

## **Administration of the educational process (legal and linguistic-didactic aspects) in the conditions of quarantine and post-quarantine measures caused by covid-19**

### **Administración del proceso educativo (aspectos legales y lingüístico- didácticos) en las condiciones de cuarentena y medidas poscuarentenarias provocadas por covid-19**

**Vira Mizetska**

mguimps@ukr.net

<https://orcid.org/0000-0002-8295-526X>

Doctor of Philology, Professor, Head of the Department of Foreign Languages of Professional Communication of International Humanitarian University, Ukraine.

**Olena Sierykh**

Serykh@ukr.net

<https://orcid.org/0000-0003-3423-6882>

Ph. D., Associate Professor of the Department of State Law Disciplines, International Humanitarian University, Ukraine.

**Hanna Savchuk**

allhappy341@gmail.com.

<https://orcid.org/0000-0003-4872-8722>

Candidate of Philological Sciences, Associate Professor of the Department of Romano-Germanic Philology and Methods of Teaching Foreign Languages at the International Humanitarian University, Ukraine.

**Diana Yevtimova**

evtimovadi@gmail.com

<https://orcid.org/0000-0003-4502-4826>

Master, Senior Laboratory Assistant, Department of Romano-Germanic Philology and Methods of Teaching Foreign Languages, International Humanitarian University.

**Oleh Synieokyi**

vinyl-doc@email.ua

<https://orcid.org/0000-0002-1419-4964>

Doctor of Social Communications, Professor of the Department of Philology and Publishing, Faculty of Law, Humanities and Social Sciences, Kremenchuk Mykhailo Ostrohradskyi National University.

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## Abstract

The aim of the study is to characterize the impact of the COVID-19 pandemic on the administration of the educational process on the examples of legal and linguistic-didactic aspects. The object of the study is systemic and functional changes in science and education under the influence of the COVID-19 pandemic. The subject of the study is public relations in the field of education and science in their legal and linguistic-didactic aspect under the influence of the COVID-19 pandemic. Research methods are general scientific and special scientific methods, in particular, system-structural, formal-legal, hermeneutic; methods of analysis, synthesis. As a result of the research, the peculiarities of administration of educational processes in the conditions of COVID-19 in the aspect of mechanisms of legal support of activity of bodies of education and science, linguodidactics were formulated; the characteristic of systemic changes in the sphere of education which have occurred under the influence of the distribution of a coronavirus is carried out; describe the main approaches contained in the current scientific literature to solve the above problems.

**Keywords:** education, COVID-19, distance learning, quarantine restrictions, students.

## Resumen

El objetivo del estudio es caracterizar el impacto de la pandemia COVID-19 en la gestión del proceso educativo sobre los ejemplos de aspectos legales y lingüístico-didácticos. El objeto del estudio son los cambios sistémicos y funcionales en la ciencia y la educación bajo la influencia de la pandemia COVID-19. El tema del estudio son las relaciones públicas en el campo de la educación y la ciencia en su vertiente legal y lingüístico-didáctica bajo la influencia de la pandemia COVID-19. Los métodos de investigación son métodos científicos generales y científicos especiales, en particular, sistema-estructural, formal-legal, hermenéutica; métodos de análisis, síntesis. Como resultado de la investigación, se formularon las peculiaridades de la administración de los procesos educativos en las condiciones del COVID-19 en el aspecto de los mecanismos de sustento legal de la actividad de los cuerpos de educación y ciencia, la lingüodidáctica; se lleva a cabo la característica de los cambios sistémicos en el ámbito de la educación que se han producido bajo la influencia de la distribución de un coronavirus; describir los principales enfoques contenidos en la literatura científica actual para resolver los problemas anteriores.

