экспериментальном классе имеется значительный процент (46%) обучающихся с низким уровнем лексических умений. Большинство обучающихся удачно справились с заданием, где необходимо было назвать слова из тематической группы «Космос»; наибольшее затруднение вызвало подбор синонимов и самостоятельное создание текста.

На втором этапе исследования нами была составлена программа обучения, направленная на формирование лексических умений, которая была апробирована на обучающихся 2 «А» класса.

На третьем этапе исследования была проведена повторная диагностика сформированности лексических умений у обучающихся обоих классов. В результате было выявлено, что у обучающихся экспериментального класса уровень сформированности лексических умений значительно повысился: у большей половины класса (52%) стал преобладать средний уровень сформированности умений, низкий же уровень значительно снизился (с 44% до 28%), в то время как в контрольном классе подобной динамики не обнаружено. Из чего можно сделать вывод, о том, что обучающая работа оказалась эффективной и способствовала обогащению словарного запаса младших школьников в цифровой образовательной среде.

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REFORMS AND ACTUAL PROBLEMS OF JOURNALISM EDUCATION

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Annotation. Scientific knowledge is the common heritage of humankind. It is the only this treasure of humankind that can provide a possible remedy to conquer inequality and to bring about an acceptable quality of life and a purpose, for a majority of the people of the world. A case should be made for science and science education in the developing world, a case for optimal support for science and education even in the poorest and the least-developed of the countries of the world. Some of the main problems that should be overcome for a sustainable and proper science education are: Insufficient number of science and technology teachers' taking active role in the preparation of the programs; The insufficient in-service training of the science teacher in the transition state of a new program;The informational education orienting students towards only exam achievement; The intensive curriculum but insufficient time

allocation for science and journalism education. In this article, the problems of challenges for science and journalism education and soultions to overcome these problems are presented.

The relevance of science to the future of society is likely to be considerably more far-reaching than its influence on human affairs in the past. Some of the pressing problems of society today are related to the rapid decline in the quality of global environment, depletion of natural resources, increasing poverty, hunger and illiteracy in many countries and regions of the world. Solutions based on science and technology are likely to provide remedial measures to some of these problems, and yet science and technology as we understand today, are not available to a vast human population. It is essentially in the advanced world that science and technology have contributed to individual fulfillment, the well-being of communities, and to the health of nations. There is a tendency to get impressed with certain products of technology that may bring in superficial prosperity, but a proper understanding of technological innovation and of the way science and technology are related to society is important for real progress of all countries, particularly the developing ones. Such an understanding is retarded today by the barriers impending the sharing and the use of scientific and other knowledge necessary to make decisions and choices. That is that science education attempts to wrestle with three mutually contradictory requirements. On the one hand it wants to demonstrate the tremendous liberatory power that science offers – a combination of the excitement and thrill that comes from the ability to discover new knowledge, and the tremendous insights and understanding of the material world that it provides. Yet its mechanism for achieving this aim is to rely on a dogmatic, authoritarian and extended science education where students must accept what they are told as unequivocal, uncontested and unquestioned. Moreover, its foundationalist emphasis on basic concepts rather than the grand ideas of science means that any sense of its cultural achievement is simply forgotten.

The challenge of strengthening science education. For example, the representatives of industry say that they need more high-grade scientists, technicians, and engineers if any country is to compete successfully in technology-intensive global markets.

It is important that 'science education is needed for citizenship'. It would be designed to develop the curiosity of young people about the natural world around them, and help them acquire a broad appreciation of the important ideas and explanatory frameworks of science and how scientific enquiry works. The processes and ideas of science are of great importance to everybody in three ways.

The first is in their personal lives, for example so that they can validly identify the components of a healthy life-style. The second is in their civic lives, so that they take an informed part in social decisions. The third is in their economic lives, where they need to be able to respond positively to changes in the science-related aspects of their employment.

Young people today show an appetite for a broadly-based education based on themes of proven interest, and developing a range of transferable skills. They would resist any attempt to foreclose their choices. The best way forward is to provide the highest grade of 'science education for citizenship' for all students.

What are the problems with modern journalism?

One of the most prevalent problems in modern journalism is the pervasiveness of inaccuracies – in other words, fake news. News organizations sometimes report on things prematurely, before all the facts are in. Sometimes, they intentionally distort facts. Student journalists and journalism education programs are under pressure, not only threatened with the same closure their larger counterparts face, but also by specialized issues related to newsgathering and reporting. Student journalists have fewer First Amendment protections and are often subject to censorship and prior review, restricted access, and budget constraints.   Multimedia industry is a combination of economic industry and cultural industry and is a powerful tool to promote national cultural revival. In the process of multimedia integration, the multimedia industry has developed rapidly, and there is a huge demand for talents in this field. However, every year, the graduates of media majors have the status quo that they cannot find a suitable job or leave the original profession. The emergence of this status quo is due to the rapid development of the media industry. We should also see the other side that there is a clear contradiction between the news education of universities and the needs of the industry.

The reform of journalism education is slow, which lags behind the development of news communication industry and restricts journalism education. The improvement of quality has caused problems such as oversupply, disconnection between theory and practice, and deviations between news talents and market demand. Journalism has become an independent discipline, and like any other discipline, it has an irreplaceable position in academia. Today, with the prosperity of journalism, it is necessary for us to reform journalism education to guide the development of journalism.

