Anastasia Tsarik
Science tutor *A. Yaroshevich*
Institute of Business BSU (Minsk)

BUSINES EDUCATION IN DIGITAL REALITY – HEGEL'S APPROACH IN THE ERA OF HYPERTEXT

Usually people speak about gaining knowledge, but only a few of them think about the way to structure it. The aim of this work is to find the best way to restore gained comprehension within time based on the philosophical approaches and modern opportunities.

Over the last year, due to the COVID-2019 epidemic at the Institute of Business at Belarusian State University, a significant part of the educational process has been switched to online mode. The lectures that teachers used to give in the classroom, writing down formulas and graphs on the blackboard, have moved to the Internet environment. During this year, the experience of organizing business education in a digital reality emerged.

One of the tasks of a student in the process of any education is the fixation of knowledge they receive – how to effectively remember the material and restore it in case of need. Usually, it is solved with the help of proper note-taking. Thanks to an outline after some time, it is easy to restore the forgotten knowledge.

So, the German philosopher Hegel, reading books, made "extensive extracts on separate sheets, which he lays out under headings: philology, aesthetics, physiognomy. arithmetic, geometry, psychology, history, theology, philosophy. Within each section there is an alphabetical order. Everything is arranged in folders with labels; thus, the necessary extract can be easily found. These folders will accompany him all his life." [1].

Later Max Scheler introduces the concept of educational knowledge. This is knowledge – brought together in a single theoretical corpus. From Scheler's point of view, proper education must boil down to just that. He writes: "In the man 'educated' already in the becoming of any experience what is given in that experience is ordered into a meaningfully disentangled in images, forms and ranks the integrity of the world – into a microcosm, and things stand before him and his spirit in 'form,' in a meaningful, noble, correct form, without himself being aware that he has given them form." [2]

In the post-Guttenberg era, when the text was replaced by hypertext, a text with hyperlinks that allows it to be linked to other texts, Hegel's method is not difficult to implement in the form of hypertext outlines.

Students capture learning material as hypertext html pages (although it is possible to use pdf pages or even MSWord pages). The structure of a hypertext knowledge system would be as follows:

Table 1

Paper media	Hypertext
Extensive excerpts on separate sheets, which are arranged by headings: 1) philology,	Extracts in hypertext format, which are grouped under headings: 1) Philology\index.html,

2) aesthetics,	2) Aesthetics\index.html
Everything is stacked in folders with labels	Everything is filed in folders with labels. Each section has its own folder 1) Philology 2) Aesthetics
Within each section, there is an alphabetical order.	Within each section, there is a glossary of internal references (bookmark references) in alphabetical order.
Everything is arranged in folders with labels; thus, the necessary extract can be easily found.	All topics within a heading have internal anchors pointed to by internal hyperlinks; thus, the desired excerpt can be easily found.
These folders will accompany us all our life.	The site, placed on the Internet, will be available to a person for a long time, and from different devices – mobile, desktop, etc.

Creating such an outline helps the student to consolidate knowledge into a single theoretical corpus, which is important for quality learning in understanding classical German philosophy (Hegel, Scheler, etc.).

This is an advantage over the traditional placement of teaching material, which is practiced in Western universities – which can be designated as week-oriented [3].

This system is convenient for organizing the learning process, but not for preserving knowledge through the thick of time. What difference does it make to the formation of educational knowledge whether the DOM Events section was studied in March or February?

As Scheler writes: "Knowledge that has become educational is knowledge that no longer remains in us as if undigested, knowledge that is not thought about how it came to be or where it came from. Goethe described it wittily and correctly when, in one lovely poem, he says in regard to "originals" that he now no longer knows what fried geese and ducks he has fattened his tummy with! *" [2].

Educational knowledge is the essence of a phenomenon or scientific concept: when it emerged and is assimilated is another matter. The paradigm of learning is finally shifting toward understanding rather than memorization, and it is this paradigm that corresponds to the realities of the 21st millennium.

To sum up all above mentioned, with access to the Internet, the structure of educational knowledge, forgotten over time, is restored to memory within minutes or even seconds.

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