



უმაღლესი განათლების ტრანსფორმაცია პანდემიის პირობებში COVID-19 (რეგიონული ასპექტი)

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ვიქტორია მუკანოვა

„ეკონომიკური უსაფრთხოება, ბუღალტერია და ფინანსები“-ს დეპარტამენტის მასწავლებელი; ვ.ვ. გოროდოვიკოვის სახელობის კალმიკის სახელმწიფო უნივერსიტეტი, ელისტა, რუსეთი

აბსტრაქტი

პანდემიური COVID-19-ით განსაზღვრული თანამედროვე პირობები მოითხოვს უმაღლესი განათლების გარდაქმნას საინფორმაციო ტექნოლოგიების გამოყენებით. ამ კვლევის მთავარი მიზანია, რეგიონში განათლების ციფრული ტრანსფორმაციის გამოკვლევა. მეთოდოლოგიური მეთოდი მოიცავს სოციოლოგიური კვლევის ჩატარებისა და ახსნის მეთოდს. კვლევის ემპირიული საფუძველია, უმაღლესი განათლების რეგიონული ინსტიტუტის სტუდენტების გამოკითხვა, რომლებმაც შეაფასეს დისტანციური სწავლების ხარისხი, ონლაინ განათლების ორგანიზება რეგიონში ციფრულ ტექნოლოგიად გარდაქმნის პერიოდში. ავტორები აანალიზებენ გლობალური გამოწვევის კონტექსტს და გვთავაზობენ მათ კლასიფიკაციას: მივცეთ მტკიცებულება, რომ პანდემია COVID-19 არის ერთ-ერთი ყველაზე საშიში გლობალური გამოწვევა; აღწეროთ უმაღლესი განათლების ტრანსფორმაციის მეთოდოლოგიური ეტაპები; შევაფასოთ უმაღლესი განათლების ციფრული ტრანსფორმაციის ხარისხი უნებლიე შორეული განათლების კონტექსტში და შევთავაზოთ მთელი რიგი რეკომენდაციები მის გასაუმჯობესებლად.

საკვანძო სიტყვები: განათლების ტრანსფორმაცია, ციფრული ტრანსფორმაცია, დისტანციური სწავლება, უმაღლესი განათლების რეგიონული ინსტიტუტი, საგანმანათლებლო მომსახურება, პანდემია, COVID-19– ის პირობებში.

TRANSFORMATION OF HIGHER EDUCATION IN THE CONDITIONS OF PANDEMIC COVID-19 (REGIONAL ASPECT)

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Abstract

Modern conditions defined by the pandemic COVID-19 require transforming higher education with the use of information technology. **The main aim** of this research is the examination of digital transformation of education in the region. **Methodological method** involves the method of conducting and explanation of sociological research. Empirical base of the research is the survey of students of the regional institute of higher education who assessed the quality of distance learning, the organization of online education during the transformation period to digital technology in the region. The authors analyze the context of global challenge and offer their classification; give evidence that the pandemic COVID-19 is one of the most dangerous global challenge; describe methodological stages of transformation of higher education; assess the quality of digital transformation of higher education in the context of involuntary distant education and offer a range of recommendations for its improvement.

Key words: transformation of education, digital transformation, distance learning, regional institute of higher education, educational service, pandemic, in the conditions of COVID-19.

1. Introduction

In the period of the global challenge the transformation of educational services in higher education is becoming necessary in the context of the massive economic, political, social and cultural challenges caused by the pandemic. The pandemic of coronavirus infection has affected all areas of society, including the higher education system. Information technology has become the main tool for the higher education system in the conditions of COVID-19.

In order to examine the transformation of the educational process in higher education it is now more relevant to conduct a study among students of a regional university. Students are consumers of educational

services and their survey will assess the digital transformation of educational services of the university in the context of the organization of compulsory distance learning and identify recommendations for its improvement

The aim of the research is to study the digital transformation of educational services of regional higher education in the conditions of COVID- 19.

The forecast of scientific and technological development of the Russian Federation until 2030 considers the scientific, technological, environmental, social and economic order requiring the adoption of a set of regulatory measures at the national or interethnic level [1; Baranovsky 2010].

2. Presentation of the main research material

Considering aspects of global challenges, it is possible to classify problems and trends arising from different multilevel relationships. For example, Cormochi E. in her work identifies three groups of challenges [3, Cormochi 2015].

1. Environmental challenges which lead to food security and resource availability issues, i.e., reflecting interactions on the level ‘Society-Nature’;
2. Social challenges are related to the growing underdevelopment of some states, the expansion of illiteracy and poverty, as well as the emergence of aggravation of the military situation. In this case we deal with interaction on the level ‘Society – Society’;
3. Demographic challenges reflect negative effects of scientific and technological progress. It is common to the interaction ‘Man – Society’.

The classification can be expanded to the life sphere of the global society by the following classifiers: innovative-economic, nature protective, military-political and value-social challenges from the point of view of their influence on an educational institute (Table 1).

Table 1. Classification of Global Challenges

Global challenges	
Classifier	Kind
Innovative-economic	Global competition
	Technological progress
	Acceleration of innovations
Nature protective	Steady development
	Green technologies
	Resource depletion
Value-social	Social tension (migrants)
	Crisis of values
	Pandemic of coronavirus infection COVID-19

Innovative-economic challenge is caused by blurring of boundaries within traditional industries and changing competition conditions when the winners become those who participate in the net of competitive-partners’ relationship in the framework of inter branch entrepreneurship ecological systems functioning on

digital platform [2, Bereznoy 2018]. Innovative technology is aimed to alleviate, accelerate, reduce labor intensive educational services and lead to global spread of educational courses in the sphere of education. Thus, institutions should take into account this innovation in their sphere and make changes in existing educational programs in accordance with current modern trends.

