Primary school teachers in the People's Republic of China operate within a complex environment shaped by the OBOR strategy and the imperatives of globalisation. They must possess a diverse range of professional competences, including cross-cultural communication, technological proficiency, language education, creativity, leadership, and adaptability. [2]. By equipping teachers with these competences, China can ensure that its education system remains responsive to the demands of the 21st century and prepares students to thrive in an increasingly interconnected world.

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OPTIMIZING PERSONALIZED LEARNING TECHNOLOGIES IN A DIGITALIZED LEARNING SPACE

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The digitalization of learning spaces has opened doors for innovative approaches to education. Personalized learning technologies (PLTs) hold immense potential to cater to individual student needs and learning styles, ultimately enhancing learning outcomes. The aim of the work is to explore how PLTs within a digitalized learning environment can be further optimized to achieve this goal. It examines specific technologies, platforms, and methodologies that can personalize instruction based on learning styles, pace, and individual student needs.

The traditional model of education, where a single curriculum and teaching style are applied to all students, is increasingly recognized as insufficient. This approach fails to acknowledge the vast individual differences in how students learn. Students come to the classroom with varying prior knowledge, learning styles, and preferred learning paces. A one-size-fits-all approach often leaves some students bored and unchallenged, while others struggle to keep up.

This recognition of individual differences has fueled the rise of personalized learning. Personalized learning tailors the learning experience to each student's strengths, weaknesses, and learning preferences [4, p. 95]. In a digitalized learning environment, personalized learning technologies offer a powerful tool to achieve this goal.

PLTs leverage the capabilities of digital platforms and educational software to create individualized learning paths. These technologies can assess a student's current understanding, identify knowledge gaps, and adjust the learning content and pace accordingly. This dynamic adaptation allows students to engage with material at a level that is both challenging and appropriate, fostering deeper understanding and promoting mastery of the curriculum.

The benefits of personalized learning extend beyond individual student needs. A personalized learning environment fosters a more engaging and motivating learning experience for all students. Students who find traditional instruction dull are presented with learning materials and activities tailored to their interests and learning styles [4, p. 94]. Conversely, students who struggle with traditional methods receive targeted support and interventions that address their specific needs. Personalized learning empowers students to take ownership of their learning journey, fostering a sense of agency and promoting self-directed learning skills.

PLTs encompass a diverse range of tools and approaches that personalize the learning experience. Here, we explore some key categories:

- *Adaptive Learning Systems* [3]**.** These systems utilize algorithms to assess a student's knowledge and skill level. Based on this assessment, the system adapts the learning content, difficulty level, and pacing to meet the student's individual needs. Adaptive learning platforms can recommend additional resources, adjust the sequence of instruction, or provide targeted practice exercises.

- *Intelligent Tutoring Systems (ITS)* [2]**.** ITS are interactive learning environments that simulate a human tutor. These systems can diagnose student misconceptions, provide individualized feedback, and offer hints and guidance tailored to the student's learning style. ITS can be particularly beneficial for complex concepts or skills that require personalized support.

- *Learning Analytics.* Data collected through digital learning platforms can be analyzed to identify individual student strengths, weaknesses, and learning patterns. This analysis allows educators to personalize instruction by providing targeted interventions and support when needed. For instance, learning analytics can identify students who are struggling with a specific concept and offer them additional resources or differentiated instruction.

A foundational aspect of optimizing PLTs lies in catering to distinct learning styles. These styles, categorized by some as visual, auditory, kinesthetic, and social,

represent preferred methods of information processing and learning. PLTs can be optimized for these styles in several ways:

- *Visual Learners.* For visual learners, incorporating multimedia elements such as images, videos, diagrams, and infographics into the learning content can enhance understanding. Interactive simulations and virtual environments can further engage visual learners.

- *Auditory Learners.* Providing audio lectures, podcasts, audiobooks, and opportunities for self-recording summaries can cater to auditory learners. Technologies like text-to-speech conversion can be employed to personalize the reading experience.

- *Kinesthetic Learners.* Kinesthetic learners benefit from hands-on activities, simulations, and gamified learning experiences. PLTs can integrate virtual labs, interactive simulations, and project-based learning activities to engage this style.

- *Social Learners.* Collaborative learning tools and platforms that facilitate discussions, group work, and peer feedback can cater to social learners. Features such as online forums, chat rooms, and collaborative document editing can encourage interaction and knowledge sharing.

The effectiveness of PLTs hinges on the quality and accessibility of learning content. Tailoring content through a diverse range of formats caters to different learning styles and preferences. Text-based resources can be complemented with multimedia elements like videos, simulations, and interactive exercises. The learning platform should be designed to allow for seamless navigation and access to different content formats.

Despite the advancements in PLTs, the role of the educator remains crucial. Educators act as facilitators, curators, and mentors in a personalized learning environment. They guide students in navigating the learning platform, utilize data from learning analytics to tailor instruction, and provide personalized feedback and support [1, p. 138].

To conclude, the digitalized learning space presents a unique opportunity to personalize the learning experience for each student. Optimized PLTs that cater to individual learning styles, pace and needs are a powerful tool to enhance student engagement and promote mastery of learning objectives. Further research and development in PLTs hold immense promise for creating a future where every student can learn at their own pace and reach their full potential.

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SOCIAL ECONOMY AND VOLUNTEERING BEFORE THE COVID-19 PERIOD

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Abstract. The social economy in the countries of the European Union includes a number of natural persons and organizations that bring them together in social economy entities. The social economy is that part of national economies that constantly provides new possibilities of organizations to implement social innovations in economy. Selected findings on the statistical data of the development of the social economy are the basis for its application in today´s world society. The modern development of the social economy has also brought about the activity of the population. Formal and informal volunteering has become part of people's lives in modern society. Knowledge of the social economy from the point of view of international documents brings the possibility of their application in the pandemic and post-pandemic period of COVID-19. The usage of development dynamics of new technologies of internet platforms might provide a directed amount of information on the application or practicing of social economy when establishing new social enterprises or transforming existing firms into social economy ones.

Keywords: social economy, social policy, technological development, volunteering.

Introduction. The economic model of the state composing of traditional private sector and public sector that was popular in the 20th century has proven to be insufficiently functional to solve the social economy problems of the state. At the beginning of the 21st century it was obvious that there still are big marginalized groups of inhabitants who require specific social and economic regulatory measures in order to improve their social statues and are collectively called social economy.

Social economy is being defined as a composition of economic production activities, distribution and consumption of the socially beneficious service for the society as such or for an unlimited group of physical persons, disadvantaged or vulnerable persons. Social economy has also beeng called solidarity economy (Plavčan, 2022).

The 20-ties of the 21st century are dented by the COVID-19 period. The frustration of inhabitants born about their health concerns and unclear state policies throughout the continents require functional activities of states.

The aim of this study is to intensify the knowledge on the history and development about social economy in the international context. The main emphasis is

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