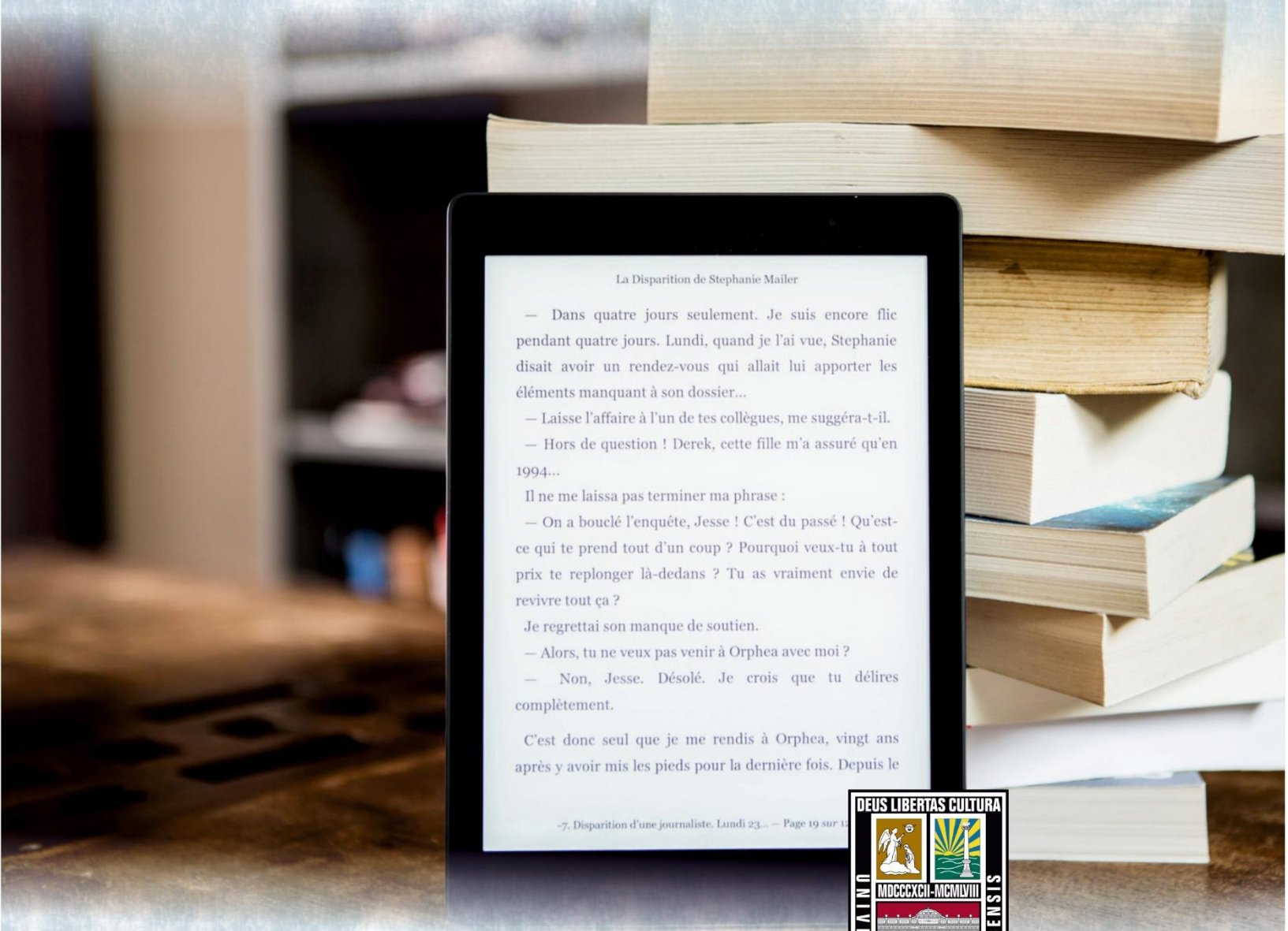
Eduweb

Revista de Tecnología de Información y Comunicación en Educación

Online ISSN: 2665-0223
Print ISSN: 1856-7576



Volumen 15, No. 2.
Mayo - Agosto 2021

Universidad de Carabobo
Facultad de Ciencias de la Educación

UNIVERSIDAD DE CARABOBO

Rectora
Jessy Divo de Romero

Vicerrector Académico
Ulises Rojas

Vicerrector Administrativo
José Ángel Ferreira

Secretario
Pablo Aure

Facultad de Ciencias de la Educación

Decana
Ginoid Sánchez de Franco

Director Escuela de Educación
María Auxiliadora González

Dirección de Docencia y Desarrollo Curricular
María Cristina Arcila

Dirección de Investigación y Producción Intelectual
José Álvarez

Dirección de Asuntos Profesorales
Zoraida Villegas

Dirección de Estudios para Graduados
Flor Morales

Dirección de Administración
José Gregario López

Directora-Editora de la Revista Eduweb
Elsy Medina

Consejo de Desarrollo Científico y Humanístico

Vicerrector Académico Presidente
Ulises Rojas

Director Ejecutivo
Aaron Muñoz

Depósito legal: pp200702CA2520
ISSN: 1856-7576

Código Revencyt: RVE022
Registrada en el Catálogo Latindex con el número de folio 19424

Dirección de la Revista: Apartado de Correo 3812, Oficina de correos Trigal Sur, Valencia, Edo. Carabobo. Venezuela.
Correo electrónico: revistaeduweb@gmail.com

La revista Eduweb es una publicación cuatrimestral editada por la Coordinación del Programa de Especialización en Tecnología de la Computación en Educación de la Facultad de Ciencias de la Educación, Universidad de Carabobo. Es una publicación de ámbito nacional e internacional indizada en el índice de Revistas Venezolanas de Ciencia y Tecnología REVENCYT, en el Catálogo LATINDEX, Actualidad Iberoamericana, Dialnet, Red Iberoamericana de Innovación y Conocimiento Científico REDIB, y en Emerging Sources Citation Index.

Los contenidos de los trabajos publicados en la revista son de entera responsabilidad de los autores.

Versión electrónica de la Revista:
http://revistaeduweb.org

Esta edición se produce bajo el auspicio del Consejo de Desarrollo Científico y Humanístico y la Dirección de Postgrado de la Facultad de Ciencias de la Educación de la Universidad de Carabobo.

Se intercambia con otras revistas de carácter científico.

Contenido

De los fines y propósitos de Eduweb, Revista de Tecnología de Información y Comunicación en Educación..... **7**
Carta del editor..... **8**
Editor's letter..... **9**
Capacitación remota en competencias técnicas en el marco de la ambientalización de la Ingeniería La formación con herramientas TICs para soporte del Tele-Trabajo
Remote training in technical skills within the framework of the greening of Engineering Training with ICT tools to support Tele-Work.
Cecilia Sandoval-Ruiz.....**10**
Educación virtual como herramienta de aprendizaje e innovación en los estudiantes universitarios
Virtual education as a tool for learning and innovation in university students
Carlos Blanco, Edita De Nobrega, Carlos José Blanco, German Ospino.....**22**
El aprendizaje a través de la ciencia ficción: El audiovisual Guardians of the heritage
Learning through science fiction: The guardians of the heritage audiovisual
Francisca Ramón Fernández, Vicent Giménez Chornet, Vicente Cabedo Mallol, Juan Vicente Oltra Gutiérrez **32**
Inteligencias múltiples y el aprendizaje de tecnologías en universitarios peruanos
Multiple intelligences and technology learning in Peruvian university students
Edith Mariela Quispe Sanabria, Lisette Paola Campos Carpena, Lizet Doriela Mantari Mincami.....**42**
E-learning en tiempos de COVID. La experiencia del CLUSTER de Enseñanza -Aprendizaje AULACIETE 2020-2021
E-learning in times of COVID. The experience of the AULACIETE 2020-2021 Teaching-Learning CLUSTER
Raymond Marquina, Ángel Alvarado, Elisabeth Benítez.....**55**
Praxeología y virtualidad en las zonas rurales. Algunas reflexiones
Praxeology and virtuality in rural areas. Some reflections
Álvaro Sánchez.....**69**
Competencias ontoepistemológicas en la virtualidad
Ontoepistemological competences in virtuality
Noira Bejar, Elsy Medina.....**77**
About the Personal Creativity of the Students to Become Teachers
Sobre la creatividad personal de los estudiantes para convertirse en profesores
Anton Stoykov.....**86**
Information and communication technologies in distance education for improving competence of students in the university
Tecnologías de la información y la comunicación en la educación a distancia para mejorar la competencia de los estudiantes en la universidad
Anton V. Lebedev, Mariia I. Murneva, Nadezhda A. Shestakova, Iuliia S. Pinkovetskaia, Marina V. Bakanova.....**101**
The Mixed Model of Teachers' Evaluation in Secondary Schools
El modelo mixto de evaluación de los docentes en las escuelas secundarias
Yury Frolov.....**110**
Formation of competitiveness of graduates of military aviation universities by means of integral teaching technology
Formación de la competitividad de los graduados de las universidades de aviación militar por medios de tecnología de enseñanza integral
Angela Rekhlova, Olga Donina, Alexander Kuznetsov, Lydia Nabatova, Roman Goriunov.....**128**
Effect of the pandemic in the training of the lawyer and lawyer employment
Efecto de la pandemia en la formación del abogado y el empleo del abogado
Kuchma Olha Leonidivna.....**141**
Higher Education System: Key Subjects of Educational Policy
Sistema de educación superior: temas clave de la política educativa
Tatyana N. Vasyagina, Natalya V. Osipova.....**152**

