The Transformation of the Content and Forms of Education under the Pressure of the COVID-19

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Abstract

Digitalization affects not only the content of education, but also its organization. These processes have ambiguous implications for the positioning of both universities and teaching staff. The necessary competencies are often acquired outside the walls of educational institutions, because educational programs often do not keep pace with the dynamics of technology. The teacher turns from a bearer of transmitted knowledge and skills into a navigator that helps to navigate the knowledge bases. All these issues are especially acute in relation to the reform of the higher education system in the context of pandemic consequences. The article examines and analyzes the features of the transformation of higher education in the context of a pandemic that faced the world in 2020. It has been proved that the processes of changes and transformations that the higher education system is going through both in an individual country and throughout the world should be defined as transformation, not modernization, reform or transformation.

Keywords:
distance learning, transformation, education system, educational institutions, COVID-19 pandemic, students.

1. Introduction

In the historical context, the functions of the higher education system are considered as a category that reflects the content of the activities of individual elements of the social system as a whole. The main social functions of higher education include socio-economic ones associated with the formation and development of the intellectual, scientific, technical and personnel potential of society; socio-political, the implementation of which allows ensuring the security of society in its broadest sense, social control, social mobility, sustainable development of society, its internationalization and integration into general educational civilizational processes; cultural and creative functions that contribute to the development of the spiritual life of society, where higher education plays a decisive role, since it not only directly affects the formation of the personality, but also forms in him a sense of social responsibility, allows him to preserve, develop and transmit the spiritual heritage.

It is also necessary to note the growing trend of interaction and "penetration" of the above functions into each other. In addition, it is worth paying attention to the fact that the transformation of the social functions of higher education is a fairly constant phenomenon. However, in certain historical periods, the rate of these changes differs significantly. It is quite possible to determine general trends in the period under study in accordance with and as a result of the transformation of the higher education system. The analysis of these trends, according to the author, will largely determine the further strategy for the development of higher education.

Currently, the rapid development of new information and communication technologies changes the nature of the development, acquisition and dissemination of knowledge. New technologies are expanding opportunities for updating content and teaching methods, as well as expanding access to higher education. They also modify the role of the teacher in the educational process, as a result of which a constant dialogue becomes fundamental, information is more actively converted into knowledge and understanding.

Based on this, the development of distance learning has become the policy of public administration in the field of higher education, which is especially important in the context of a pandemic.

2. Methodology

The theoretical and methodological basis of the study is a systematic approach to the study of the fundamental provisions of pedagogical science on the features of the transformation of the content and forms of education under the pressure of the COVID-19 pandemic. In the process of studying the problems of the food system, a number of general scientific and special research methods were used.

3. Research Results and Discussions

At the moment, education systems around the world are taking measures to organize education in the context of the Coronavirus Pandemic (COVID-19). We have to face unexpected difficulties in connection with the introduction of the self-isolation regime.

The education system found itself "on the front line" with a large number of people. The closure of educational institutions and the emergency transition to distance learning are associated with obvious problems, mainly due to insufficient technical equipment, the absence or poor preparation of both teachers and students to work in the new conditions. These and other problems pose a challenge to the education system in a critical situation.

At the same time, along with the obvious challenges and problems, the new teaching format provides a wide range of opportunities and prospects for changing and improving educational systems, for which a critical situation creates forced conditions.

Let's define the concept of "distance learning". Based on the analysis of pedagogical literature Let us formulate the following definition: distance learning is understood as the organization of educational activities using distance educational technologies, involving the use of information and telecommunication infrastructure for the transfer of information and indirect synchronous or asynchronous interaction between students and teachers.

For a teacher, the strength of online courses lies in the possibility of self-expression, in transferring their experience to an endless number of students; for students - in the availability of education, in the opportunity to improve their qualifications, to acquire new contacts for cooperation in the future.

