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Socio-Economic Situation of the Region as A Factor in the Dynamics of the Institute of Education in the New Social Reality

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Abstract--In the article, the authors have analyzed the problems of providing educational services during the pandemic. The position of the determination of the institution of education from the level of socio-economic well-being of the region is justified. The authors have substantiated the position on the formation of new challenges to the institute of education, caused by the formation of a new social reality in the conditions of isolation and restrictions of the communicative space. The social, economic and psychological factors of reducing the degree of satisfaction with educational services during the period of large-scale restrictions of full-time education have been considered. The problems of organizing a distant learning mode for the heads of educational organizations, the teaching staff and the children's audience have been identified. The authors consider the most significant problems to be: increasing stratification of the Russian regions, polarity of their economic condition, which reveals differentiation in the technical equipment of educational organizations and the availability of educational services and resources to provide a modern educational space; the polarity of the technical equipment of educational organizations; organizational and technical difficulties; the lack of knowledge of teaching staff about the rules of organizing video content.

Keywords---accessibility of educational services, distance learning, institute of education, IT infrastructure of an educational organization, new social reality, stratification of the student audience.

Introduction

The institute of education, as well as other social structures, in the conditions of the rapid spread of a new viral infection and significant is changing in the sanitary and epidemic situation in the world. Also, it has significantly changed its social appearance, having adjusted the tasks, and of course, the forms of implementation. The new social reality has brought to the forefront distance educational technologies, the share of which has dramatically increased from a fragmentary volume to the format of "total distance" (Pinhati & Siqueira, 2014; Liu, 2006). The challenges of the new realities have indicated the degree of readiness of an institute of education for changes, not only and not so much technical, but also substantive and psychological ones. The economic issue has become a key factor in operational solutions to the difficulties of providing total distance learning for the regions. The levels of income of the population, infrastructure development, material and technical equipment have determined the speed and quality of educational services provided (Roberts et al., 2011; Cojocariu et al., 2014). The strongest imbalances were found: from the widespread distribution of remote platforms and innovative practices for the implementation of distance learning in the central part of Russia to power outages and the lack of a stable Internet channel in peripheral regions (Moore et al., 2011; Burgess & Russell, 2003).

The object of the research is the problems of an institute of education during the pandemic of a new coronavirus infection.

The purpose of the research is to determine the level of satisfaction of the student audience with educational services during the period of total distance learning in the conditions of pandemia.

Research Methods

This paper provides a secondary analysis of the results of surveys conducted by the All-Russian Center for Public Opinion Research, the Levada Center, the RBC Information Center, statistical data obtained during the pandemic, and the materials of the report "The response of Higher Education Systems and National governments to the challenges of the pandemic" of the Russian Council for International Affairs. The article summarizes the experience of foreign researchers (Fanara & Stephens, 2020; Marinoni et al., 2020; Packham, 2020; Salmi, 2020; Staton, 2020; Verillaud 2020). The conceptual positions of this topic are based on the requirements and provisions of the federal legislation regarding the provision of distance learning in the modern Russian institute of education (Suryasa et al., 2019).

Discussion

The pandemic of 2020-21 divided the educational process into "before" and "after", traditional and distant one, which received the metaphorical name "stress test" in informational and analytical references. It is obvious that the material and technical base of educational organizations, the qualification level and IT competence of teaching staff and students, their psychological and adaptive characteristics have determined the difference, and often the polarity of educational results ([Johnson et al., 2019](#); [Reicher et al., 2005](#)). The lessons of the "stress test" have found a polyvariant expression: on the one hand, technical problems and errors in the design of the virtual content have significantly been minimized over time, on the other hand, problems of adaptive and psychological content have increased. "For 2.5 months since the beginning of the self-isolation regime, students have noticed an increase in specific fatigue, which is reflected in an increase in critical assessments of new conditions. The proportion of students who found it more difficult to study at home has increased from 27% to 39%".

Moreover, the pandemic has widened the gap between strata and demonstrated firsthand the inter-stratification gap in terms of social well-being, quality of life, and, of course, in income levels, in the consumption of material goods, in the availability of social services, and in the receipt of educational services. It is obvious that the gap did not lie in February 2020, when the first episodes of a new infection were revealed, and not even in March-April, when mass restrictions were introduced, the split of society had occurred much earlier. The pandemia only brought to the forefront the problems of the socio-economic life of the population, without embellishments, without filters of statistical reports. The total gap is found not only in the income difference between the central regions and the provinces of Russia, the megalopolis, the city and the village, but also in the availability of educational services at all levels.

Secondary education has faced difficulties in implementing the distance format, with lack of equipment of students and teachers with personal technical means of communication for videoconferencing or even their absence, the inability of educational organizations to provide gadgets not only to children, but also to teachers, with the lack of a competitive Internet communication channel, with insufficient capacity of the servers of institutions, with ignorance of modern requirements for the design of presentations and video content of the educational space. In addition to material and technical difficulties, the problems of self-organization and the issues of adaptability to the new format of an unprepared audience were no less significant. Provincial socio-territorial settlements faced problems of the entire spectrum of social characteristics, including the complication of relationships in the families of students. The average statistical Russian family, in the context of a decline in real incomes of the population, has experienced difficulties in communication and ensuring a stable positive psychological climate for school children, the number of family conflicts in the same and different generational groups increased significantly: isolation measures in families with emerging problems of communication and trust have resulted in serious destruction.