Ph.D training by specialty «Law» in Ukraine (on the example of Zaporizhzhia National University)
Formación de doctorado por especialidad «Derecho» en Ucrania (en el ejemplo de la Universidad Nacional Zaporizhzhia)
Mikhail Larkin, Svitlana Poliakova, Oleksandr Shamara, Natalia Ivanova, Iryna Petiahina……..**170**
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, Olena Sierykh, Hanna Savchuk, Diana Yevtimova, Oleh Synieokyi…….....**181**
Rethinking Management of the 21st Century: An Approach to Contemporary Business Education
Repensar la gestión del siglo XXI: un enfoque de la educación empresarial contemporánea
Dmitry V. Kuzin……**194**
Creative self-presentation skills among students in the educational process of a higher education institution
Habilidades creativas de auto-presentación entre los estudiantes en el proceso educativo de una institución de educación superior
Olga A. Poselennova, Margarita A. Kovardakova, Irina V. Aryabkina, Yulia A. Chernova, Kirill O. Ravodin……**208**
The features of the formation of ethno-value consciousness in the modern Kazakh Pedagogical University
Las características de la formación de la conciencia del valor etno en la universidad Pedagógica Moderna de Kazaj
Aipova Ainash, Apaeva Sofiya, Temirgalinova Assel, Shabambaeva Anara, Karabulatova Irina……**229**
Gloss discourse as a gender tool of consumer motivation in the era of digital communications
El discurso del brillo como una herramienta de género para la motivación del consumidor en la era de las comunicaciones digitales
Aleksandra A. Vorozhbitova, Zulima Z. Bzegezheva, Anastasia A. Buryanova, Lyudmila V. Prus……..**245**
Folklore and literary continuum in the north caucasian novel of the late xx-th century in the aspect of ethnopedagogy
El folclore y el continuo literario en la novela del norte del Cáucaso de finales del siglo xx en el aspecto de la etnopedagogía
Arsamak Magomedovich Martazanov, Khanifa Magamedovna Martazanova, Alena Mustafaevna Sarbasheva……..**261**
Mythologization of the inner space of the North Caucasus and folklore
Mitologización del espacio interior del Cáucaso Norte y folclore
Fatima B. Sautieva, Ismail M. Radzhabov, Irina S. Karabulatova, Olesia Mikhailovna Pakhomenkova……..**278**

DE LOS FINES Y PROPÓSITOS DE EDUWEB, REVISTA DE TECNOLOGÍA DE INFORMACIÓN Y COMUNICACIÓN EN EDUCACIÓN

Eduweb, la revista de Tecnología de Información y Comunicación en Educación, es una publicación de carácter nacional e internacional de divulgación del conocimiento, del uso, aplicación y experiencias de las Tecnologías de la Información y Comunicación (TIC) en ambientes educativos. Con la revista se pretende divulgar las innovaciones que en materia de TIC están siendo implementadas y ensayadas en los diferentes niveles y modalidades del sistema educativo venezolano e iberoamericano. De igual manera contribuir a proyectar las experiencias de estudiantes de pre y postgrado, docentes, investigadores y especialistas en TIC en educación en la Universidad de Carabobo y en otras universidades de Venezuela y de otros países de Iberoamérica. Es una revista arbitrada e indexada adscrita al programa de la especialización en Tecnología de la Computación en Educación, de la Facultad de Ciencias de la Educación de la Universidad de Carabobo, registrada bajo el ISSN 1856-7576. Editada en formato impreso y digital.

Visión

Ser un espacio académico-científico de difusión y divulgación de las distintas tendencias del pensamiento universal ubicadas en el área de TIC en ambientes educativos, con altos niveles de calidad académica.

Misión

Promover y facilitar la difusión y divulgación de los productos de las investigaciones y experiencias de los docentes e investigadores de la Universidad de Carabobo y otras universidades del país y del mundo en el área de TIC en ambientes educativos; motivar la participación en redes comunes de información y publicación nacional e internacional; coordinar esfuerzos y velar por la calidad de las publicaciones a fin de procurar elevar el nivel académico del personal docente y de investigación mediante el desarrollo de trabajos de investigación como función esencial en su crecimiento académico.

Objetivos

Servir como órgano de divulgación de las TIC y su influencia en ambientes educativos. Estimular la producción intelectual no solo en los docentes e investigadores de la Universidad de Carabobo, sino también en otros centros de educación e investigación nacional e internacional.

Propiciar el intercambio cultural, académico, científico y tecnológico con otros centros de educación superior en Venezuela y el mundo.

CARTA DEL EDITOR

El equipo de trabajo de la Revista Eduweb se complace en esta ocasión al mirar un poco de su historia, específicamente sobre su esencia que como medio divulgativo del conocimiento ha atravesado estos últimos años. Nos ubicamos en el año (2007) volumen 1 N°1 en el que la carta al editor fue escrita por la Dra. Beatriz Mejías de Dayoub de la Universidad Central de Venezuela, emblemática casa de estudio en Venezuela. Nuestra respetada profesora dibujó las siguientes palabras "Esta revista viene a constituir un espacio muy importante y estoy segu¬ra que será acogida con entusiasmo por todos aquellos docentes, inves¬tigadores y otros profesionales, que durante largos años hemos venido trabajando con mucho tesón y esfuerzo en todo lo que implica la relación Educación -Tecnologías de la Información y Comunicación"; han transcurrido catorce años de la dedicación de estas letras y sin duda representan uno de los pilares sobre los cuales se ha erigido el eje transversal de quienes venimos trabajando en este tema. El volumen 1 N°2 (2007) tuvo el privilegio de ser dirigido por la pluma del teórico Julio Cabero Almenara de la Universidad de Sevilla España, el catedrático en ese entonces encabezó su dedicación con una cita del poeta andalusí Solomon Ibn Gabiral (1021 - 1058)." En el camino a la sabiduría, el primer paso es silencio; el segundo, escuchar; el tercero, recordar; el cuarto, practicar; el quinto, enseñar a otros.". Y esta es la función que pretende desempeñar Eduweb. Revista de Tecnología y Comunicación en Educación, la que pueda servirnos de plataforma para que enseñemos a otros, nuestro conocimiento, reflexiones e investigaciones que tenemos sobre las TIC, con el objeto de construir un mundo educativo mejor: más eficaz, de más calidad, más democrático, más igualitario, y más significativo. Ciertamente, no puede decirse menos que un honor por parte del teórico contemporáneo más importante de los últimos tiempos, al concedernos ese compromiso adquirido de "enseñar a otros".

Por su parte, el volumen 2 N° 1 (2008) fue escrito por la excelsa Prof. Elena Dorrego+ donde afirmó: "Particularmente hacemos referencia al Congreso Expedición Eduweb, que desde el 1999 se ha venido realizando cada dos años organizados por la Facultad de Educación de la Universidad de Carabobo (UC). Las temáticas de los dos primeros se enfocaban hacia el uso de las TIC en la modalidad presencial, mientras que en los siguientes se refleja la evolución y el avance que ha tenido la educación a distancia en las IES venezolanas. La Dra. Dorrego nos dejó grandes aportes teóricos, quienes tuvimos la oportunidad de compartir con ella damos fe de su amplio dominio sobre el tema no solamente de diseño instruccional, sino el uso de la tecnología en el contexto educativo; siempre será recordada por la forma cómo concibió la educación.

En el mismo volumen 2 N° (2008) tuvimos el privilegio de contar con la escritura del Dr. Julio Barroso catedrático de la Universidad de Sevilla – España, en ese entonces sentenció "A nivel de profesores y alumnos, podemos decir que el principal cambio que se está produciendo es el pasar de modelos de enseñanza centrados en el profesor a modelos centrados en el estudiante". Leemos estas líneas y pensamos en su vigencia; ya que el mundo está trabajando en la virtualidad como alternativa para mantener puertas abiertas de las distintas universidades pese al aislamiento producto de una pandemia que ha sometido al planeta; esa ha sido una realidad irrefutable, los docentes han hecho grandes esfuerzos en el acompañamiento de actividades en línea.

Enfocados en nuestro objetivo de divulgación, seguiremos recordando los distintos autores que a través de los años han dejado su huella imborrable en el tema tesis de la revista.

En este número se divulgan una serie de trabajos internacionales producto de unidades y grupos de investigadores de distintos países que nos alientan en nuestro esfuerzo y dedicación.

Elsy Medina
Directora-Editora

EDITOR'S LETTER

The Journal Eduweb work team is pleased on this occasion to look at a little of its history, specifically its essence that as a means of disseminating knowledge it has gone through in recent years. We are located in the year (2007) volume 1 No. 1 in which the letter to the editor was written by Dr. Beatriz Mejías de Dayoub of the Central University of Venezuela, emblematic house of study in Venezuela. Our respected teacher drew the following words: “This magazine is going to constitute a very important space and I am sure that it will be welcomed with enthusiasm by all those teachers, researchers and other professionals, who for many years have been working with great determination and effort in all that implies the relationship Education-Information and Communication Technologies”; Fourteen years have passed since the dedication of these letters and without a doubt they represent one of the pillars on which the transversal axis of those of us who have been working on this issue has been built.