Objectively speaking, the research on talent training mode is not new or beautiful, and it is even stingy to shrink to the study of media talent training mode. However, the mediating characteristics of today's society are becoming more and more obvious, and the integration of the media has become the trend of the times. The media industry is experiencing an unprecedented change. There are indications that we are entering a "big era of the media". In this "media era," the higher media education as a reserve force for media talents seems to be at a loss in the public voice, but the reform and innovation media talent training model has reached a consensus.

Financial media has become a hot topic all over the world. Its emergence has brought great changes to modern information communication and has a profound impact on human society in politics, economy, culture, education, and other aspects. Based on the research and discussion on the financial media mainly includes three aspects: one is the integration of communication tools, that is, the integration of traditional media and new media technology, which is the basis of financial media; the other is the integration of communication technology and business, which requires journalists to be proficient in using different communication tools and mastering various forms of reporting skills. The third is the integration of ideas, that is, people's adaptation and recognition of different media communication channels.

Science and technology promote the development of news industry, which is formed by a variety of factors, including digital network technology, competition between new and old media, policy support, and audience needs. With the emergence of digital technology, the fixed boundary between the traditional flat text, image, voice, and electronic media image form has been broken. The emergence of Internet technology provides a broader platform for media communication, which integrates different forms of media information such as text and image. The news media benefits from the development of network, which makes the audience in a diversified network

information space enjoy the audio-visual feast brought by digital network technology. In the era of new media, the trend of media integration from the Internet is clear. The trend of new media development is the development and change of integration, mobility, broadband, and personalization. The form of new media is emerging in an endless stream, and a lot of new technologies and knowledge need to be mastered, which urges news education to change the traditional education mode and puts forward new requirements for news education. The reform of journalism education is a systematic project, involving journalism, communication, sociology, psychology, and many other disciplines.

There must be a greater recognition of what students bring to their studies and how different teaching methods engage with their learning. The diversity in students' learning strategies must be met by the use of suitable teaching methods. The curriculum must be closely matched to the purposes of 'science education for citizenship'. The assessment of what has been learned must be closely matched to the purposes of that curriculum. And, central to all of these aims, the supply, development, and retention of high quality teachers must be actively pursued.

The back ground to a strengthened science education Students bring the legacy of their cultural backgrounds to their studies. They have all experienced science learning outside the classroom and can form and express their own views. This means that they have their own attitudes towards science education and attention must be paid to them.

The resource has to be evaluated by the teacher in advance and the students must be prepared for the activity they are to undertake. The activity must be purposeful and produce a record, and the work must be followed up later in the classroom. Teacher training targets in the sciences have been missed regularly, but since figures are not differentiated across the disciplines. Higher educations in challenging circumstances often have greater difficulty in recruiting and retaining specialist teachers.

The impact of this differentiation on teaching quality is likely to be negative. Our conclusions are that: The provision of a high quality 'science education for citizenship' for all students should continue to be energetically addressed. Its establishment would, we hope, help more students to see the intrinsic worth of a career in science-related fields.

We believe on the basis of the evidence that if these conclusions are implemented, the quality of science education for all students will improve substantially. Action research, intended to achieve improvement in a particular context of science education and to provide insights into possible improvements in related areas. Research intended to identify practices that help achieve particular educational goals. Research undertaken from particular psychological or sociological perspectives.

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ПЕРСПЕКТИВЫ РАЗВИТИЯ ЦИФРОВИЗАЦИИ ОБРАЗОВАНИЯ - БОЛЬШИЕ ВОЗМОЖНОСТИ ДЛЯ УЛУЧШЕНИЯ ПРОЦЕССА ОБУЧЕНИЯ И РАСШИРЕНИЯ ДОСТУПА К ЗНАНИЯМ

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Аннотация В данной статье рассматриваются вопросы расширение доступа к образованию через цифровые технологии, которые имеют потенциал трансформировать процесс обучения и улучшить качество образования. Внедрение новых технологий требует не только соответствующей инфраструктуры, но и подготовки преподавателей, разработки соответствующих программ и контента, а также обеспечения безопасности данных. Поэтому успешное внедрение этих технологий в будущем будет требовать соблюдения педагогических и психологических принципов, в частности.

Ключевые слова: цифровизации образования, искусственный интеллект, блокчейн, облачное хранилище и доступ к платформам, мобильные приложения и онлайн-платформы, персонализация обучения

Перспективы развития цифровизации образования предлагают большие возможности для улучшения процесса обучения и расширения доступа к знаниям.

В настоящее время множество ученых, исследователей и практиков занимаются развитием цифровизации образования. Так, например, Джон Хэтч известен своими исследованиями в области цифровых образовательных технологий, интеллектуального взаимодействия и персонализации обучения, Катерина Марицелл является экспертом в области цифрового образования, расширения доступа к образованию и применения цифровых технологий в учебном процессе, Митчел Резник исследует применение цифровых медиа и технологий в образовании, таких как игровые симуляции и виртуальная реальность, Линдсей Макмахон занимается вопросами цифровых компетенций, эффективного использования цифровых инструментов и инноваций в образовании, Медха исследует использование цифровых технологий в образовательной среде и их влияние на обучение и достижение целей. Здесь важно отметить, что цифровая образовательная среда постоянно развивается и требует участия и вклада многих специалистов со всего мира.

Выделим некоторые новые технологии, которые могут быть применены в будущем в контексте цифровизации образования: искусственный интеллект (ИИ) может использоваться для создания индивидуальных образовательных программ, адаптированных к специфическим потребностям каждого обучающегося; расширенная реальность (AR) и виртуальная реальность (VR) способствуют обогащению учебного процесса, позволяя обучающимся погружаться в интерактивное виртуальное окружение и визуализировать