**Keywords:** educación, COVID-19, educación a distancia, restricciones de cuarentena, estudiantes.

## 1. Introduction

The pandemic has affected the vast majority of areas of human life. Education was not left out either. The dilemma of closing schools has been a major challenge for many governments, as lockdown is designed to save lives, but it is difficult for both parents and

children to function in the new environment, and the work schedule of educators has become a constant line of new challenges (Burgess & Sievertsen, 2020). Pupils and students are forced to adapt to the distance form of learning: to participate in online conferences, fill out digital questionnaires, take exams remotely. The transition to distance learning was heterogeneous. Those who were more fortunate adapted to the new digital realities relatively quickly and without much effort. The difference was also felt in connection with the specialty of education, as specialization means the differentiation of the requirements for the applicant during training. As a result, undergraduate students have adapted relatively easily to the digital transition. In contrast, the subjects of the educational process of technical, medical, and natural specialties were forced to adapt in a more sophisticated way. For example, students in the surgical department were forced to use improvised means to train their professional skills. (Schlégl et al., 2020). However, in general, students praised the experience of change (Schlégl et al., 2020; Lee, Fanguy, Lu, & Bligh, 2021). As for the scientific-pedagogical staff, from the very beginning, it was a significant test for him to implement a set of innovations and adapt to the new conditions of his professional activity. In practice, they gained new skills and abilities to use information technology and Internet communication through programs such as Skype, Zoom, Google Meet, Moodle, Google Classroom, and more. Teachers have been assigned the role of mentors throughout the education process in the conditions of quarantine restrictions, which, in practice, meant close cooperation and exchange of knowledge with students.

In this article, we analyze the impact of quarantine restrictions on educational processes in general and the legal and linguistic-didactic dimensions of its administration in particular.

## **2. Literature review**

Adnan & Anwar (2020) use the term online learning in their study. The authors note that the central subject of research and evaluation in the aspect of distance learning are pupils and students, so special attention should be paid to the feedback they provide about certain activities during the learning process.

According to Berezhna and Prokopenko (2020), quarantine measures have shown the vulnerability of the education system in Ukraine while opening new avenues for development. Among them, the authors note the shift of emphasis towards autonomy and self-organization of the subjects of the educational process, the establishment of feedback between them; continuous professional development of teachers; updating the material and technical base of higher educational institutions.

Brammer and Clark (2020) note that Q&A (question and answer) sessions using Microsoft Teams or Zoom are effective ways to communicate between school management and learners. They confirm the need for rapid adaptation to innovation in education, as well as close cooperation between research and teaching staff and students.

Brooks et al. (2020) identified the negative effects of quarantine on mental health. They note that the governing bodies should take adequate restrictive measures, provide the population with up-to-date and complete information, and publicly justify their actions to increase the level of trust in the actions of the administration.

Holovko (2021), in his work, considered the legal implications of quarantine for education in Ukraine. The author notes that the organizational and legal support of the scientific and educational sector as a whole was formed under quarantine with the help of bills adopted by the Ukrainian parliament to stimulate the educational sector, government acts, departmental orders of the Ministry of Education and Science, its regional and regional branches. Among the necessary improvements in the legal regulation of distance learning, the author includes issues of personal data protection, software licensing, examination of digital resources, regulation of means of recording learning outcomes and working hours of research and teaching staff, etc.

Jones and Sharma (2020) in their work tried to imagine what education will look like in the postcoronavirus period. The authors concluded that in the future, the design of educational programs should apply all the achievements of online learning, which were acquired during the coronavirus era.

Oleshko, Rovnyagin, and Godz (2021) draw attention to the importance of interactive education between students and teachers in the formation of a student-centered model of learning. In their study, they identified the advantages and disadvantages of distance learning in terms of COVID-19, noted the need to motivate the teaching staff, research, and teaching staff. They also emphasize the role of public administration bodies, such as the Ministry of Digital Transformation of Ukraine, in ensuring effective access to education via the Internet, the use of digital educational platforms.

### **3. Theoretical framework**

#### **a. Organizational and legal basis of functioning of scientific and educational branch of Ukraine in the conditions of the quarantine restrictions caused by COVID-19**

At the beginning of the corona crisis, the first tasks for regulatory regulation were the implementation of the educational process and the payment of salaries to employees in the field of science and education (Holovko, 2021). For example, the letter of the Ministry of Education and Science No. 1/9-154 dated March 11, 2020, contained recommendations on the transfer of scientists and educators to remote work. Letter No. 1/9-161 of March 13, 2020, established the average salary for workers in the industry whose work was suspended due to quarantine restrictions. According to the Order of the Ministry of Education and Science of Ukraine No. 406 of March 16, 2020, educational programs in educational institutions were transferred to distance learning. A joint letter 1/9-162 of the Ministry of Education and Science of Ukraine and the Central Committee of the Trade Union of Education and Science of March 17, 2020, confirmed the above

recommendations and instructions. The letter of the Ministry of Education and Science No. 1/9-173 dated March 23, 2020, expanded educational tools by mentioning the use of mobile devices, creation of digital data in social networks, etc. Regional centers, education departments of regional state administrations issued orders per government regulations (Holovko, 2021). Educators were transferred to work remotely, and educational institutions were closed for quarantine.