Volume 1 N ° 2 (2007) had the privilege of being directed by the pen of the theoretician Julio Cabero Almenara of the University of Seville Spain, the professor at that time headed his dedication with a quote from the Andalusian poet Solomon Ibn Gabiral (1021 - 1058). "On the path to wisdom, the first step is silence; the second, to listen; the third, remember; the fourth, practice; the fifth, teaching others”. And this is the role that Eduweb intends to perform. Journal of Technology and Communication in Education, which can serve as a platform for us to teach others our knowledge, reflections and research that we have about ICT, in order to build a better educational world: more effective, of higher quality, more democratic, more egalitarian, and more meaningful. Certainly, nothing less than an honor can be said on the part of the most important contemporary theorist of recent times, in granting us that acquired commitment to "teach others."

For its part, volume 2 N ° 1 (2008) was written by the exalted Prof. Elena Dorrego + where she stated: “We particularly refer to the Eduweb Expedition Congress, which since 1999 has been held every two years organized by the Faculty of Education from the University of Carabobo (UC). The themes of the first two focused on the use of ICT in the face-to-face mode, while the following reflect the evolution and progress that distance education has had in Venezuelan HEIs. Dr. Dorrego left us great theoretical contributions. Those of us who had the opportunity to share with her attest to her broad domain of not only instructional design, but also the use of technology in the educational context; she will always be remembered for the way she conceived education.

In the same volume 2 N ° (2008) we had the privilege of having the writing of Dr. Julio Barroso, professor at the University of Seville - Spain, at that time he sentenced “At the level of teachers and students, we can say that the main change What is taking place is the transition from teacher-centered teaching models to student-centered models”. We read these lines and think about their validity; since the world is working in virtuality as an alternative to keep open doors of the different universities despite the isolation product of a pandemic that has subjected the planet; This has been an irrefutable reality; teachers have made great efforts to monitor online activities.

Focused on our dissemination objective, we will continue to remember the different authors who over the years have left their indelible mark on the journal's thesis topic.

In this issue, a series of international works produced by units and groups of researchers from different countries are disclosed, encouraging us in our effort and dedication.

Elsy Medina
Director - Editor

DOI: https://doi.org/10.46502/issn.1856-7576/2021.15.02.1

Capacitación remota en competencias técnicas en el marco de la ambientalización de la Ingeniería La formación con herramientas TICs para soporte del Tele-Trabajo.

Remote training in technical skills within the framework of the greening of Engineering *Training with ICT tools to support Tele-Work.*

Cecilia Sandoval-Ruiz
cesandova@gmail.com
https://orcid.org/0000-0001-5980-292X
Universidad de Carabobo, Valencia - Venezuela

Recibido: 16/06/20
Aceptado: 28/01/21

Resumen

Se presenta el diseño de estrategias para la capacitación remota, siguiendo criterios de ambientalización del programa de formación en ingeniería. Esto a través de una revisión conceptual de las tendencias en la ambientalización curricular. El método consistió en ensayos de actualización de los contenidos, a partir de actividades remotas. Se obtiene como resultado un nuevo enfoque en la conformación de los conceptos de eco-ingeniería y tele-trabajo. Lo que permitió concluir en la actualización de las competencias técnicas orientado al desarrollo sostenible y responsabilidad ambiental.

Palabras clave: Eco-Ingeniería, Ingeniería Digital, Tele-trabajo, capacitación remota, Universidad 4.0.

Abstract

The objective was to describe an educational experience on the construction of a Diplomat in Statistics Applied to Research with Google Classroom, Faculty of Medicine, University of Los Andes, Mérida, Venezuela, 2018-2020. Method: quantitative approach, descriptive research type, non-experimental, field design, prospective. The sample consisted of 168 participants in seven cohorts of the diplomat course. Results: 83.3% (n = 140) completed the diplomat, the average and weighted standard deviation of grades was 16.98 ± 1.473 points. Conclusions: the construction of the diplomat with the use of

Google Classroom was effective. The educational process under the b-learning modality was fluid and allowed to overcome logistical difficulties.

Key words: Statistical Literacy, B-learning, Education.

1. Introducción

La población humana ha ido ocupando cada vez más espacios que pertenecen al hábitat natural de la fauna local y silvestre, en su afán de explorar territorios y recursos, alterando el equilibrio de la vida en el planeta. Todos los seres vivos (animales de todas las especies) merecen calidad de vida, paz y seguridad. Esa seguridad es alcanzada cuando el humano no interviene los ecosistemas y es responsable en causar el menor impacto ambiental, en sus actividades profesionales. La evolución del ser humano está relacionada a entender este principio y sentir empatía, respeto y amor hacia todos los seres vivos.

Actualmente, la formación profesional presenta dos retos bien definidos, el primero de ellos corresponde con la mitigación y remediación del impacto ambiental, y el segundo, accesibilidad a la formación en competencias técnicas de forma remota. Se deben asumir y sintetizar los temas en la formación del profesional, con un claro sentido de responsabilidad, específicamente en el contexto ambiental. Ante el panorama ambiental actual resulta obligatorio revisar la responsabilidad del sistema educativo y de valores profesionales, el papel que juega el currículo universitario en este modelo, así como ofrecer alternativas de solución.

En (Sabogal, 2005) se afirma que la universidad contemporánea debe responder a los desafíos que le presenta la sociedad del conocimiento, la globalización, el nuevo papel de la ciencia y la tecnología. Por su parte (Sandoval, 2016) afirma la importancia de incluir una estrategia de análisis sobre las motivaciones, ética y valores que deben estar presentes en los proyectos profesionales, como parte del proceso de formación. Igualmente, se menciona que los ingenieros deben ser capaces de reconocer, que cualquier impacto causado por el ejercicio de la profesión en un determinado entorno trasciende, todas las escalas de los sistemas y alrededores implicados (Belandria, 2011).

En (Quintana, 2015) se plantea un análisis de la ambientalización curricular, la incorporación de contenidos ambientales en el programa universitario y revela conexiones entre la sociedad, el diseño curricular, la formación ambiental de docentes y por último potencialidades e implicaciones de las TIC para la ambientalización del proceso formativo. Por otra parte (Mora, 2011) plantea la necesidad de considerar indicadores de un modelo de inclusión de dimensiones ambientales en el currículo de educación superior. En este orden de ideas, se consideran los indicadores que permitan medir la eficiencia de los programas de formación y actualización en competencias técnicas para el tele-trabajo en áreas de ingeniería, cumpliendo con criterios de bajo impacto ambiental. A modo de complementar las competencias profesionales, con un

sentido de responsabilidad sobre el efecto de las acciones profesionales sobre la flora, fauna, espacios, y recursos renovables.

El objetivo de este trabajo es desarrollar una propuesta enfocada en un modelo de desarrollo sostenible planteada por (Barrón, 2010) que le brinde herramientas y competencias al profesional bajo criterios de análisis y estimación del impacto ambiental de los proyectos, en el marco del ejercicio profesional. En (Mora, 2012) se menciona que es necesario facilitar a los estudiantes universitarios, competencias no solo científico-técnicas sino también sociales y éticas coherentes con un desarrollo humano sostenible. Las competencias profesionales han sido entendidas como el conjunto de conocimientos, habilidades, destrezas y actitudes. La adquisición de determinadas competencias sería uno de los objetivos del proceso formativo, dotando en este sentido de utilidad a la adquisición de conocimientos en función de un contexto social y laboral específico. Las competencias ambientales entendidas como el resultado final de un proceso formativo, están dirigidas en primera instancia a la comprensión de la relación medioambiente sociedad; luego a la adquisición de conocimientos y la creación de habilidades, destrezas para la solución de problemas en un entorno marcado por la condición ambiental (Quintana, 2015).

En (Mora, 2011) se afirma que los problemas ambientales son principalmente problemas de conocimiento, del modelo de desarrollo y de la educación global y local. Esta concepción permite encontrar una solución a partir de nuevos enfoques en la matriz curricular, para dirigir el conocimiento hacia un modelo de desarrollo respetuoso con el medio ambiente. Los objetivos del currículo están enmarcados en orientar de manera continua el proceso de formación integral del talento humano, profesional y especialistas, para promover su actualización y mejoramiento conforme a las necesidades tecnológicas y progreso científico. Al momento de definir los valores como eje del programa de formación, se debe considerar la responsabilidad, empatía con el eco-sistema, establecer motivaciones con el sentido de la vida, decisiones profesionales con criterios sostenibles, consumo ético, valorar la vida, respecto a los seres vivos y la naturaleza.

Problemática o Retos Actuales

Los retos que se presentan actualmente están orientados a la necesidad de fomentar espacios de actualización de profesionales en áreas técnicas para soporte del tele-trabajo desde el punto de vista de la dinámica laboral de los nuevos tiempo, así como estrategia de responsabilidad social, a fin de garantizar seguridad y ambientes más flexibles para desempeñar tareas de ingeniería de forma remota. Además de la necesidad de reorientar los métodos de enseñanza hacia la conscientización de los estudiantes en eco-ingeniería, que aborde la problemática del estudio de impacto ambiental de los proyectos y mejoras en la calidad de vida de la fauna, los ecosistemas y los urbanismos, donde se valore la naturaleza como primer criterio de desarrollo y se mantengan principios de eficiencia energética, sostenibilidad y responsabilidad socio-ambiental. Para el diseño de sistemas regenerativos que se encuentren en armonía con el entorno.

