

64

THE DEVELOPMENT OF EDUCATION IN THE ERA OF THE PANDEMIC AND IN THE PERSPECTIVE

EL DESARROLLO DE LA EDUCACIÓN EN LA ERA DE LA PANDEMIA Y EN LA PERSPECTIVA

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ABSTRACT

The article is devoted to two current trends in the development of modern education, which manifested themselves in the era of the pandemic and retain their importance in the short term – turbulence and unpredictability. The significance of turbulence in relation to the field of education, as well as in the context of the Fourth Industrial Revolution and the Sixth Technological Order, is considered. Comparative characteristics of mixed and hybrid learning formats are given. The consequences of using online and offline learning formats during the pandemic and after it are described. Conclusions are drawn about the need for critical rethinking and differentiated application of distance learning, as well as preventing the decline in the quality of liberal education.

Keywords:

Education, pandemic, digitalization, new normal, educational ecosystem.

RESUMEN

El artículo está dedicado a dos tendencias actuales en el desarrollo de la educación moderna, que se manifestaron en la era de la pandemia y conservan su importancia a corto plazo: la turbulencia y la imprevisibilidad. Se considera el significado de la turbulencia en relación al campo de la educación, así como en el contexto de la Cuarta Revolución Industrial y el Sexto Orden Tecnológico. Se dan características comparativas de formatos de aprendizaje mixtos e híbridos. Se describen las consecuencias del uso de formatos de aprendizaje en línea y fuera de línea durante la pandemia y después de ella. Se extraen conclusiones sobre la necesidad de un replanteamiento crítico y una aplicación diferenciada de la educación a distancia, así como evitar el deterioro de la calidad de la educación liberal.

Palabras clave:

Educación, pandemia, digitalización, nueva normalidad, ecosistema educativo.

INTRODUCTION

Several years of a pandemic associated with the spread and mutation of the coronavirus have led to significant changes in the field of education. This area is one of the most massive in terms of involvement in it, first of all, of the younger generation - from preschoolers to students, as well as a significant number of the pedagogical corps (teachers of basic and additional education, educators, tutors, coaches, etc.) (Bodina, 2021a; 2021b). That is why changes in the educational sphere have become so socially sensitive and often painful.

In addition to the universal trends of globalization, democratization and digitalization, trends have appeared in education that were previously little noticeable, or even hidden under the veil of traditional target orientation, orderliness, habitual organization and generally accepted multitasking, behind which significant changes ripened, “splashed out” into the area of close public attention in connection with the pandemic (Lebedeva, 2019; Petrushin, 2020).

The “new normality” (let us pay attention to the internal terminological inconsistency of this definition) manifested itself in new features of education, which did not immediately adapt to the conditions of distance educational activity, and in which new features not directly related to this adaptation appeared. These are the uncertainty of target orientations, unpredictability, expanded commercialization, chaotic confrontation, a general increase in conflict potential within the framework of the existing multi-level educational system, unprofessionalism, chaotization of content and forms, etc.

If we take into account that these features manifested themselves against the background of a change in basic human values and an increase in the public consciousness of pragmatism, consumerism, the desire for enrichment, fear, in parallel with the stratification of society according to material status and educational qualifications, then the development of modern education will look even more motley and contradictory.

In the context of the foregoing, let us pay attention to the immoderate concentration of public and professional-pedagogical attention on the freedom of the individual, its absolutization without taking into account the most important, historically established and scientifically fixed ideas about the meaning of freedom, the absolutization of which is excluded. So, even in the fundamental document of the times of the Great French Revolution - the Declaration of the Rights of Human and Citizen (1789), freedom was defined as the ability of a person to do everything that does not harm another person. This wise maxim, repeatedly

enshrined in the views of Russian philosophers of the late 19th and early 20th centuries, has now been forgotten.