Regarding distance learning, it should be remarked that Art. 9 of the Law of Ukraine "On Education" (Law 2145-VIII, 2017) provides that distance education is one of the forms of education. A similar provision is found in Art. 49 of the Law of Ukraine "On Higher Education" (Law No. 1556-VII, 2014). Legislatively, distance education is proposed to mean the organization of individualized educational process, which occurs through the indirect interaction of distant participants in the educational process in a specialized environment that operates based on modern psychological, pedagogical, and information and communication technologies (Kaganovska, 2020; Holovko, 2021).

According to Art. 6 of the Law of Ukraine "On scientific and scientific-technical activities" (Law No. 848-VIII, 2015), scholars can be introduced to remote forms of work. The possibility of this is determined under the collective agreement or by the decision of the head of the scientific institution in agreement with the elected body of the primary trade union organization (Holovko, 2021). As claimed in the rules of internal labor regulations, labor norms, and the schedule of remote scientific work are coordinated. As stated in Art. 10 of the Law No 848-VIII, the Academic Council determines the list of professions and positions to which the requirements for remote work can be applied. In addition, at the beginning of the epidemic, science and education institutions faced organizational difficulties in certifying junior staff and applicants, and the Ministry of Education and Science recommended that specialized scientific councils postpone meetings (Order No. 406, 2020). Changes to the final and transitional provisions (Law 676-IX, 2020) of the Law "On Higher Education" (Law No. 1556-VII, 2014) in terms of continuing until June 30, 2021, training of candidates and doctors of sciences, as well as corresponding changes to the orders of the Ministry of Education and Science of Ukraine on the activities of specialized scientific councils. In addition, it was possible to have specialized scientific councils meet in real-time using video and secret ballot facilities using programs to ensure anonymity and verification of voting (Order 946, 2020; Resolution 607, 2020). Thus, specialized scientific councils could operate in a remote or mixed format (Holovko, 2021).

## **4. Results and discussion**

### **4.1. *How does quarantine affect education?***

On the report of Tam and El-Azar (2020), along with the potential risks, a new coronavirus pandemic can make significant adjustments to how we envision the learning process. Following them, quarantine restrictions can cause technological breakthroughs in education, as teaching staff and students need to find ways in the short term to continue

the educational process without losing the expected results. Such innovations include cloud communication, digital data transmission, and, in the long run, the introduction of 5G for efficient and optimal Internet connection and communication between teachers and students (Lu, 2020). Simultaneously, the authors note that in extreme conditions the state is often unable to ensure the stability of the educational process. For example, when it comes to finding alternative forms of education, because simply closing schools is not enough, so, in this aspect, the role of cooperation between government and private sector. These joint efforts are to find efficient solutions to the conditions of the educational process. For example, with free access to messengers, or by creating mobile applications specifically for educational purposes (in particular, highly specialized educational programs for the certification of children or students from separate subjects); through the participation of subjects of the educational process in the so-called "Virtual schools" - digital platforms that contain curricula in various subjects, ways of communication between subjects (chats, chatbots, video conferencing, etc.), forms of reporting and control, testing of knowledge, skills, abilities of pupils or students. In the opinion of Tam and El-Azar (2020), such large corporations as Microsoft, Google, Samsung, Tencent, Ping An, Alibaba may be interested in creating a technological educational product that would help the subjects of the educational process to adapt to quarantine restrictions. On the other hand, these companies can provide services to national governments in creating such digital applications. Among the negative trends, the authors highlight the deepening of the so-called "digital divide" between developed and other countries, which may widen over time (Zhong, 2020). Access to technology, the family economic well-being of the subjects of the educational process, and the general economic situation regarding access to the latest technologies in the country play a significant role in this. Thus, the authors conclude that governments need to pay attention to projects that provide such access to students from low-income families. In the long run, such measures should reduce the technological gap and mitigate the socio-economic crisis that will result from the cumulative effect of various factors caused by the pandemic.