2. Fundamentos

Uno de los conceptos para la formación práctica del personal técnico y de ingeniería, básicos para el soporte de las actividades corresponde a los laboratorio virtuales o remotos, por sus ventajas (Vergara, 2020). Por otra parte, para lograr estos objetivos los programas de formación deben cumplir con actividades en base a modelos pedagógicos que manifiesten una integración de lo cognitivo, las competencias y los modos de actuación profesional (Carbonell, 2004).

Enseñanza de base dirigida a una ambientalización de los programas de formación, con el objetivo de incluir en los esquemas formativos de los mismos los conceptos e instrumentos que deberían permitirles comprender y apreciar el medio ambiente y su complejidad, entender su relación en la actividad humana e integrar el factor ambiental en la actividad profesional, apoyado en especialistas en ciencias ambientales, o en ingeniería y gestión ambiental. Actualizaciones en talento humano a nivel técnico, enseñanza a nivel de master, orientada a la especialización profesional en una temática ambiental concreta, e investigaciones doctorales.

Es necesario establecer normas para este nuevo modelo, adaptados al nivel de formación/actualización, programas y estrategias propia del docente en el diseño de la asignatura, prácticas y reflexiones de construcción de valores. Al momento de construir los indicadores se puede tomar como referencia el resumen presentado en (Mora, 2007). Donde es válido destacar que cada uno de los indicadores debe ser contextualizado a la realidad actual, considerando los elementos de la Tabla 1.

Tabla 1. Indicadores de sostenibilidad en el currículo

Profesión	Obligación Moral	Colaboración	Desempeño Sostenible	Desarrollo Interdisciplinario	Aplicación de TICs
Ingeniería en Fuentes de Energías Renovables	x	x	x	x	x
Eco-Educación	x	x	x	x	x
Tecni-Agronomía Sustentable	x		x	x	x
Gestión de Recursos Renovables	x	x	x	x	x
Arquitectura Sostenible	x	x	x	x	x

Cecilia Sandoval-Ruiz.

El actual currículo universitario debe actualizar los términos manejo ecológico, como parte fundamental del contexto educacional. Siendo un elemento común a cada una de las disciplinas: Ingeniería en alimentos (Sandoval, et. al., 2018), Arquitectura Sostenible (Sandoval, 2015), aplicaciones matemáticas (Sandoval, 2020d, 2021b).

Las investigaciones recientes presentan una tendencia en materia de incorporación de energías renovables, a fin de garantizar los objetivos de desarrollo sostenible - ODS, se plantea la incorporación de un espacio de investigación como lo es un laboratorio para la educación en energías renovables y aspectos en esta materia. Para dar respuesta efectiva a todas ellas es preciso construir capacidades e instituciones destinadas a generar e implementar estrategias, en el sector laboral y académico, con una visión transformadora hacia la sostenibilidad económica, social y ambiental. Considerando todo lo anterior, (Pérez, 2005) plantea una educación para cambiar la sociedad, una educación total que contribuya a la mejora de la calidad de vida de las personas y el medio ambiente. Las universidades y las instituciones de capacitación, pueden ser un interesante vehículo para favorecer el desarrollo sostenible. A tales propósitos responden iniciativas como las de la Organización Internacional de Universidades por el Desarrollo Sostenible y el Medio Ambiente, al plantearse objetivos con lo que se busca incluir temáticas ambientales, dimensiones del desarrollo sostenible, medio ambiente y desarrollo sostenible y construcción de metodologías de evaluación basadas en indicadores de sostenibilidad.

Currículo y Tecnología de la Información

En (Sandoval, 2017) se plantean estrategias didácticas haciendo uso de tecnología de la información y comunicaciones, como alternativa a la planificación de aula, que viene a complementar el desempeño en tecnologías sostenibles. En (Sandoval, 2014) se presentan avances de aplicaciones web, se enunció una propuesta de un entorno colaborativo de Investigación ECIC, que cuente con las características requeridas para optimizar el proceso de producción científica, brindando un soporte para la investigación a distancia, entre grupos colaborativos y con instalaciones y equipos remotos, que puedan ser tele-operados desde la plataforma web, el diseño conceptual de la estrategia de ambientalización se presenta en la Figura 1.

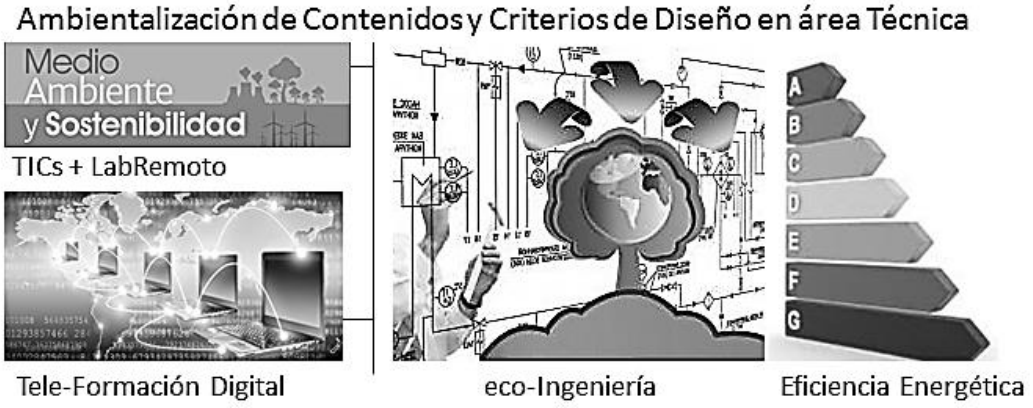


Figura 1. Diseño Conceptual de la Estrategia.

El diseño curricular maneja tópicos de eficiencia energética, diseño con estimación de impacto ambiental y manejo remoto de las actividades técnicas, para lo que se han diseñado módulos específicos.

3. Metodología

El método consistió en diagnosticar las necesidades de actualización del modelo vigente, a fin de desarrollar una propuesta bajo criterios de sostenibilidad y responsabilidad ambiental, que demandan la actualización en campo de los profesionales para ciertas tareas específicas, como en el caso de ingeniería solar, eólica, entre otras. De la misma manera, el campus universitario debe reflejar la aplicación de conceptos ecológicos que permitan afianzar estos conocimientos, haciéndose familiares para el estudiante y el desarrollo de sus investigaciones. Tratando de crear un acercamiento entre los aspectos propios de la matriz curricular con estos tópicos cada vez más vigentes e importantes, a fin de egresar profesionales competitivos en ambientes internacionales.

Por otra parte, la revisión de los indicadores está basada en preguntas de índole general, sobre la materia a partir de las carreras universitarias vigentes, así como la propuesta de carreras novedosas enfocadas en nuevos objetivos, ajustados a las necesidades de protección ambiental, formando los criterios desde la reflexión del participante (ver Tabla 2).

Tabla 2. Preguntas de formación de criterios ambientales.

a.	¿Qué efectos presenta el ejercicio profesional sobre el ambiente?
b.	¿Se generan residuos contaminantes en el proceso de producción / competencia de la profesión?
c.	¿Qué impacto presenta sobre la diversidad biológica?
d.	¿Se encuentra basada en energías renovables o convencionales con emisiones de CO2?
e.	¿Se promueve el agotamiento de recursos naturales en la producción de insumos?
f.	¿Estimación de impacto ambiental de los proyectos, investigaciones y desarrollos?

En términos de aplicación de tecnología para la capacitación remota, orientada al tele-trabajo en el área técnica, se seleccionó el diseño de laboratorios remotos, siguiendo el concepto de Industria 4.0 aplicada a la migración energética hacia energías renovables no convencionales. El talento humano tiene acceso de forma remota, sin trasladarse a universidades, plantas de procesos industriales, etc., a los ambientes reales a través de internet, para soporte de este sector industrial, con configuración a distancia de sus procesos.

4. Resultados

Se desarrolló una matriz comparativa, a fin de establecer identificadores por carreras, como se presenta en la Tabla 3.

Tabla 3. Identificadores por Carrera Universitaria

Carreras	Estrategias Sostenibles
Ingeniería	Tipo de Energía Renovables, Estudio de Impacto Ambiental
Electrónica	Hardware Reconfigurable vs. Obsolescencia Programada
Industrial	Re-utilizabilidad de Materia Prima, Reciclaje y Sub-Productos
Agronomía	Modelo de productos orgánicos.
Medicina	Tratamiento de Productos Descartables
Forestal	Gestión de Recursos Renovables

Así mismo el diseño de estimadores de eficiencia energética, impacto ambiental, consumo de recursos y su reinserción a la matriz productiva, pueden ser mecanismos para soportar la nueva visión de enseñanza universitaria, tal como se presenta en la Tabla 4.