It seems that the difficulties of families are caused by both objective, economic factors, and subjective, psychological, the growth of frustrations and the accompanying difficulties. Thus, according to the results of Russian Public Opinion Research Center surveys (December 2020), "the key fears of Russians in 2020 were fears of growing social injustice (70%), lower incomes (68%) and unavailability of familiar goods due to their high cost (67%)". Social fears have given way to personal fears. Difficulties in their own personal and social strategies have replaced the worries "for the unrest within the country (33%), for the aggravation of conflicts between Russia and other countries (27%)". Fears based on the problem of receiving free medical care or its poor quality in the context of a pandemic have taken the leading positions (at least in March 2020-42%, by the beginning of the year – 62% ([Dudukalov et al., 2021](#); [Poghosyan, 2018](#)). Even greater concerns were caused only by a decline in income (72%), which determines the quality of life and social mood of an individual. This fear is associated with concern about possible job loss: about half of the respondents were, and I think are still in a state of frustration due to the growing risks of a labor crisis in a pandemic environment and the immediate post-pandemic reality (48%).

In general, 2020 is estimated by the population as extremely negative. In their assessments, the respondents called the past year "bad or very bad", and only 10% of the respondents thought it was good. The Levada Center, which received these results, compares them with the record figures since the late 1990s. "For comparison, a year ago, only 15% of respondents called the outgoing year bad, and 18% called it good. In 2020, the majority of Russians noted a deterioration in such areas as: the general standard of living (64%), the work of educational institutions (60%), the work of medical institutions (57%), the ability to earn good money (59%), the state of the environment (44%) and relations with NATO countries (45%). In such areas as the work of law enforcement agencies, the work of the media, interethnic relations, the influence of people on state affairs, personal security, the fairness of the distribution of material goods, the ability to freely express their opinions, the majority of Russians did not see significant changes" ([Public opinion, 2020](#)). A significant part of the respondents expressed negative opinions about the functioning of the Institute of education (see table 1).

Table 1
How, in your opinion,
Has the work of educational institutions changed during the past 2020?

	The situation has changed for the better	The situation has changed for the worse	The situation has not changed	Couldn't answer
2010	14	30	44	13
2011	11	34	40	15
2012	9	29	50	12
2013	9	30	49	13
2014	10	26	51	13
2015	7	32	47	15
2019	14	34	43	9
2020	9	60	21	9

The trajectories of changes in the social institution of education demonstrate negative trends: over the past decade, the number of respondents who note the growth of destructions and the movement towards the worst scenarios has doubled. It is obvious that the pandemic has revealed deep problems in the system, even to non-specialists and people whose professional activity is far from the field of education ([Dudukalov et al., 2021](#); [Poghosyan, 2018](#)). It is difficult to hide the growing problems in the education system, when the educational process has "migrated" from educational institutions to the everyday life of respondents, from school to home.

Assessments of the stress test in the education system are mixed: opinions are divided. The student audience and the teaching staff of higher educational institutions demonstrate the difference in sometimes conflicting points of view. The variability of assessments is explained by the complex nature of the consequences of distance learning, organized in the conditions of force majeure. Thus, the report initiated by the Ministry of Science and Higher Education notes that "only 14% of students have responded that they were satisfied with learning distantly". At the same time, the RIA Novosti report of 3.07.2020 noted that "more than a third of students have said that they like the distance learning format more than the full-time one". It seems that the difference in grades can be explained by different expectations and educational attitudes of students. It is important in this situation to hear the opinion of teachers. Estimates of this stratum are difficult to recognize as optimistic, since "more than 60% of teachers during distance work have not acquired the necessary skills for distance work". There are more than enough explanations for this: the average age of the teaching staff of schools is equal to the retirement age, which makes it difficult to master new technical skills, the high level of workload that has caused the rapid burnout of specialists, which has significantly increased in the conditions of the "stress test", financial difficulties for increasing the technical capacity of personal computers, and most importantly, the lack of information and communication skills, since "only 4% of Russians had experience of remote work".

Despite the fact that the conditions for the mandatory presence of distance learning technologies in the educational process are defined by Federal Law No. 273 " On Education in the Russian Federation "(dated 29.12.2012), Article 16 "Implementation of educational programs using e-learning and distance learning technologies", despite the fairly long period of organization of the mandatory electronic information component of the modern institute of education, a lot of educational organizations, regardless of level and form of ownership, experience difficulties in organizing and supporting distance learning and online learning in the context of an emergency transfer of students to a distance communication format ([Widanta et al., 2016](#); [Ginaya et al., 2021](#)).

