ABSTRACT

The current study addresses the issues of education and self-education of nurturant students in the transition to distance learning during the coronavirus pandemic, considering the purposeful and rational nature of this phenomenon, substantiates the need to manage this process; attention is focused on the fact that the educational system of universities should be responsible not only for training but also for upbringing, for the development of the creative potential of the individual, for the formation of professional skills; the possibility of changing the format of training is analysed based on their equipment of teachers with methodological developments and recommendations, modified programs prepared in accordance with the nature of the discipline; the authors note that distance education of artistic and pedagogical students should be aimed at the formation of professional skills based on the "live" interaction of the subjects of the educational process.

Keywords: Education. Self-education. Socionomic spheres of activity. Technologies. Distance learning.

EDUCACION Y AUTOEDUCACION DE LOS ESTUDIANTES EN LA ACTIVIDAD SOCIONÁMICA EN EL CONTEXTO DE LA "NUEVA REALIDAD"

RESUMEN

El presente estudio aborda los problemas de educación y autoeducación de los estudiantes nutritivos en la transición al aprendizaje a distancia durante la pandemia de coronavirus, considerando la naturaleza intencional y racional de este fenómeno, fundamenta la necesidad de gestionar este proceso; la atención se centra en el hecho de que el sistema educativo de las universidades debe ser responsable no solo de la formación sino también de la educación, del desarrollo del potencial creativo del individuo, de la formación de competencias profesionales; se analiza la posibilidad de cambiar el formato de formación en base a su equipamiento de docentes con desarrollos metodológicos y recomendaciones, programas modificados elaborados de acuerdo con la naturaleza de la disciplina; los autores señalan que la educación a distancia de los estudiantes artísticos y pedagógicos debe estar orientada a la formación de competencias profesionales basadas en la interacción "viva" de los sujetos del proceso educativo en la profesionalidad del maestro.

Palabras clave: Educación. Autoeducación. Ámbitos de actividad social. Tecnologías. Educación a distancia.
The need for highly qualified employers who are ready to conduct independent job activities and to address emerged issues quickly and a non-starter, therefore, higher education institutions aim to increase the skills of students in practice in conditions of a competency-based approach. One of the most significant instruments for enforcing this method is the research activity (TROSTINSKAYA et al., 2020; KALIMULLINA & LUKASHOVA, 2019; BARAKHSANOVA et al., 2019).

The problem of organizing and self-organizing educational activities of students of Russian universities has always been the subject of particular interest and scientific discussion over the past decade. The transition to distance learning during the pandemic has made it especially urgent. Teaching students in a new reality using distance learning technologies began, practically, the next day after the corresponding order of the Ministry of Science and Higher Education of the Russian Federation - March 17, 2020 (PIROZHKOVA et al., 2020; Osadchuk et al., 2020; MALYAVINA, 2020; GARDANOVA et al., 2020; CRAWFORD et al., 2020).

The distance learning format preserves traditional lectures, seminars and practical classes, a schedule in accordance with the curriculum, regulation of the beginning and end of the training, and established forms of control (VAN DOORN & VAN DOORN, 2014; ROVAL & J ORDAN, 2014; MCGARR, 2009). The radical changes that have taken place at the present stage in the training of students at universities are associated with new requirements for the development of forms of education in the context of adaptation to changing conditions. Distance learning at socioeconomic universities, which provides for the separation of subjects in space, is implemented in view of the transfer and perception of information in a virtual environment, based on scientific and methodological support and a teaching strategy using electronic or other communication technologies. At the same time, the educational system should be responsible not only for teaching, that is, the transfer of knowledge and skills but also for education, for the development of the creative potential of the individual, for the formation of professional skills. If the function of teaching when shifting from full-time to distance learning is preserved, much remains to be understood and comprehended about the development of creative individuality in new conditions.

World experience shows that in the “new reality” many states are assuming a wait-and-see attitude. For example, Japan, which has a high technological potential, extends the vacation; a number of European countries confine themselves to broadcasting educational programs by radio or television. But most countries, including Russia, began to immediately master new formats of educational work. Socionomic universities carry out a training format that allows distance education satisfy the individual needs of each student in learning and through the use of active forms of cognition, motivation for independent cognitive activity (SYTNIK, 2020; AFANASENKO et al., 2020).