Tabla 4. Estrategias de Tele-capacitación en competencias técnicas

Estrategia	Descripción de la Estrategia
Laboratorio Remoto (Rondón, 2010)	Prácticas para el diseño de hardware de electrónica reconfigurable, a través de una plataforma remota.
Robótica Tele-op. (Valero-Moro, 2017)	Teleoperación de mecanismos robóticos en el laboratorio para soporte de actividades en tele-trabajo en condiciones seguras.
Lab. en Tecnologías Sostenibles (Sandoval, 2016)	El diseño de plataformas para la enseñanza de tecnologías sostenibles, ofrecen una herramienta que facilite la adaptación del programa, así como los módulos prácticos (Sandoval, 2013)
Propuesta eco-Ingeniería (Sandooval, 2021c)	NET VNC para establecer conexión remota con lab-servidor
	SW IDE de desarrollado para síntesis de hardware en VHDL
	HW Raspberry Pi para control FPGA electrónica reconfigurable
	Análisis de eficiencia energética de los diseños en línea
FV Reconfigurable (Sandoval, 2020a,b,e)	Plataforma de soporte con R-IEDs para la configuración de los arreglos fotovoltaicos y etapas, extrapolados a esquemas de energías renovables ERNC y sistemas de ingeniería sostenible, con monitoreo *on-line de variable ambientales*.
Smart Energy (Sandoval, 2020c)	
Eco-Parque Universit. (Steckler, 2018)	Un parque diseñado para implementar energías renovables de forma didáctica y protección a la fauna.

Comprende un compendio de técnicas innovadoras para el desarrollo de la capacitación remota en Ingeniería Sostenible.

Esto partiendo de las necesidades de formación en energías renovables para la adquisición de competencias para el emprendimiento (CEPAL, 2017), sobre la que se diseñan los módulos presentados en la Tabla 5.

Tabla 5. Módulos de Actualización en ERNC

Módulos Didácticos	Objetivos
	Fotovoltaica. Establecer prácticas de configuración remota, reconocer las ventajas con sistemas de energía convencional. Proyectos de MPPT y optimización.
	Eólica. Estudio a nivel de simulación, con herramientas software. CFD Simulación computacional de dinámica de fluidos, análisis de eficiencia.

Se requiere la creación de programas estratégicos de apoyo a la investigación en disciplinas asociadas a la sostenibilidad, que faciliten y potencien estas actividades en las unidades de capacitación, de forma práctica. Con lo que se puede desarrollar un programa adaptado a los retos propios de las necesidades y potencialidades locales, ajustándose a la dinámica educacional, como se expone en las características del currículo señaladas por (Velásquez, 2009).

Estrategias para el diseño curricular con enfoque ambiental

En primer lugar, la adaptación curricular, según (Pérez, 2005) consiste en la incorporación de la dimensión ambiental en los contenidos formativos. En el marco del currículo universitario se plantea colocar un objetivo por asignatura relacionados con el impacto ambiental del contenido estudiado, de manera de asociar un sentido de monitoreo permanente, por parte del estudiante, de los efectos y consecuencias de cada actividad y decisión profesional. Esto puede lograr un cambio de paradigma, en la proyección de las carreras universitarias, haciéndolas más eco-sociales, pensadas en el beneficio de todos los actores, entre estos la naturaleza y recursos ambientales.

Seguido de una estrategia de gestión ambiental sostenible, las universidades como organizaciones generan una serie de impactos sobre el medio y deben planificar actuaciones correctoras que eviten o minimicen esos impactos, mediante la implantación de los correspondientes sistemas de gestión ambiental y la planificación a corto, medio y largo plazo, en el desarrollo de compromisos ambientales; en la gestión de recursos

como el agua, los residuos, aumento de la autonomía por la filosofía de diseño, eficiencia energética, uso de energías renovables y ahorro energético.

Una universidad sostenible tendrá un impacto positivo en el ambiente y en los individuos en proceso de formación. Con esta propuesta se logra dar un giro al modelo de educación con fines de proteger el ambiente, desde los principios éticos y valores del profesional. Más allá de la tecnificación del conocimiento, se promueve el pensamiento reflexivo y una consciencia educacional de respeto y responsabilidad ambiental. Haciendo uso de las nuevas tecnologías para el diseño de un modelo curricular más competente y con aportes significativos en la perspectiva de las profesiones en el futuro.

Finalmente, una estrategia de educación y participación ambiental, parte de la idea de que la ambientalización del programa, oportunidades para que los estudiantes incorporen en sus estilos de vida criterios de sostenibilidad (Sandoval, 2018) y en sus códigos profesionales, principios y fundamentos inspirados en las buenas prácticas pro-ambientales. La educación en valores prácticos, tratará de enseñar los conceptos teóricos, y prácticos, que permita al estudiante ser agente transformador. Este aspecto puede estar contemplado en el diseño de actividades y proyectos dentro del currículo universitario.

5. Conclusiones

Gracias al modelo acá propuesto, se puede aportar un novedoso enfoque, en el cual se integra al compendio de criterios de índole social, tecnológica y ambientalización del programa de formación. Este modelo comprende objetivos de estimación del impacto ambiental dentro de los proyectos, prácticas experimentales y actividades remotas de laboratorio (Sandoval, 2021a). La tele-educación debe llevar un mensaje de sostenibilidad, avanzar en temas de protección ambiental y eficiencia.

De esta manera, la ambientalización curricular e incorporación de temas de actividades Sostenible en los programas de formación de competencias, permitirán crear conciencia desde los espacios de educación, en valores de respeto y responsabilidad con el ambiente, protección del hábitat de la fauna urbana y silvestre y los recursos naturales del planeta, con prácticas como huertas urbanas orgánicas, alimentación vegetariana (Sandoval, 2017), como estrategia de seguridad alimentaria, reciclaje, tele-trabajo, energías renovables distribuidas, tiempos de recuperación/descanso, entre muchas materias a incluir en la formación ambiental, pensadas en mejorar la calidad de vida.

Integrar algunos tópicos de educación acerca de la forma responsable de interactuar con la fauna, qué alimentos son apropiados, sus características, la no intervención en espacios silvestres que puedan alterar equilibrio de la fauna y su entorno, respetar las especies locales, todos estos factores muchas veces no son informados sino a especialistas, causando errors por desconocimiento que alteran el bienestar de los ecosistemas. Con estas estrategias se pretende incorporar en las directrices colectivas

de la academia universitaria, la evaluación de los efectos directos e indirectos de las actividades de profesionales más conscientes y sensibilizados.

Otro aspecto corresponde al enfoque transversal, entre formación de valores, capacitación en herramientas remotas y criterios éticos, que los proyectos de investigación, cuentan con una dimensión de factibilidad técnica-ambiental, que puede ser adaptada para independizar las funciones de la tele-ingeniería. Una alternativa con alto potencial corresponde al uso de TICs en el modelo del currículo universitario, que permita integrar los criterios y formas de auditoria del enfoque sostenible.

Se han planteado estrategias innovadoras, a fin de crear un ambiente de desarrollo sostenible y una plataforma de servicio para actualización de telento humano, enmarcado en los aspectos formativos y participativos del estudiante. Se necesita complementar con valores de eco-responsabilidad, siendo este un aspecto característico del nuevo modelo de desarrollo. Profesionales más conscientes y comprometidos con el tratamiento racional de los recursos no renovables, así como respetar los ciclos de regeneración natural de los recursos renovables.

6. Referencias

Barrón, Á., Ferrer-Balas, D., & Navarrete Salvador, A. (2010). Sostenibilización curricular en las universidades españolas. ¿ha llegado la hora de actuar?.

Belandria, J. (2011). Importancia de la formación humanística, ecológica, social y ética en los estudios de ingeniería. Revista Ciencia e Ingeniería, Enseñanza de la Ingeniería, 17–24.

Carbonell, E. A. F., Machado, J. L., & Conde, A. P. (2004). Universidad y Desarrollo Sostenible. Pedagogía Universitaria, 9(3).

CEPAL. (2017). Perspectivas económicas de América Latina 2017. Retrieved from https://www.oecd.org/dev/americas/E-book_LEO2017_SP.pdf

Mora Penagos, W. M. (2007). Respuesta de la universidad a los problemas socio ambientales: la ambientalización del currículo en la educación superior. Revista Investigación en la Escuela, 63, 65-76.

Mora Penagos, W. M. (2011). La inclusión de la dimensión ambiental en la educación superior: un estudio de caso en la Facultad de Medio Ambiente de la Universidad Ditistral en Bogotá.

Mora, William (2012) “Ambientalización curricular en la educación superior: un estudio cualitativo de las ideas del profesorado” en Revista de currículum y formación del profesorado, España: Vol.16, No.2.

Pérez, J. G., & Dulzaides, A. G. (2005). Ambientalizar la universidad: un reto institucional para el aseguramiento de la calidad en los ámbitos curriculares y de la gestión. Revista Iberoamericana de Educación, 36(7), 1-14. https://rieoei.org/historico/deloslectores/890Gutierrez.PDF

Quintana, G. E., & Mateos, J. E. G. (2015). ¿ Incluir contenidos ambientales o formar con una perspectiva ambiental?. RIPS: Revista de Investigaciones Políticas y