Burgess and Sievertsen (2020), in their study, analyze the impact of the COVID-19 pandemic on the educational process. The authors note, that there is a threat of long-term impact of the epidemic on the affected populations, which is likely to increase inequality in the future. They illustrate the negative impact of interrupting the educational process through the research of Carlsson et al. (2015) and Lavy (2015), who showed that ten additional study days improved test scores by 1% of the standard deviation (Carlsson et al., 2015), and an additional hour per week during the academic year in core subjects increased test scores by approximately 6% of the standard deviation (Lavy, 2015). Based on these data, Burgess & Sievertsen (2020) assume that due to quarantine restrictions, school performance will fall within 10% of the standard deviation. The authors of the study note that home education couldn't become a full-fledged substitute for school.

As claimed by Berezhna and Prokopenko (2020), some trends in distance learning in quarantine were identified using a questionnaire. First, the imperfection of the material and technical base of universities has forced the use of video communication for conferences instead of lectures and seminars. In addition, the presentation of new

projects took place using programs such as Zoom and Skype. Digital platforms, resources, and social networks such as Google Classroom, Moodle, Viber, Telegram, Microsoft Teams, Facebook Messenger, WhatsApp were used (Muravlyova et al., 2021). Data from third-party sites, such as the Ukrainian educational project Prometheus, were used as additional material. Secondly, the survey data also described the psychological problems of students related to lack of communication in person, combining home, family responsibilities with learning in a limited space and access to teaching aids, when all family members were at the same time at home, an overall increase in stress levels due to increased stressors (Brooks et al., 2020). These findings are supported by data from other studies conducted in different regions of the globe (Greece, Ecuador, Albania, etc.) on the impact of quarantine on the mental health of subjects of the educational process (Asanov et al., 2021; Kaparounaki et al., 2020; Meo et al., 2020). Збільшилося навантаження й на викладачів (Daniel, 2020; MacIntyre, Gregersen & Mercer, 2020; Kishchak, 2020). In the opinion of students who participated in the survey Berezhna & Prokopenko (2020), the quality of distance education is not inferior to full-time. They add that it has a positive effect on their discipline and self-organization, as they have more autonomy at home compared to full-time study. Teachers, in turn, point to the renewal of the role they play in the educational process because now they should accompany students throughout the journey, as well as be able to work with technological innovations, which, in some ways, is reflected in the constant improvement of their skills.

Daniel (2020), in his research, emphasizes that a pragmatic approach is needed in the administration of the educational process. The author divides this approach into the following aspects:

- 1) preparations;
- 2) addressing different levels of students skills and knowledge;
- 3) reassurance to students and parents;
- 4) use of simple approaches to remote learning;
- 5) curricula;
- 6) assessment;
- 7) post-quarantine education, and;
- 8) the use of resources.

Regarding post-quarantine measures, the researcher notes that the return to in-person classes should be gradual, and universities are likely to maintain advances in telecommunications and implement such innovations systematically to be prepared for exceptional scenarios such as dangerous epidemiological situations, etc.

Dombrovska (2020) points out that the reduction in the number of foreign students, the decline of funding or even the closure, the restructuring of higher education institutions have negatively affected the educational process and the education system as a whole. However, the positive thing is that the teaching staff could adapt to the changes and

acquire new valuable and necessary skills in working with information technology, and students can receive an education without leaving home.

Klochko et al. (2021) indicate that a necessary condition for the effective administration of the educational process should be continuous training of teachers. The next step, in their opinion, is the monitoring of moods and control (feedback) of learning satisfaction, quick problem-solving skills, creative, creative approach, and quick adaptation to changes.

Hall (2020) points to the role of business schools in shaping a new management elite that will be able to meet serious challenges such as the new coronavirus epidemic. The author concludes that higher education administrations should consider partnering with the private sector to represent business schools. Accordingly, it is necessary to establish a system of staff exchange between universities and the involvement of business schools in training and exchange of experience.