The problem of universities that train socioeconomic specialists and apply distance learning is, first of all, in providing teachers with methodological developments and recommendations, modified programs prepared in accordance with the nature of the subject (SHAH & ELLSWORTH, 2013; AVNET et al., 2019; ALADE et al., 2017). Distance education of artistic and pedagogical students in the artistic and pedagogical subjects is difficult but possible. At the same time, it is practically impossible to conduct classes in a special class that promotes the formation of performing skills. State-of-the-art technical training programs cannot replace live communication. The study of video materials of outstanding teachers and masters of the performing arts expands the worldview, horizons but cannot form a pedagogical culture. At the same time, the use of distance education in historical and theoretical subjects on a cultural basis gives impetus to the development of the necessary databases, the acquisition of self-education skills.

Today, the knowledge paradigm that recognizes self-education as an additional learning tool that is not enshrined in regulatory documents cannot be effective in new conditions. Universities that train teachers in culture and arts require daily training, improving the performing level on the basis of independent work, which is largely due to the complication of communication systems. This presupposes not just the inclusion of students in the field of culture but the achievement of compliance with its main indicators. Self-education in the training of future specialists in socioeconomic professions has a pragmatic orientation since it is directly related to self-realization based on the application of independently acquired knowledge, skills and methods of activity. Undoubtedly, Lev Naumovich Kogan was right to state that “the basis for acquiring knowledge necessary for life (not only for working in a particular profession) has always been, is and will be self-education” (KOGAN, 1992).

Building a model of the educational system on the basis of such components as “data - information - knowledge...
- experience", the process of transforming the information received into knowledge based on self-education becomes a basic type of activity in modern society. The thesis "from education to self-education" testifies to the shift in emphasis to self-education. The statement that "education is what people do with you; cognition is what you do for yourself" (HAGEL et al., 2009), determines the need for individually acquiring knowledge, as "learning" and "recognizing" are different concepts that have an independent meaning for a person.

Self-education, although based on the initiative of the student himself, is no less able to proceed spontaneously. It should be conscious, purposeful and rational, focused on a specific type of activity. Technologies, as ways and methods of human activity, contributing to the achievement of professional goals, which can become an effective catalyst for the emergence of new knowledge, should be of decisive importance in the context of self-educational activities of students. It is the technologies of self-education that determine the increasingly obvious border between education and cognition. We should admit that as self-education technologies aimed at intensifying and managing time develop, the standard university curriculum, especially in the socio-economic field of activity, is replaced by new opportunities for independent study of the selected material. In this context, it becomes promising:

• to return to the studied issues on the basis of repeated viewing of records;
• to save time by bringing the workplace closer to the place of residence;
• to provide access to electronic databases, materials and video recordings of outstanding masters;
• to choose the content of the studied material and its orientation to the individual pace of mastering knowledge;
• to focus on the development of technologies for self-educational activities of students.

RESULTS AND DISCUSSION

The history of distance education is a tremendous opportunity for those interested in distance education. For current distance educators, certain facets of that past offer permanent touchstones, providing a legacy that should not be forgotten as distance education continues to grow and expand. The historical and cultural component in distance education assumes the perception of the world on the basis of integrity and indivisibility in the context of the historical process, which is the most important quality of a modern socioeconomic specialist. Contextual education focused on the formation of readiness for self-education, allows using forms, methods and means to model the subject and social content of students' educational activities into the professional activity of a future specialist in the socioeconomic profession. A.A. Verbitsky (1999) and his pedagogical school's modelling of the proposed professional activity in the process of university education makes it possible to acquire methods of socially oriented activity. Thus, the semiotic model focuses on the content presented in the lecture courses, which presuppose their individual study and presentation of the results based on speech action; the simulation model allows us to consider professional situations, forms independent thinking with an orientation towards "professional likeness"; in the process of distance learning, the social model allows considering problem situations common to future professional activity. Interdisciplinary integration in distance learning is associated with addressing typical professional problems.

The transition to new forms of distance learning of socioeconomic students may involve, among all, the following resources:

• the first resource - Internet video technologies, multimedia education, contributing to the implementation of basic educational programs based on the system of virtual and traditional education. Information and computer technologies orient students' perception of multidimensional virtuality, forming a special view of the tasks of self-education. The effective integration of information technologies is focused on improving the quality of education, developing the creative abilities of students, their desire to continuously acquire new knowledge, presupposes a new level of pedagogical interaction between the subjects of the pedagogical process. The study of subjects by students on the basis of interdisciplinary integration during distance classes uses not only theoretical textual material, but also to diversify the species range using a variety of exercises aimed at acquiring the necessary skills. At the same time, distance learning requires a teacher to have a high degree of information competence in creating a test of practical tasks, exercises, especially at the initial
stage. The subsequent use of the material allows it to be transformed or supplemented with new data in the context of its information saturation, defining the path of self-education of students.