Sociológicas, 13(2).
Rondón, J., & Sandoval, C. (2010). Diseño de un co-laboratorio remoto basado en programación modular de dispositivos VHDL aplicado a telecomunicaciones. Facultad de Ingeniería UCV, 25(2), 7–12. Retrieved from http://www.scielo.org.ve/pdf/rfiucv/v25n2/art02.pdf
Sabogal, L. M. D. B. (2005). Reflexión sobre el currículo universitario desde la teoría discursiva de la educación. Revista ieRed: Revista Electrónica de la Red de Investigación Educativa, 1(3), 5.
Sandoval-Ruiz, C. (2021a). Laboratorio Móvil para Optimización de Sistemas de Energías Renovables y Aplicaciones Ambientales. Ciencia e Ingeniería, 42(2), 169-178.
Sandoval-Ruiz, C. (2021b). Fractal Mathematical over Extended Finite Fields Fp[x]/(f(x)). Proyecciones Journal of Mathematics, Vol. 40(3), 731-742. doi.org/10.22199/isnn.0717-6279-4322.
Sandoval-Ruiz, C. (2021c). Modelo de Sistemas Inteligentes Regenerativos para la protección de Ecosistemas, Flora y Fauna. Universidad, Ciencia y Tecnología, 25(110).
Sandoval-Ruiz, C. E. (2020a). Arreglos fotovoltaicos inteligentes con modelo LFSR-reconfigurable. Revista Ingeniería, 30(2), 32-61. DOI 10.15517/RI.V30I2.39484.
Sandoval-Ruiz, C. E. (2020b). Proyecto Cometa Solar–CS para Optimización de Sistemas Fotovoltaicos. Universidad Ciencia y Tecnología, 24(100), 74-87.
Sandoval-Ruiz, C. (2020c). LFSR-Fractal ANN Model applied in R-IEDs for Smart Energy. IEEE Latin America Transactions, 18(04), 677-686.
Sandoval-Ruiz, C. (2020d). C.“Operador matemático LFC (n,k) en campos finitos basado en concatenación fractal para GF (2m)–Extendido”. Ciencia e Ingeniería, 41(2), 197-204.
Sandoval-Ruiz, C. (2020e). Arreglo Inteligente de Concentración Solar FV para MPPT usando Tecnología FPGA. Revista Técnica Universidad del Zulia, 4(3), 122-133. doi.org/10.22209/rt.v43n3a02.
Sandoval-Ruiz, C. E., & Ruiz-Díaz, E. (2018). Optimizador de eco-productos de origen vegetal aplicando control neuronal en VHDL. Revista Agrollanía. Vol. 15, 58-64.
Sandoval, C. (2017). Estrategias de aprendizaje colaborativo, a través de las TICs y grupo de investigación. Revista de Tecnología de Información y Comunicación en Educación – Eduweb, Univ. Carabobo, 11(2), 99-112.
Sandoval Ruiz, C. (2016). Plataforma de Gestión, Investigación y Formación en Tecnologías Sostenibles, para soporte de un Laboratorio Remoto. Revista Eduweb, Universidad de Carabobo, 10(1), 79–92.
Sandoval-Ruiz, C. (2015). Sistema Eco-Adaptativo integrado en elementos arquitectónicos con tecnología sostenible. Revista Electrónica Científica Perspectiva, 8(4), 96–109. https://issuu.com/recperspectiva/docs/rec8/96
Sandoval-Ruiz, C. (2014). Entorno Colaborativo de Investigación científica - ECIC : Propuesta basada en Web-Lab y redes asesorías. Revista de Tecnología de Información Y Comunicación En Educación Eduweb, 8(2), 69–82. http://servicio.bc.uc.edu.ve/educacion/eduweb/v8n2/art06.pdf
Sandoval Ruiz, C. (2013). Diseño conceptual de un módulo híbrido para Generación

eléctrica. In VIII Congreso Nacional y 2do Congreso Internacional de Investigación Universidad de Carabobo.

Velásquez S, J. A. (2009). La transversalidad como posibilidad curricular desde la educación ambiental. Revista Latinoamericana de Estudios Educativos (Colombia), 5(2), 29-44.

Steckler, D. J., Navaa, C., Duartea, J., Zambranoa, J. J., & Sandoval-Ruiz, C. E. Design of Neural Networks on microcontrollers, applied in functional modules for an eco-park.

Valero-Moro, J., Bonilla-Turmero, Y., & Sandoval-Ruiz, C. (2017). Estación tele-operada de robótica móvil, para el laboratorio de micro-controladores. Universidad, Ciencia Y Tecnología, 21(83), 69–75.

Vergara, D. (2020). Imposición de los Laboratorios Virtuales en la Educación del Siglo XXI. Revista Eduweb, Universidad de Carabobo, 13(2), 119–128.

DOI: https://doi.org/10.46502/issn.1856-7576/2021.15.02.2

Educación virtual como herramienta de aprendizaje e innovación en los estudiantes universitarios

Virtual education as a tool for learning and innovation in university students

Carlos Blanco
carloseduardoblanco17@gmail.com
https://orcid.org/0000-0003-1783-6069
Edita De Nobrega
editasuheil@gmail.com
https://orcid.org/0000-0002-6500-7911.
Carlos José Blanco
Cblanco21@gmail.com
https://orcid.org/0000-0002-0332-4698,
German Ospino
gospino@uc.edu.ve
https://orcid.org/0000-0002-5087-6938
Universidad de Carabobo, Valencia - Venezuela

Recibido: 26/01/21
Aceptado: 28/05/21

Resumen

Los avances de las tecnologías han permitido la creación de espacios en el proceso de enseñanza aprendizaje. El objetivo del estudio estuvo dirigido a indagar sobre la importancia de la educación virtual como herramienta de aprendizaje e innovación en los estudiantes universitarios. La metodología es documental donde la información fue tomada de varios estudios. Las conclusiones del trabajo han revelado que existen diversas plataformas virtuales en el ecosistema digital, donde los estudiantes realizan sus actividades, mediante la red. La educación virtual constituye una oportunidad para continuar con la formación de los estudiantes en tiempos de complejidad e incertidumbre.

Palabras clave: educación, estudiantes, redes, tecnología, virtualidad.

Abstract

Advances in technologies have allowed the creation of spaces in the teaching-learning process. The objective of the study was aimed at investigating the importance of virtual education as a tool for learning and innovation in university students. The methodology is

documentary where the information was taken from various studies. The conclusions of the work have revealed that there are various virtual platforms in the digital ecosystem, where students carry out their activities, through the network. Virtual education is an opportunity to continue with the training of students in times of complexity and uncertainty.

Keywords: Education, Students, Networks, Technology, Virtuality.

1. Introducción

El mundo está cambiado y se vive tiempos de incertidumbre. La globalización es una metáfora que expresa la ruptura de lo local, la parcela, de lo regional y lo nacional. Un previo, no se limita a aspectos meramente económico. Se trata, de cualquier manera, de un proceso más complejo y multidimensional.

Es indudable, que los cambios y transformaciones recorren al mundo y se expresan de diversas formas a través de la automatización, el internet, la inteligencia artificial, los teléfonos inteligentes, los vehículos autónomos e híbridos, la nanotecnología, entre otros. Por consiguiente, éstos no son ya una quimera, sino son reales; y con el proceso de globalización en marcha, comienzan a estar a la disposición del planeta.

Por consiguiente, estas tendencias son indetenibles e ilimitadas y por lo tanto, se debe contar con una actitud y una mente abierta con el propósito de comprender que estos cambios vinieron para quedarse y se producirán más temprano que tarde en las universidades, empresas, organizaciones y en la sociedad en general.

En este sentido, el siglo XXI es y será el de la “Sociedad del Conocimiento”. Es por ello, desde la década de los ochenta, noventa ha venido surgiendo un nuevo paradigma o un nuevo tipo de sociedad. A ésta se le denomina la Sociedad del Conocimiento. De acuerdo con la Unesco (2005) señala: *“La Sociedad del Conocimiento es la sociedad del saber”* (p,65) La sociedad del conocimiento va más allá de la sociedad de la información. De allí, que el conocimiento es un mecanismo que abre el camino hacia la humanización del proceso de mundialización.

Este conocimiento representa la base de desarrollo de las organizaciones de las empresas y de los países en general. Igualmente, Delors (1996) sostiene: *“La globalización es el fenómeno más dominante en la sociedad contemporánea y que más influye en la vida diaria de las personas” (p,15).*

De hecho, esto se traduce en el paso de las sociedades industriales a las sociedades del conocimiento donde el eje central lo vienen a constituir la producción del conocimiento y las nuevas tecnologías de la información y la comunicación. Este nuevo tipo de sociedad ha sido estudiada por pensadores como Drucker (1973) Toffler (1960) Nonata y Takeuchi (1980) entre otros. Todos ellos coinciden en que ha surgido un nuevo tipo de sociedad con una nueva economía basada en el conocimiento y la tecnología disruptiva.

En atención a lo anterior, se viven tiempos de transformaciones. La constante en toda la construcción de cualquier sociedad lo representa es la modificación. Por ello, Heródoto tenia siempre presente ante cualquier circunstancia de la realidad y que lo "único constante es el cambio". De allí, el conocimiento representa un proceso permanente de búsqueda de información. Morín (2000) decía: *"El conocimiento en general conlleva el riesgo del error y de la ilusión" (p,23).* Entretanto, el conocimiento hoy en día, representa un proceso de creación, innovación, transformación y crecimiento tanto en el orden personal, como en el orden grupal, así como de la sociedad en su conjunto.

En concordancia con lo anterior, uno de los primeros que acuño el significado de "Sociedad del Conocimiento" fue Drucker (1973) exponía: *"Que las nuevas tecnologías de la información y la comunicación acompañan a la Sociedad del Conocimiento y que están transformando radicalmente las economías de mercados, las industrias, los servicios, los puestos de trabajos, y los mercados laborales" (p,10).*

A partir de lo expuesto, la educación virtual, ha sido objeto de muchas acepciones, conceptualizaciones y consideraciones. De acuerdo con autores como Unigarro (2003) Silvio (2004), la denominan como educación en línea, la educación a distancia, la educación virtual, la educación en la red.

