моргах СМЭ и ЛПУ). Как в медицинских, так и ветеринарных вузах препятствует этому возможность обеспечения адекватной оплаты за изготовление учебных препаратов из трупного материала.

Альтернативой учебно-научно-производственным анатомическим комплексам в обеспечении учебного процесса препаратами может быть создание республиканского предприятия, типа существовавшего в СССР треста "Медучпособие". Для работы на нем необходимо подготовить кадры специалистов, в первую очередь препараторов. Уровень знания анатомии у них должен быть достаточно высок - не ниже среднего специального образования. Таких специалистов в России и Беларуси не готовят. Поэтому на таком предприятии вначале смогут быть совместителями анатомы ВУЗов Если предприятие одно, то для работы на нем смогут привлекаться только представители одного ВУЗа. С точки зрения привлечения и удержания специалистов-анатомов всех медицинских и ветеринарного вузов республики этот путь менее выигрышен.

Так же остро стоит вопрос о регулярной переподготовке (ФПК) анатомов в Республике Беларусь. Если для медвузов возможно проведение перекрестной стажировки, то ВАВМ единственный ветеринарный ВУЗ. В связи с этим уже более 20 лет для повышения квалификации ветеринарных анатомов осуществляется их стажировка на соответствующей кафедре медицинского университета. Такие постоянные контакты непосредственно при проведении учебного процесса обеспечивают взаимообогащение фактических знаний и умений как специалистов по анатомии животных, так и по анатомии человека.

Каким путем решать эти проблемы дело каждого ВУЗа. Вероятно существуют другие варианты. Но проблемы стоят остро, и решать их нужно незамедлительно.

3.3 ФОРМЫ, МЕТОДЫ И ПЕДАГОГИЧЕСКИЕ ТЕХНОЛОГИИ

INFORMATION TECHNOLOGY (IT) AND EDUCATIONAL SYSTEM AT THE ERA OF WORLD GLOBALIZATION

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Introduction

IT is defined as "the science and practice of using computer and telecommunication system to gather, store, apply and transmit information". There has been a rapid development of computers and computer networks during the last couple of years. Technical parameters such as processor speed, memory size,

bandwidth etc. change almost from day to day signaling faster and more powerful machinery. Other parameters such as availability, areas of usage, price and user friendliness signal that more and more peoples use computers and computer networks in more and more different situations to a lower cost and with fewer problems. All these new technologies imply new possibilities and new challenges to society. They imply changes in what we can and may do, not least within the educational sector. This paper will focus on changes that follow from the new technologies and how these changes may affect the educational sector. From experiences some general conclusions will be drawn about how IT should be introduced in the educational sector.

IT and the educational system

The changes in IT areas have all had impact on the educational systems of the world. Actually it appears safe to say that no other technology has had such an impact on education in such a short time as computers and computer networks (or with one term information technology or IT). An explanation for this could be that to achieve its goals (which in most cases can be summarised as "to increase the knowledge of the students and improve their skills in various fields") an educational institution typically carries out activities that can be grouped into five categories: communication, presentation, information retrieval, use of tools and training. Information technology provides, as shown above, a new and powerful infrastructure for working within the first three categories. If school also should prepare pupils for working life IT is also of use in the last two categories. Few things can in this way be used in all categories.

For one thing new "doors" are opened between educational institutions and the rest of the world. There are many examples of how IT has been used to create new ways of communicating between students and persons from universities, government bodies, companies, organizations etc. The simplicity of sending an e-mail makes it possible for students to interact directly with students in other countries or with experts in different fields. The World Wide Web has made information readily available for everyone, information that earlier was hard or impossible to access. It is also possible to see a change in what is taught in school and how. The new ways of handling and presenting information reveal connections between subjects, which tend to lead to that subjects change and merge. An example is that in many schools art and music classes merge into a media class.

The availability of information and the ease with which information can be collected from experts imply that the role of teaching materials changes. The most obvious change is that a common teaching material, used by all students in a class or perhaps even in a country, is replaced by individual sources of information collected by each student. There are also changes taking place within the educational sector whose coupling to IT is less clear.

However, experience show that these changes often occur in parallel with the introduction of IT and the direct changes that follow from this. One such change is a shift within education from results ("What is the capital of Niger?") to processes

("How do we find the name of the capital of Niger and why do we want to know that?"). Other changes include teachers working in pedagogical teams instead of alone with individual study plans for each student and 40-minute lessons being replaced by longer "working blocks". Interesting is also that whole schools are being rebuilt, from "factories of knowledge" to something that looks more like an ordinary workplace.

Basic Information Technology (BIT) for Teachers

Teachers should possess: the understanding of the components and basic terminologies of a Computer System; the basic computer operation skills; the basic capability to operate a word processing application and a presentation software; the basic capability to operate an Internet browser and use e-mail in education context; and the awareness of the need to take up the new role as a learning facilitator.

Possible ways of applying IT in teaching and learning

School administration: Planning and management

Teaching material and information gathering: CD-ROMs, WebPages e.g. newspaper, dictionary etc.

Classroom teaching: Presentation software. Subject-related software. Online teaching material. Online tests and assignment

Beyond classroom learning: Collaborative work with peers. After lesson discussions with teachers and peers through email. Discussion groups. Online chat rooms, and Extra-curricula activities.

Summary and conclusions

During the last couple of years we have witnessed a rapid change in the use of computers and other forms of information technology within the educational sector.

Even though these changes are the ones that are easiest to see (and to quantify and compare) they are by no means the most interesting or important ones. The most important changes are instead how the new technologies affect or interact with other aspects of the educational sector. It is quite clear from the experiences gathered in many countries that changes are also taking place in what is taught, how teaching is carried out *and* how the educational sector is organized.

It is still too early to draw any conclusions about if IT actually helps to create a better education. On the otter hand there exist many examples of where IT has had a positive effect and improved the learning situation. At present we may conclude that IT can be a powerful tool to support communication and co-operation and that it opens up many new possibilities for the educational system.

THE ASPECTS OF PROFESSIONAL INDEPENDENCE FORMATION

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The technological, the political, the economical and the social situation of our society is changing fundamentally and rapidly. As a result education and training