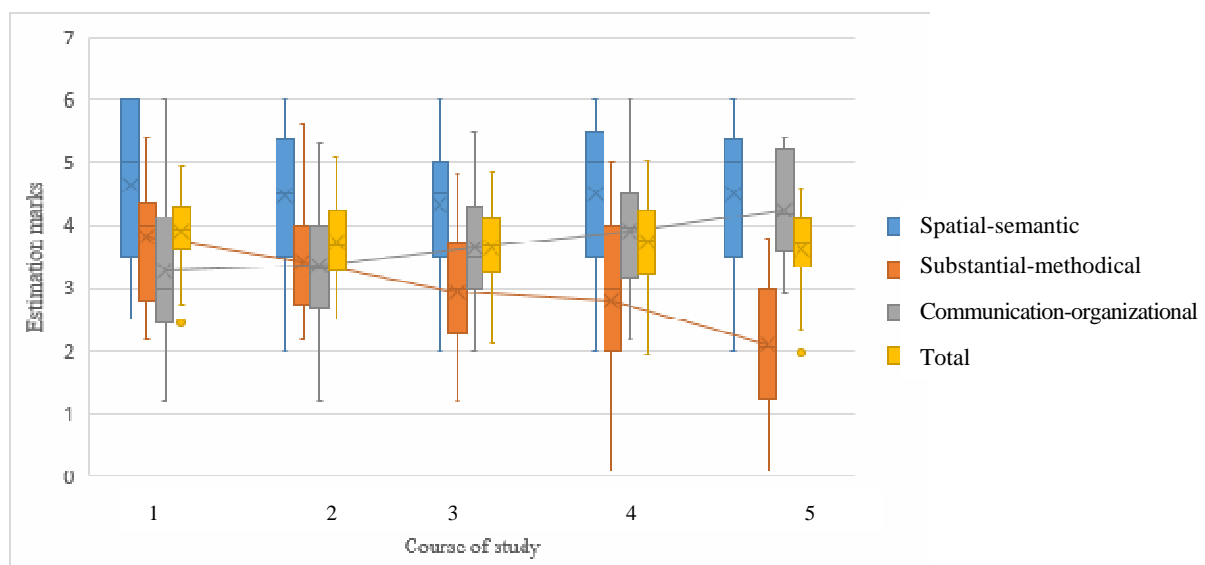


Fig. 2. Average arithmetic assessment by students of different courses of components of the real educational environment

The smallest estimates were received by substantial and methodical component including educational programs, educational tasks, educational actions, control and self-checking, assessment and self-assessment. Considerably the assessment of this component changes depending on a course, so the 1st and 2nd year students estimate a substantial and methodical component above an average, however the 3rd to 5th year students estimate this component below an average that tells about a dissatisfaction with a condition of a substantial and methodical component of the real educational environment. For receiving the reliable results a course influence on the assessment of substantial, methodical, communicative and organizational components, we carried out the regression analysis of data. The following results were received: the more senior the students are - the lower their satisfaction of a substantial and methodical component of the educational environment is (falling by 0,386 points), the less senior students are – the higher the satisfaction of a substantial and methodical component of the educational environment is (growing by 0,246 points).

In general, components of the real educational environment were estimated as average satisfactory regardless of a year, the lowest mark was received by the substantial and methodical component including educational programs, educational tasks, educational actions, control and self-checking, assessment and self-assessment that tells about problematical character of this component in students' creative potential updating. Spatial and semantic component was highly appreciated enough while the smallest assessment was received by a substantial and methodical component.

Questioning revealed: many students consider that assessment not always reflects quality of the performed task and often the criteria of estimation are not clear, and tasks are seldom directed to their creative potential disclosure. By means of the poll results analysis, we came to the following theses:

1. Assessment has to reflect what is studied and what is considered to be important in a subject.
2. Feedback right after work performance is necessary for a student.
3. If the feedback is absent for a long time it loses the value for the student.
4. Anonymity in assessment of each other is of great importance.
5. Students do not trust fellow students' estimates, it is necessary for them that assessment is approved by the teacher (expert).
6. Students need practice in assessment and ways of estimation.
7. Students want to take part in the development of the criteria of assessment and estimated tasks evaluation.
8. Students want to see the works of fellow students for comparison (studying of the alternative points of view) and generalizations of new ideas.

The assessment of communication and organizational component also depends on students' year, but there is feedback: the less senior the students are, the higher they estimate this component. These results depend on group dynamics: the extents of acquaintance and unity, the formation of informal subgroups in a group, the formation of the norms of a group. Most often younger students, who haven't passed last phases of group formation yet, estimate the comfort of creative potential manifestation lower. Also the results depend on the interaction between the teacher and students. It is known that teachers interact with students of younger and older years differently since students of older years are given more independence, activities, and also there are more opportunities for them to show their creative potential.

In conclusion, considering creative potential concerning students of higher education institutions, it is necessary to pay attention first of all to the educational environment in which they are trained since educational environment gives the chance not only to staticize the creative potential in the standard context of actions (dancing, comic, vocal, etc.), but also to use it as the professional skill having perhaps to solve high level problems in a critical situation. Proceeding from the data obtained during the research and frequent conversations with students, it is possible to say that the creative component does not act as the main educational program. The documentation which the educational programs are based on pay minimum attention to a creative component leaving it as a fostering aspect of training, but not as an educational one.

It should be noted that there are new scientific tasks which can become the directions of further researches on the subject: experimental studying of the influence on updating of creative potential of the communicative and organizational component including the role of interaction between the teacher and the trainees, and also the extent of influence of educational group unity; the question of influence of students' use of mobile phones and the mobile Internet for solving creative tasks is also interesting.

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NATIONAL ASPECTS IN CONTEMPORARY CONSTITUTIONS

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The article considers the impact of national characteristics on the form of the government and the territorial structure of the state, the content of his constitutional norms. Particular attention is paid to the influence of the national and universal factors on the content of the constitutional rights and freedoms.