Precisamente, Cabero (2006), le da el nombre de educación en la red y otros investigadores, le han acuñado el término de e-learning (Aguilar, 2008). Pero, no ha sido fácil, lograr un consenso dirigido a unificar el nombre de la categoría. No obstante, para el estudio planteado, se conocerá como la educación virtual.

En este contexto, este modelo representa una modalidad que asume la educación y el aprendizaje desde una perspectiva global y holística. Lo anterior, significa que la misma es observada como el resultado de la aplicación del uso de las nuevas tecnologías de la información y comunicación digitales, así como la creación de sistemas de acceso a la red.

Por consiguiente, la educación virtual, representa la acción de los docentes, profesores y estudiantes participan a través de un ecosistema digital de las nuevas tecnologías, plataformas, haciendo uso de las facilitaciones que ofrecen las tecnologías digitales, así como las redes sociales y de tecnológicas de punta.

Ahora bien, que esta nueva forma de desarrollar la educación tiende a modificar los esquemas anteriores de estudio que se venían llevando hasta los actuales momentos. Se está desplazando del aula de clase hacia la educación en línea o en la red; también se incorpora un conjunto de cambios en el aprendizaje al desarrollar el carácter globalizante del proceso educativo en el cual se establece un vínculo con los modelos de simulación y los mecanismos representados por la red.

Precisamente, la educación virtual, por ende, deja a un lado y a su vez rompe con el paradigma de los esquemas de la educación clásica, memorística y tradicional y

entonces se genera un nuevo paradigma en el desarrollo del proceso educativo cuyo basamento es más amplio y tiene como punto de apoyo el impulso de las plataformas y redes.

En atención a lo anterior, Cabero (2006) sostiene: *"Que la educación basada en las redes una modalidad formativa a distancia que se apoya en la red y además, que facilita la comunicación entre los profesores y los alumnos de acuerdo con determinadas herramientas sincrónicas y asincrónicas de la comunicación" (p.2).*

Visto lo anterior, la educación virtual, constituye una modalidad de aprendizaje donde se unen variables como contenidos, las actividades, el nivel educativo, el conocimiento previo de los estudiantes, la comunicación de los participantes con la plataforma tecnológica, así como los distintos dispositivos tecnológicos, los cuales se encuentran conectados a internet.

2. Diagnóstico

Para nadie es un secreto, que la pandemia del covid 19, viene afectando al planeta, a los países, así como a las universidades de forma pronunciada, nos agarró con el catarro sin pañuelo, lo que significó que no estábamos preparado para encarar la crisis que género la pandemia. Pero esto, no fue solo al país, sino al mundo.

Ante la realidad expuesta, distintos actores de la comunidad universitaria comparten la idea de que la educación virtual es una herramienta de enseñanza valida en la educación universitaria. Sin menoscabar lo que representa la presencialidad de los docentes en el acompañamiento, en el aprendizaje con los estudiantes. Lo cierto es que algunas universidades pudieron adaptarse, a pesar de los múltiples problemas.

En concordancia con lo anterior, otro de los problemas que ha influido de forma particular para llevar a cabo la enseñanza en los centros de educación superior ha sido la conectividad con el internet. En Venezuela, la verdad es que el país cuenta con un internet bastante débil. Hay poblaciones donde la conectividad es nula. A pesar de los reclamos realizados y hasta ahora los esfuerzos han sido infructuosos.

Por otro lado, migrar de lo presencial a lo digital, tampoco ha sido algo sencillo. Esto requiere de una formación y preparación tanto para los educandos como para los educadores. A ello, súmele, a la carencia de servicios básicos y fallas de energía eléctrica para lograr la conectividad, lo cual se une la debilidad para impulsar la idea de la virtualidad. Carencia de la infraestructura tecnológica, la falta de presupuesto para las universidades, ausencia de equipos e insumos tecnológicos, los bajos salarios de los profesores e investigadores, improvisación, desvalijamientos, hurtos, robos y aunado a lo anterior, se suma los contagios por la pandemia han hecho cuesta arriba llevar a cabo la digitalización.

Con relación con las universidades privadas; éstas han destinados importantes recursos de sus ingresos y de la matrícula estudiantil para hacer las inversiones necesarias a fin de captar y mantener a sus profesores en el proceso de aprendizaje.

En función de lo anteriormente señalado, esto se encuentra validado en diversos estudios realizados en el 2020, por diversas universidades del país en el cual se han hecho graves inversiones en materia de actualización tecnológica (software, equipos, entre otros) para seguir contribuyendo con el proceso de formación académica universitaria entre los estudiantes universitarios.

En concordancia con lo expuesto, con la educación digitalizada está ampliando la brecha tecnológica entre los estudiantes por la falta de conectividad y la presencia de los equipos tecnológicos que estén disponibles para los educandos y educadores. Tampoco hay subsidios para que los profesores puedan adquirir y contar con equipos actualizados para desarrollar la práctica educativa a distancia.

Por otro lado, no existe voluntad política por parte de los encargados de llevar a cabo la educación digitalizada. Se observa muchas dudas. En algunos espacios se observa, a profesores, maestros aplicando y desarrollando la idea de lo digital, pero de forma aislada, moderada y tímida. Variados pueden ser los motivos, por las cuales la educación digital no es una realidad definitiva en la educación superior.

Entretanto, los argumentos van y vienen, unos a favor y otros en contra. Las cartas se encuentran sobre la mesa y están a la orden de la opinión pública. Sin embargo, hasta ahora, no existe una definición definitiva sobre el destino de la educación virtual en las universidades públicas a raíz de la pandemia. Ojalá que, en los próximos días, se borre los nubarrones sobre el panorama de la digitalización de la educación en las universidades venezolanas.

Por las razones antes señaladas, se producen algunas interrogantes: ¿Cuál es la importancia que genera el desarrollo de la educación virtual en la formación de los estudiantes? ¿Cuáles son los desafíos y retos que producen la educación virtual como herramienta de innovación en los estudiantes en tiempo de complejidad? ¿Por qué la educación virtual se convierte en una alternativa de formación para los estudiantes en tiempos de pandemia en los próximos años?

3. Objetivos de la Investigación

3.1. Objetivo General

Indagar sobre la importancia de la educación virtual como herramienta de innovación en los estudiantes universitarios, con el fin de mejorar la calidad de la educación en el proceso de enseñanza-aprendizaje.

3.2. Objetivos Específicos

Diagnosticar la situación actual que presenta la educación virtual, para su implementación en el ámbito de la universidad.

Describir las plataformas de educación virtual que utilizan los profesores e investigadores en el ámbito universitario, como consecuencia, de la pandemia que azota al país y al mundo en general.

Promover una cultura virtual para el desarrollo de las nuevas tecnologías de la información y comunicación, así como de las redes sociales como herramientas de aprendizaje de los estudiantes universitarios.

4. Teoría Sociocultural o Zona del Desarrollo Próximo. Lev Vygotsky.

Se trata de un enfoque teórico creado por Vygotsky que plantea que la distancia entre el nivel de desarrollo real determinado por la resolución independiente de problemas y el nivel de desarrollo potencial determinado mediante la resolución de problemas bajo la guía de adultos o mediante la colaboración de otros más capaces. De tal forma, que este modelo constituye la más variada gama de habilidades que una persona es capaz de realizar con asistencia, pero aun no puede realizarla de forma independiente. Por ello, es que la interacción con los compañeros juega un rol eficaz en el desarrollo de competencias y estrategias.

Así mismo, los maestros y profesores pueden utilizar ejercicios de aprendizaje conjunto donde los niños menos competentes pueden construir y desarrollar habilidades con la ayuda de sus pares más hábiles, empleando el concepto de zona de desarrollo próximo. Es obvio, entender que otro más informado puede proporcionar una guía crítica y la instrucción necesaria durante el tiempo de aprendizaje sensible. Mientras, un niño que no sea capaz de realizar una tarea por su propia cuenta, si lo seria con la ayuda de una persona o de un instructor calificado.

Por ello, el experto o más informado es con frecuencia el padre, maestro, profesor. No obstante, no siempre tiene que ser así; en múltiples oportunidades los propios pares proveen de la ayuda e instrucción. Inclusive en ciertos períodos de desarrollo del niño, los pares son los referentes más poderosos que los mismos adultos.

Verbigracia, en la adolescencia, una etapa en el cual se forma la identidad y donde los adultos dejan de ejercer influencia sobre los jóvenes y en esta etapa de la vida los jóvenes observan a sus pares para obtener información de cómo actuar, opinar, decidir, modelar, entre otros.

Por último, se aborda la necesidad de la interacción entre compañeros y pares la cual constituye una parte esencial del proceso de aprendizaje para que los niños aprendieran

nuevas habilidades y con la interacción entre los estudiantes más competentes con personas menos calificadas.

5. Metodología

Atendiendo a las características del problema a objeto de estudio y a los objetivos establecidos en el trabajo planteado, debe inscribirse dentro de la investigación de carácter documental y bibliográfica, es decir, que se apoya y se encuentra sustentada en documentos, investigaciones, libros, webside, entre otros.

La delimitación del estudio documental en el marco de la investigación propuesta implica al mismo tiempo que los datos que necesariamente se han de recolectar para alcanzar los objetivos planteados y se obtendrán a partir de la revisión de las fuentes secundarias como son los informes de investigación, documentos relacionados con la problemática planteada.