Teaching is associated with high levels of stress. As a result of the introduction of quarantine measures and radical changes in the conditions of classes, the number of stressors for the scientific and pedagogical staff has increased (MacIntyre, Gregersen, & Mercer, 2020). Stress, anxiety, exhaustion, anger, loneliness – these are some of the feelings felt by teachers themselves, which they felt during the lockdown under the influence of quarantine restrictions and adaptation to new realities. In this situation, such a form of coping as avoidance only delayed the solution of the problem and increased the contradictory effects of stress. In this regard, a vital component of pedagogical activities can be the coordination of mental health services and faculty members to overcome the crisis associated with the work of teachers in a complex coronavirus period.

Future learning challenges will focus mainly on inclusiveness, access to education (Toquero, 2020; Bozkurt, & Sharma, 2020). In the postcoronavirus period, a big task will be to create a balanced system of classes, which will consist of various creative approaches to learning, the use of distance and classical learning in classrooms, return of interest, enthusiasm of students, increase the prestige of knowledge.

#### ***4.3 Linguodidactic dimension of training management in the conditions of quarantine restrictions caused by COVID-19***

From the point of view of the theory, Moroz, Kalashnyk, and Kyrychenko (2021), in the study, allocate three clusters of maintenance of the educational process: methodical, didactic, and pedagogical. The first should consist of the creation of educational and methodological complexes, a media library, video recordings of lectures, an electronic library, virtual practical classes, etc. In this regard, didactics (the second cluster of support) is manifested in the creation of methods for developing teaching materials for distance learning, conducting classes, retraining teachers, development of electronic learning resources, construction of individual educational trajectories. The third cluster (pedagogical support) implies professional development of teachers in the use of



information and communication technologies, means of stimulating scientific and pedagogical staff, organization of exchange of innovative experience (Makhmudov, Moroz, and Kalashnyk, 2021).

Regarding practical issues, it should be regarded, that significant advantages in learning foreign languages can be achieved through programs such as Google Classroom, Google Documents, Google Forms, Google Drive, Skype, Zoom, Miro, Padlet, and Class Marker. They provide a package of opportunities for the design of theoretical and practical materials, filling out reports, and maintaining communication between the teacher and the group (Gurova et al., 2020; Kharchenko, & Gostishcheva, 2020). It is also necessary to take into account the alternation of work in different digital applications with the practice of speaking, for example, through digital communication (Skype, Zoom, Google Meet) (Riabukha, & Nasalevych, 2021).

During quarantine restrictions for learning foreign languages, the "flipped classroom" method, which is directed at fostering students' independence and the most efficient use of resources for real-time learning (Zayarna, 2020), has proved its effectiveness. It was first suggested by American teachers Bergmann & Sams (2012). Its essence is to change the stages of the learning process. Under this approach, the new material is processed independently, and its consolidation is checked in the classroom (Zayarna, 2020). At the same time, Learning Management Systems can be effective for asynchronous learning, which should precede synchronously. This approach is designed to identify gaps in students' knowledge. In turn, the synchronous approach aims to correct mistakes and improve communication skills.

Moser, Wei, and Brenner (2021) note that online learning in COVID-19 differs significantly from planned distance learning. As a result, language teachers will continue to need distance learning instruction, as they estimate that educational goals have not been achieved to the extent provided in the pre-quarantine period.

## 5. Conclusions

It is characteristic that the active innovation process begins only in the conditions of a strong crisis, which is a coronavirus pandemic. As a result, we are facing a significant digitalization of the educational process, which is unlikely to disappear after the disease. Therefore, in this aspect, governments should pay attention to projects involving private sector actors, in particular, IT professionals, publishers, telecommunications professionals, in order to work together to implement and maintain a stable and effective educational process.

Research data show that the impact of quarantine on science and education is ambiguous, as it contains both negative and positive progressive changes. In this sense, it is necessary to pay attention to the interaction between pupils, students and scientific

and pedagogical staff, to promote access to education and training technologies, to build educational and training strategies on the principles of equality and inclusiveness.

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