Nature-protective challenge is determined by the fact that condition and circumstances of the environment affect the quality of human life. It is necessary to teach younger generation the basis of ecological management including managerial events aimed at minimizing adverse effect on the environment and develop students' creative potential, intellectual abilities and professional competences, etc.

Value-social challenge is determined by 'the clash of civilizations' caused by migration flow from undeveloped countries to economically stable countries [4, Nazaretyan 2017]. This challenge is characterized by forced co-existence of cultures and religions as well as by the dialogue of culture and civilization. Considering these global conditions institutes of higher education should develop individual trajectory of education despite religious beliefs and cultural traditions of their students.

Pandemic COVID-19 is a global challenge for separate countries and regions. One of their main objectives of functioning is providing safe working and learning conditions. It led to tough restrictions in most countries and to transition to distant learning and working.

Transition to distant learning during pandemic COVID-19 showed the readiness of regional institutes of higher education to launch online learning and digital transformation. Lockdowns forced to change the relationship 'Teacher-Student' in a short period of time, to develop an individual trajectory of education for each student and increase competition among universities.

Thus, pandemic of coronavirus infection COVID-19 is a challenge and an incentive for the development of digital markets and information technologies in the system of higher education.

This research studies factors of digital transformation of educational services of a regional institute of higher education in the condition of global challenge.

Factors of transition to digital form of educational services during global threats show that it is important to take into account facilities of the institute and important characteristics of younger generation of students. Modern youth has a clip type of thinking and permanent Internet connection. This important feature of young generation should become the main factor of distant learning in Russian education system in the face of global challenges.

3. Methodology

The authors used methodological approach to evaluation the digital transformation of educational services on the example of managing distant learning in the regional institute of higher education in the Republic of Kalmykia during pandemic COVID-19.

March 2020 forced the regional institute of higher education to organize distant learning for all students and provide the process of education during pandemic of coronavirus infection COVID-19. The authors used a survey in order to assess the quality of transition to distant learning and the digital potential of the system of regional system of higher education. The survey involved 750 students (60% female and 40% male), the average age of respondents was 20 years. Students of different courses and programs of full-time training participated in the survey.

Participants were invited to assess the organized distant learning during the pandemic using the scale from 1 to 10 points. The average score was 5.90 out of 10 and points to an average quality of transformed educational processes in the regional institute of higher education. To establish the cause of deviation from the maximum estimated parameter the respondents were asked to assess the organized distant learning during the pandemic on a 10-point scale in three coordinates.

4. Conclusions

The calculation is based on the principle of estimating the maximum share of respondents having chosen similar point. The authors conducted:

1. assessment of convenience factors of the organized distant learning during the pandemic COVID-19;
2. assessment of organizational-technical factors of distant learning during the pandemic COVID-19;
3. assessment of factors of relationship between teacher and student during distant learning in the condition of the pandemic COVID-19.

Thus, the significance of organized distant learning during the pandemic COVID-19 from the point of view of students wasn't very high and got 8.95 points out of 18 points the maximum. It shows that respondents gave the average score for convenience factors of the organized distant learning during the pandemic COVID-19

The convenience factors of the organized distant learning during the pandemic COVID-19 involved the lack of time spent on journey to and from the institute, access to online resources (programs, electronic library and full-text editions) and the opportunity to learn at his/her own pace at a convenient time. Respondents also assessed the degree to which such parameters as the quality of software for organized distant learning, the convenience of interrelationship between students and teachers on educational platforms during lessons and interactions of students among themselves meet their expectations.

Respondents didn't achieve consensus concerning adverse factors of the organized distant learning during the pandemic COVID-19. Students faced additional costs for educational services (purchase of necessary equipment, laptops, access to the Internet, transition to high speed Internet-traffic and others). Students mentioned the lack of communication and possibilities to postpone deadlines of checking points. They also noted that some lecturers couldn't use modern software. But if a student is motivated and tries to turn in his/her work in or before the due date he/she wants to have an individual approach from the teacher. Students also mentioned the lack of atmosphere of students' life necessary for creation social interactions.

Thus, the researchers have revealed positive and negative aspects of the organized distant learning during the pandemic COVID-19 in the regional institute of higher education. The transition of the educational process from classical classroom interaction between the lecturer and students to digital educational process using information technology in the Internet was a challenge facing an institute and learners.

The results of the survey of the organized distant learning in a regional institute shows that digital transformation of educational services and the organization of distant learning in the region during the pandemic COVID-19 didn't meet the expectations of respondents. It is obvious in the assessment of the convenience factors, organizational- technical and the factor of relationship between teacher and students in the organized distant learning during the pandemic COVID-19 by the regional institute.

Some measures are needed in this regard. The authors offer measures which have practical significance for

regional institutes for organizing distant learning in during the pandemic COVID-19.

1. to study the market of educational technologies which can provide wide educational opportunities to create interactive tasks with the help of simple tools. They allow providing an efficient interaction with learners on distant platform (ex. Visual writing down lectures and others);
2. to take into account the labor-intensive performance and the development of learners' professional and super professional competencies. The new educational process shows tutor's features in the work of lecturers;
3. to use a software which can provide continuous educational process in the condition of an unthinkable collaboration 'off line+distant+online'. And to develop relevant competencies in the education system. [7].

The final recommendation which will promote strengthening the digital transformation of the system of higher education in regions in the face of global challenges is the design and implementation of continuous monitoring of the quality of distant learning by institutes.

The above-mentioned measures should be implemented in complex and provide the expected impact of digital transformation of educational services by this region and many other regions of the Russian Federation.

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