To implement distance learning, the teacher must possess active teaching methods and help students form their own learning styles online, master the capabilities of the online learning platform and the necessary software, overcome the difficulties and barriers of electronic communication. To effectively manage an online course, teachers need to use tools to stimulate students to master the course, develop discipline and skills in meeting deadlines for completing assignments, assess student work in a timely manner, and provide prompt feedback [1-3].

In the conditions of informatization and globalization of the modern world, when information and the timeliness of its receipt play a decisive role in a competitive advantage, the content of education is changing dramatically. The competitiveness of human capital directly correlates with the requirements of the new information society, in which the terms of knowledge aging are significantly reduced, and new opportunities for obtaining them will appear.

As before, knowledge remains a fairly valuable resource, but if earlier access to it was rather limited and even closed in some cases, today access to knowledge is free and the main valuable criterion is the timeliness of obtaining it.

In this regard, new methods, techniques and types of training appear that differ significantly from the traditional ones. Over the past few decades, new methods and types of education have appeared, among which there are distance learning, online learning, e-learning and a number of other types related to distance education.

Features of the transformation of the content and forms of education under the pressure of the COVID-19 pandemic are shown in Fig. 1.
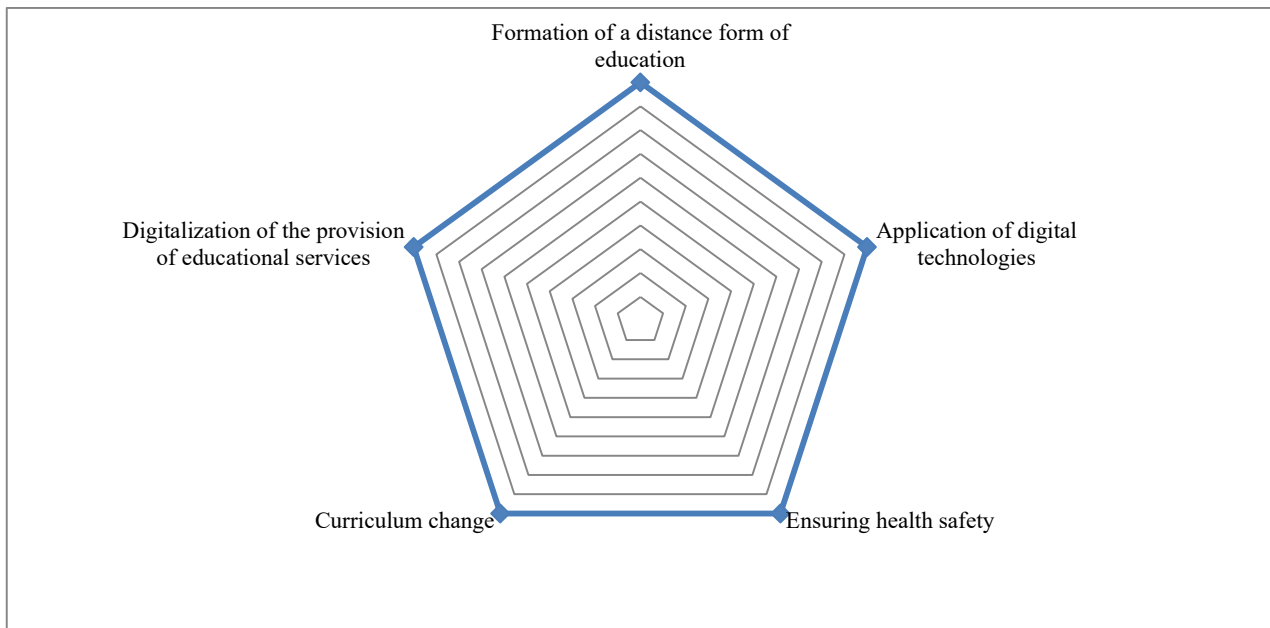
Fig.1. Features of the transformation of the content and forms of education under the pressure of the COVID-19 pandemic

One of the important problems of modern distance education is a significant variety of terms and definitions, and for the definition of d-learning, E-learning, OnlineLearning are often used as synonyms, while it is not always clear how they differ from each other.