The Results of the Research

It is obvious that the extension of quarantine and restrictive measures that determine the prolonged nature of the dominance of distance learning requires an understanding of the content of this socio-pedagogical phenomenon, the search for strengths and weaknesses, methodological and organizational advantages, as well as methods to reduce the risk of errors in the perception of indirect

information. The experience formed for the present allows us to identify a number of problems that need to be solved, to find new methods to minimize the negative consequences of an incorrectly constructed model of distance learning. Among the most significant it should be highlighted:

- Dissonance of the learning objectives and the amount of information in the online course;
- The absence of a teacher in the online environment, the replacement of direct indirect communication between the student and the teacher with text information. This form was most widely used in the initial period of distance learning;
- Non-compliance of pedagogical technologies with the educational purpose of the lesson;
- Incorrect rate of mastering the educational material (conflicting positions are marked: a delay in the chronology of the course and a significant increase in the pace to the detriment of the quality of training);
- Reduction or loss of objectivity of the assessment due to the replacement of control forms, the absence of a proctor at the intermediate and final certification. This problem was mostly voiced by students, noting the spread of dishonest behavior of students in the exam, which will significantly increase the results of certification (63%). And only 30% of respondents do not expect significant changes in the results of the session;
- Uniformity of the role of the student (the dominance of the question-and-answer system, causing a loss of attention and a decrease in interest due to the lack of direct emotional contact between the teacher and the audience);
- Difficulties in building effective feedback;
- Lack of social and organizational and technical support for students (in full-time learning, the audience and technical means are provided to the teacher by the employer, the student is provided by the administration of the educational organization. In the distant mode, the solution of technical problems is becoming a responsibility of teachers and the student's family). Due to the decline in real incomes of the population, the stratification of the student audience on the basis of the "family income" criterion has increased, which has led to a difference in the availability of educational resources (Leung, 2007; Nero & Stevens, 2018). According to the survey results, "only 38% of students had the opportunity to complete their homework on online educational platforms";
- The polarity of the degrees of technical equipment of educational organizations in large and sparsely populated cities, territories of the central part of Russia and the province, urban and rural settlements;
- Increasing the burden on teachers and students. According to the results of sociological surveys, 84% of teachers have noted a significant increase in time and energy consumption in the distant format. It should be noted that students have also observed an increase in workload, which has been noted by 59% of respondents.
- Technical failures due to the growing load on popular platforms;
- The complexity of the organization of disciplines of natural science and creative profiles;

- A decrease in the degree of training due to the substitution of distance learning for electronic distribution of tasks and their verification, often caused by the elementary lack of technical means being adequate to the requirements of modern distance learning (Konovalenko et al., 2021; Danchikov et al., 2021). This decrease is indicated by numerous appeals from students of Russian universities about a reduction in the amount of tuition fees;
- Difficulties, in some cases, the inability to work with people with disabilities with cognitive and intellectual disabilities;
- Psychological and emotional fatigue from online distance learning mode;
- Lack of direct communication with both the teaching staff and the study group, which, as a rule, develops friendly relations. Thus, 43% of university students have noted a lack of communication with their classmates, and 41% of respondents experienced a lack of face-to-face discussions with teachers, which, in our opinion, is the main task of the Institute of education at all levels of training and many others.

Distance learning, which, of course, is an indispensable attribute of the modern institute of education and has significant prospects in the education of the future, nevertheless, needs reflection and transformation of many positions in order to update the relevant resources and minimize the negative effects that are massively detected in the Russian socio-educational space in the new extreme conditions of 2020. In our opinion, such methods of correcting the existing forms of distance learning are of particular importance, such as: expanding the forms of content delivery to the audience; a variety of methods for forming new knowledge, skills and abilities, consolidating educational material and monitoring educational results; increasing the possibilities of pedagogical design on platforms for individual use of teachers; careful study of learning models, which is especially important in the online format and mixed learning, which is now the dominant feature in secondary and higher education; adjusting the set of pedagogical technologies that correspond to educational goals; coordination of time spent on completing tasks in accordance with the individual characteristics of the student audience; introduction of adaptive learning methods; expansion of forms of stress-free control (especially important in conditions of growing psycho-emotional stress and stress in extreme conditions of the pandemic) (Tahili et al., 2021; Rahman & Bobkova, 2017; Vigliarolo, 2020; Molise, 2021; Evans-Amalu & Claravall, 2021; Isidro & Teichert, 2021; Krylova et al., 2020; Goryushkina, 2021; Kolupaev et al., 2018; Panova et al., 2020); ensuring heterogeneity in the roles of the teacher and the student; providing reactive positive feedback. Of course, these recommendations will be more effective if the IT infrastructure of the educational organization is developed, an electronic educational environment is created that is accessible to students and provides opportunities to demonstrate the student's personal results [for more information, see: 4], while providing a training system and improving the skills of both teaching and student teams, while providing motivational and psychological assistance to participants in the educational process, on the condition of "creating a flexible interactive student-centered online environment for the controlled development of knowledge and skills by students".

Conclusion

It is obvious that the experience gained in organizing distance learning should be presented in the educational system of the future, especially since the percentage of teachers who see digital technologies as new opportunities to increase the availability of quality education has increased from 30% to 70%. However, the introduction of distance learning technologies requires well-thought-out solutions, which are determined not only by the economic component of education, but, above all, by its promising content, educational potential and social objectives.

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