The aim of this article is to consider two trends in the development of modern education, which clearly manifested themselves in the era of the pandemic, and judging by the current state of the educational system, they remain important for the foreseeable future, regardless of the pandemic. We are talking about the turbulence and unpredictability of education.

METHODOLOGY

Let us define the first of these terms, which came into modern pedagogy from the aviation sector. Turbulence in education is a chaotic movement and development in various, sometimes opposite directions with unpredictable results. The second term, as we see, is already embedded in the nature of the first, although, in our opinion, it may well exist independently.

So, turbulence: what is hidden behind this formidable and not entirely clear term in its application to pedagogy and education? First of all, let's pay attention to the fact that today's world community is experiencing the Fourth Industrial Revolution (proclaimed in 2011 and consists in the gradual robotization of industry, social work, personal life and leisure). According to researchers, the changes associated with this revolution will affect the entire living environment of a modern person, improve the quality of his life, and also affect human identity, the state of the labor market, political systems, and cause a new technological boom.

In this regard, the Sixth technological mode, associated with the spread of nanotechnologies, is expected and is being formed. In this regard, let us mention the modern concept of nano-diplomas, issued at the end of short compact training courses that prepare for a certain profession that does not require high qualifications. According to researchers, the advantage of the Sixth technological order, compared with the previous one, is to reduce the energy and material intensity of production, rely on adaptive and convergent technologies, as well as in the design of materials and organisms with programmable properties.

Today, all the novations taking place in the world on a global scale are associated with the pandemic as a trigger for future changes, including in education. Among the latter, a special place is occupied by the emerging educational ecosystem - a new management paradigm for organizing the educational process and preparing people for productive social activities and self-education throughout life. Given the speed of ongoing changes and their unpredictability, it is almost impossible to imagine what

will happen by the beginning of the Seventh technological order, which, according to forecasts, should come in about 30 years.

What is happening with education today - either at the end of the pandemic, or in anticipation of its new round - given the obvious and expected changes? First of all, let us note the emerging new formats of education, which, apparently, will remain relevant, at least for a significant part of the world community, regardless of its ethnic and religious specifics. This is not just about online learning, but its established varieties - such as blended and hybrid learning.

Let's give them comparative characteristic. The main feature of the blended learning format is the synchronous activity of students when changing online and offline formats. As for hybrid learning, it is characterized by asynchronous activity of students in accordance with the conditions of participation in the educational process. In blended learning, the alternation of online and offline formats for the entire group of students is also characteristic, while in the process of hybrid learning, the stability of formats is characteristic, depending on the form of participation of students in the lesson. Blended learning provides a flexible combination of formats for all students, while hybrid learning involves the regulated use of two learning formats, aimed at ensuring the same accessibility of learning materials and activities for students in the classroom and participating remotely.

In addition, the mixed format ensures the direct nature of the control of students' learning activities, while the hybrid one requires the distribution of the teacher's attention to control students' activities in online and offline formats. There is also a difference in the evaluation of the results of educational activities. In a mixed format, assessment occurs based on the actual results of monitoring the activity of students and the productivity of their activities in the course of the lesson. As for the hybrid format, the evaluation of the results of students' learning activities in the classroom requires comparison and comparative analysis, identification of achievements and problems of individual students working in different formats.

Thus, teaching skills and abilities in blended and hybrid learning formats are differentiated by the content and forms of communication with students, their dynamic interaction with the teacher and among themselves.

DEVELOPMENT

All modern educational innovations, as futurologists and educators and researchers suggest, will remain after the end of the pandemic. However, it is curious that even today there are warnings that the predominance of online

learning will simplify and generally facilitate the educational process, while the predominance of offline learning will stimulate the dynamics of learning activities, increase its quality and level of complexity, and provide a comprehensive impact on students, including education (Sadovnichiy et al., 2012; Singh, 2012).