Another problem is the confusion between methods and types of training, which also leads to the replacement of some terms with others.

The dynamic evolution of education leads to the fact that distance learning is becoming an integral part of modern education, which integrates elements of all forms and types of education (full-time, evening, part-time, dual, etc.) based on the effective use of innovative computer, telecommunication and other technologies [4-9].

The prospects and advantages of using the distance learning form include the following:
• general accessibility (the opportunities for obtaining education are absolutely leveled, regardless of place of residence, health status, material security, etc.);
• no need to attend lectures, practical, physical seminars (the ability to study at a convenient time, place, pace, non-regulated period of time for mastering knowledge, etc.);

• mobility (potential opportunity to use a wide range of educational information sources (electronic libraries, data banks, knowledge bases, etc.);
• democratization of the "teacher - student" relationship; (In particular, it eliminates psychological barriers) • objectivity;
• the use of leading educational technologies (the use of innovative achievements of information and telecommunication technologies, in parallel with the process of basic education to provide an opportunity to learn and work with them);
• individualization of the learning process;
• flexible consulting; • promotes the organization of students (pupils), positively influencing him, increasing his creative, intellectual potential, making responsible decisions and the like;
• integration (export / import of the latest world achievements in the provision of educational services);
• expansion, renewal of the role of teachers, who are required to coordinate the cognitive process, constantly improve, develop their own courses, increase the level of creativity and qualifications, follow the innovations, innovations and the like.

Despite the increased attention to such a system of education, the practice of working with pupils and university students during this special period of

quarantine showed that educational institutions are not fully ready to switch to its use. This happens both in terms of subjective and objective factors, in particular, the development of such a format of education, the lack of common approaches to organizing the process in the context of the use of remote applications and platforms and the like. Opponents of online learning point out several shortcomings, among which the most important, in our opinion, are the following.

1. The level of mastering of students / pupils of a particular discipline is checked using special software without the physical presence of the teacher and video recording of the testing process. Under such conditions, due to the lack of proper control, the result obtained does not always correspond to the real state of affairs.

2. In most cases, current control and final certification (exam / test) takes place using tests, as a rule, of a closed type with one correct answer. Obviously, the set of tasks that are loaded, for example, on such a widespread e-learning and testing system as Moodle, requires constant updating, which will lead to an increase in the load on teachers. On the other hand, if the platform for distance learning restricts the assessment of the level of knowledge only exclusively to the test form, this can only lead to rote memorization of facts without understanding the operation of cause-and-effect relationships, as it happens when solving practical situations or cases. Consequently, this does not allow to fully form the competencies provided for by the corresponding educational and professional program [11-15].

3. The learning process loses its emotional color due to the lack of direct human communication, very often it is negatively perceived by pupils / students. In addition to the psychological aspect, they will not have the opportunity to ask the teacher an important question and get an immediate answer.

4. Distance learning involves an increase in the load on the pupil / student due to the increase in the proportion of independent work in the curriculum. And due to insufficient technical equipment or poor-quality teaching materials, the student / student is forced to independently seek additional information, which he cannot always correctly interpret.

4. Conclusions

So, quarantine has significantly influenced the educational process at the university by changing the traditional, established full-time model of education to distance learning.

The effectiveness of distance learning is based on the fact that trainees themselves feel the need for further learning, and are not subject to pressure from outside. They have the opportunity to work with educational materials in such a mode and volume that suits them directly. The effect largely depends on how regularly the student is engaged. Consistent implementation of control and diagnostic assignments and graduation work, as well as support in all matters from the teacher-coordinator ensures the systematic assimilation of knowledge. Open education in many countries is considered today as a system that provides nationwide access to educational resources through the widespread use of information educational technologies of distance learning and, on this basis, provides conditions for the fullest realization by citizens of their rights to education, in structure and quality meets the requirements of economic development and civil society.

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