The content component of distance learning such as "Electronic educational environment" of the state budgetary educational institution of higher education "Belgorod State Institute of Arts and Culture" includes all the necessary open-access pages: "Electronic catalogue of the Institute's library", "Electronic library systems", "Electronic manuals", etc. Students are offered convenient content for self-study courses. Teachers can use the service of converting traditional publications (textbooks, teaching aids, teaching and methodological recommendations, etc.) into an electronic form, which gives a unique opportunity to implement the introduction of methodological manuals and recommendations with a limited edition. Today theoretical and practical courses are supplemented with an electronic version or completely go online. For each of the areas of training future socioeconomic specialists, web pages have been created with theoretical material, with the addition of video lectures with video and audio fragments, with exercises for the independent acquisition of the necessary skills and abilities, with test material that allows you to assess the level of acquired knowledge;

- the second resource – the active use of video conferencing for online training, the formation of research competencies. In real-time, students attend master classes, discuss lecture materials, ask questions, chat. Expanding the possibilities of the distance format, BSIIK held an international conference "Multilevel system of continuous education in the sociocultural sphere" on the "Electronic educational environment" platform, which was attended by teachers of higher, secondary, and further education institutions for Russian and foreign children, graduate students, masters. The conference participants shared their experiences, theoretical and practical developments on the adaptation of the domestic system of continuing education to the "new reality", innovations and pedagogical technologies in the process of training socioeconomic specialists, information and educational technologies and the use of electronic educational programs in the system of continuing professional education. The conference outlined vectors in acquiring new scientific knowledge in optimal use of the educational and material base of educational and cultural institutions and determining the individual trajectory of education. Particularly productive was the study of the issues of teachers' work in the new conditions of educational institutions (remote, remote, etc.), the development of quality standards and a system for assessing the achievements of students in the system of lifelong education. In modern conditions, vocational education should be practice-oriented to guarantee the future specialist successful adaptation to the conditions of the professional activity (TATYANA, 2019; SHUTALEVA et al., 2020; BREL & ZAYTSEVA, 2019; SHUKHMAN et al., 2015; NURUTDINOVA et al., 2018; LEGENCHUK et al., 2020; CHERKASOVA, 2015);

- the third resource – electronic library systems. Understanding the complexity of the current period for the education system, the three largest library systems have provided open access to their resources, including full-text documents (textbooks and teaching aids, monographs, conference materials, etc.). This format enables students to use all the materials by reference in lecture courses, carry out an independent search for the necessary information.

- the fourth resource – online learning as an elaborated educational technology, included in the educational process, equipped with educational, methodological and control-measuring materials that contribute to the achievement of learning outcomes. A number of authors have proposed options for designing online courses (Means et al., 2014) to be considering when building the training process: 1) models of electronic and blended learning with the inclusion of webinars; 2) the dynamics of mastering the educational material in accordance with the pace convenient for students and teachers; 3) regulation of the number of trainees in the group; 4) optimal pedagogical technology, including a theoretical course, practice-oriented classes, the organization of joint collective activities; 5) the analytical component in assessing the level of students' readiness to perceive new material, the level of adaptation to new forms of education, diagnostics of the achieved learning outcomes; identification of laggards; 6) the functions and tasks of the teacher organizing active online interaction with students,
regulated online presence, absence in the online environment; 7) student activity (reading, listening, answering questions, etc.); using incentives to interact; 8) synchronization of interaction; and 9) feedback. The authors point to the need to select the control and measuring tools, to use effective communication services that contribute to the final certification of the course.

The possibility of using social networks which allow posting assignments, maintaining active communication, virtual attendance of open online courses that contribute to the formation of self-education skills, the use of time management technologies seems to be significant. In the context of distance learning, consideration of the problems of controlling the amount of time spent on specific types of activities is included: technologies are selected that contribute to the organization of time, its intensification, algorithmic actions (time management) (ODINOKAYA et al., 2019; GASIUKOVA & KOROTAEV, 2019; VALEEVA & GAFUROV, 2017; DUDIN et al., 2018; CHELYSHEVA & MIKHALEVA, 2019).

CONCLUSION

Thus, the organization of education and self-education of socioeconomic students in the context of the “new reality” should consider a number of problems of distance learning related to social and didactic factors, indicating the readiness of the university to respond to the “challenges of the time”. The transition to distance learning should consider:

- sufficiency of internal and external resources for the transition to new forms of education;
- readiness of the level of development of the IT infrastructure for technical support of the ongoing changes;
- readiness of students and teachers to solve the assigned tasks;
- sufficiency of the necessary teaching materials for the educational process.

This analysis is focused, first of all, on assessing the long-term prospects of training students in the conditions of the "new reality", on the needs of the industry interested in professional specialists ready for self-development based on the acquired skills of self-education.

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