Let's pay special attention to this. The established Russian pedagogical tradition includes three components in the concept of education: training, education and development. Moreover, the first two components - each in itself - contribute to the development of the individual, but they - necessarily both - ensure the completeness and depth of education, which consists not only in the development of knowledge, skills, technologies, forms of self-education, etc., but also in a deeply personal influence, the transfer of spiritual experience from teacher to student, from the older generation to the younger (Averbukh, 2010; Glaz'yeva, Kharitonova, 2009). Without this, the educational process will be deprived of the most important quality, and its productivity will significantly decrease.

It is already obvious today that online learning undermines the educational orientation of education, reducing it mainly to learning (Bodina, Telysheva, 2021; Artemova et al., 2019). It is curious that the education of the elite is conceived by futurologists only in an offline format with the obligatory personal interaction between the teacher and the student. In this regard, we point out that the profession of a teacher now belongs to the professions that are obsolete and not in demand in the future.

This means that education in the near future can radically differentiate into two main formats: one for the elite, and the other for the masses. At the same time, of course, not only formats, but also content, technologies and methods, forms - everything will undergo an almost "caste" differentiation, the results of which are not difficult to predict (Wolhuter et al., 2012; Lareau, 2015).

In this context, the idea of self-education throughout life acquires new nuances. Let's think about it: for its implementation, quite certain resources of free time, health, moderate work activity are needed, leaving strength and desire to study independently, improve oneself, master new knowledge and ways of interacting with the world, enjoy family life and raising children, communication with art as an essential component of human spiritual life.

Speaking of this, we point out that today there is little demand for humanitarian specialties and professions, as opposed to natural science and engineering, including, of course, the entire range of IT specialties. Here it is appropriate to recall some of the new professions, such as: bioinformatician, biopharmacologist, neuropsychologist,

nanobiotechnologist, specialist in the field of socio-humanitarian technologies, etc. Let us add to this that complex “polygamous” professions will be in great demand, in which several specialties will be combined, and not always related, and sometimes far from one another (Lvov, 1990; Gurieva, 2004; Erznkyan, 2012).

The coming to the fore of new professions and the actualization of the technical and natural sciences are accompanied, according to scientists, by a noticeable deterioration in liberal arts education. This means not fully thought out “materialization” of education and its certain one-sidedness. The lack of demand for humanitarian knowledge indicates a decrease in the role of education as the most important factor in preparing the young generation for life, including for such challenges of our time as the rapid change of ideologemes, goals, content priorities and technological achievements as universals of today and tomorrow (Glazyev et al., 1992; Malinetsky, 2010).

Let us also turn to such a new concept as an educational ecosystem, which is understood as a management paradigm for organizing the educational process and preparing people for productive social activities and self-education throughout life. Let us note that, with all the logic of the given attitude and the corresponding definition, the expected result, which is now formulated as nano-bio-info-cogno-socio-humanitarian knowledge, will become an artificially far-fetched and unattainable prospect.

So, if the new normality and the educational ecosystem are implemented only in the covid format, i.e. online, society will face irreparable losses that will make the development of new professions, including polygamous ones, a fiction. It is no coincidence that elite schools and universities are gradually returning to offline learning and intend to use this format as unquestionably dominant and effective.

CONCLUSIONS

The “covid” pedagogical experience acquired during the pandemic requires deep understanding and differentiation from the standpoint of providing all components of education, giving it content and versatility in order to form a person of the future, able to cope with the inevitable challenges of the time in a dynamically and unpredictably changing world.

Passion for the only possible online learning format during a pandemic cannot fully determine the post-COVID stage of development of the educational system and requires a critical rethinking to develop an effective modern learning format without linking it to a pandemic, but with a focus on the current needs of society at the present time and in perspective.

A decrease in the significance and level of liberal education can contribute to the loss of the most important anthropological characteristics of a person who has lost touch with historical time, ethnic group, family and has accepted alienation from his own inner world as an objective reality and necessity. This could lead to new forms of segregation and discrimination on a global scale.

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