De la misma manera, Arias (2006) plantea: "*La investigación documental es un proceso en la búsqueda, recuperación, análisis, critica, e interpretación, de los datos secundarios, es decir, los obtenidos y registrados por otros investigadores en fuentes documentales, impresas, audiovisuales o electrónica" (p,127).*

En función de lo anterior, el estudio abordado se dividió en tres (3) fases: en la primera se realizó la revisión bibliográfica que se encuentra vinculada al objeto de estudio; en la segunda fase se analizó los informes y trabajos que están vinculados con la problemática en estudio y la tercera se formularon las aproximaciones, conclusiones y recomendaciones referida a la temática antes señalada.

6. Resultados

Los resultados del estudio indican que, al indagar sobre la educación virtual en estos tiempos de incertidumbre, temporalidad y de pandemia del covid 19, constituye herramienta de educación para los estudiantes universitarios, por cuanto permite que los educandos no abandonen, ni se aparten de proceso de aprendizaje. Así mismo, permite desarrollar la interacción y el trabajo colaborativo entre los participantes y, además, que puedan cumplir con las orientaciones emanadas por los organismos internacionales de salud.

Por otra parte, está ampliamente comprobado que los estudiantes de una u otra manera, pueden contribuir y coadyuvar a los profesores con la creación de páginas web, blogs, redes sociales, google meet, marketing digital you tube, zoom, entre otros, donde se aborden los temas relacionados con los contenidos programáticos de los estudios vinculados con el currículo.

Por otro lado, hay una serie de factores que ponen en riesgo el desarrollo de la educación virtual en el ámbito universitario como: la falta de recursos económicos que permitan la

actualización de la infraestructura tecnológica, falta de energía eléctrica, dificultad de acceso al internet, falta de computadoras, equipos portátiles, los bajos salarios con que cuentan los profesores que les permitan compensar el proceso hiperinflacionario por el cual transita el país, así como la ausencia de un sistema de seguridad social que coadyuve a encarar los complicados problemas que padece y sufre la sociedad venezolana y que ahora se suma la pandemia y el flagelo del coronavirus.

Por las razones anteriores, surge la necesidad de promover en las universidades el uso de una cultura virtual, sin menoscabo la presencia de los profesores en el aula de clase. En este punto, los resultados indican que hay cada vez un consenso generalizado de promover una cultura de innovación permanente. Los estudiantes aprecian y valoran el ejercicio de la educación virtual a tal punto, que se la han exigido a docentes y profesores que ésta sea una herramienta de trabajo orientada a mejorar la calidad de la educación. Todo ello, en sintonía con el acompañamiento y la presencia del profesor en la enseñanza de los educandos.

Justamente, amplios grupos de jóvenes están familiarizados con el uso de los recursos tecnológicos a través de los dispositivos electrónicos como: móviles, celulares, computadores y otros mecanismos digitales dirigidos a cumplir con las tareas sobre el proceso de enseñanza aprendizaje. Por ende, los grandes cambios y transformaciones que se han producido en la humanidad, en materia de creatividad e innovación vienen desde abajo hacia arriba y son el producto de una cultura de emprendimiento con éxitos, fracasos de ensayo y error.

De allí, que en la mayoría de los casos los avances, crecimiento de las naciones, no son producto de la casualidad, ni de un golpe de suerte, ni de improvisaciones, sino que son el resultado de un trabajo constante de dedicación e innovación al estudio que tenga como norte entusiasmar y estimular a las mayorías de estudiantes y jóvenes en la búsqueda de nuevos derroteros de justicia y oportunidades.

7. Conclusiones

Después de realizado el estudio, se produjeron algunas aproximaciones y reflexiones derivadas sobre la educación virtual como herramienta de innovación en los estudiantes universitarios que mejore la calidad de la educación en el proceso de aprendizaje. Los resultados antes señalados, indican que deben considerarse como un punto de partida y nunca como algo acabado y definitivo. Que no admite ningún tipo de discusión. Por ello, este estudio representa una contribución que debe ser complementado con el desarrollo de otros y nuevos estudios que sitúen el análisis de la educación virtual en la enseñanza universitaria.

El trabajo demostró que en internet existen diversas plataformas virtuales, las cuales son gratuitas y están a la disposición de los profesores, investigadores y estudiantes universitarios con el propósito de producir una interacción fluida entre los participantes

del proceso de enseñanza-aprendizaje mediante el mecanismo de intercambio de información, evaluación, retroalimentación de forma sincrónica y asincrónica. Además, es una alternativa válida para encarar y enfrentar el flagelo de la pandemia del covid 19, que sacude al mundo.

Ahora bien, en la investigación, se evidenció que la educación virtual, no es una ciencia ficción, que constituye una realidad, la cual vino para quedarse. Así mismo, es público y notorio que cientos de miles de educandos en el mundo las están utilizando y se capacitan mediante su práctica diaria. De modo, que la educación en línea se ha convertido en una experiencia de trabajo que disminuye costos, acorta distancias y produce resultados.

Por otro lado, nadie pone en duda, que la educación en virtual, todavía presenta y tiene resistencia en algunos sectores que no desean abandonar su comodidad y su zona de confort. No obstante, todo es cuestión de tiempo. El tiempo es el recurso que coloca las cosas en su justa dimensión. Además, que todo tiene su tiempo.

En este contexto, la educación virtual, por tanto, es una herramienta de aprendizaje y formación para los estudiantes. La misma, puede ser utilizada por los maestros, profesores, estudiantes para desarrollar sus actividades mediante el uso del internet, las redes y las plataformas tecnológicas.

Por ello, en el trabajo dado a conocer, se comprobó que, con el uso de la educación en línea y las nuevas tecnologías de la información y comunicación, los estudiantes están proclives a asumir el compromiso ante diversos desafíos planteados con la finalidad de que adquieran aprendizajes necesarios, en la aventura de la experiencia digital.

En atención a lo anterior, el estudio reveló, que a pesar de las aprehensiones que se colocan frente a la educación virtual, algunas de las cuales pueden tener criterios de validez. Sin embargo, esta propuesta de investigación sobre la educación en línea, promueve el desarrollo de una cultura virtual, no solo en los estudiantes, profesores, universidades, sino también en la sociedad en general.

Justamente, en el estudio expuesto, se produjo un hallazgo significativo, donde se demuestra que está ampliando la brecha digital entre los estudiantes, ya que en los actuales momentos carecen de la conectividad de internet, la falta de luz, así como de equipos tecnológicos que permitan impulsar el proceso de formación virtual entre los estudiantes universitarios. Por ello, es necesario tomar en consideración, que esta misma realidad, también la están padeciendo los profesores universitarios.

Desde esta perspectiva, en la investigación se demostró que, ante la complejidad, la temporalidad y la pandemia del covid 19, que recorre al mundo se ha producido un incremento inusitado en el uso de internet, las telecomunicaciones y otros medios tecnológicos cuya alternativa está dirigido a encarar la crisis existente y que no sabemos cuánto tiempo más durará.

En conclusión, en cualquier crisis siempre hay oportunidades para impulsar el crecimiento y la formación de los individuos. Hay una sabiduría popular que reza: “Que no hay mal, que por bien no venga”. Por lo tanto, uno puede sentirse triste, porque en los rosales, hay espinas o se puede estar alegre porque las rosas que tienen las espinas. Todo va a depender de la actitud o de la manera como se mire las cosas. Ya lo decía Einstein en sus publicaciones. Sin embargo, no es fácil, entender que los obstáculos siempre estarán presentes y que, para llegar a la tierra prometida hay que pasar por el desierto.

8. Referencias

Arias, F. (2006). El proyecto de investigación. Guía para su elaboración. Caracas: Editorial Episteme.

Cabero, J. (2006). Bases pedagógicas del e-learning. Revista de Universidad y Sociedad del Conocimiento, http:/scielo.isciii.es/pdf/edu

Cabero, J. (2007). Las nuevas tecnologías en la actividad universitaria. Revista de Medios y Educación. 2381100.

Delors, J. (1996). La educación o la utopía necesaria. La educación encierra un tesoro. Madrid: Ediciones UNESCO.

Drucker, P. (1973). Tecnología, gerencia y sociedad. Petrópolis; vozes

Morín, E. (2000). Los siete saberes necesarios a la educación del futuro. Caracas: Ediciones Faces-UCV.

Unesco. (2005). Educación superior del siglo XXI. Cuba: Ministerio de Educación.

Vygotsky, L. (1979). Desarrollo de procesos psicológicos Superiores. Barcelona

DOI: https://doi.org/10.46502/issn.1856-7576/2021.15.02.3

El aprendizaje a través de la ciencia ficción: El audiovisual Guardians of the heritage

Learning through science fiction: The guardians of the heritage audiovisual

Francisca Ramón Fernández
frarafer@urb.upv.es
https://orcid.org/0000-0002-0936-8229
Vicent Giménez Chornet
vigicho@har.upv.es
https://orcid.org/0000-0003-1183-9058
Vicente Cabedo Mallol
vicamal@urb.upv.es
https://orcid.org/0000-0001-5248-5220
Juan Vicente Oltra Gutiérrez
jvoltra@omp.upv.es
https://orcid.org/0000-0002-7765-1085
Universitat Politécnica de Valéncia, Valencia, España

Recibido: 23/01/21
Aceptado: 10/05/21

Resumen

Se presenta la innovación y resultados obtenidos de la utilización de un audiovisual de ciencia ficción “Guardians of the heritage” con la finalidad de favorecer el aprendizaje de la asignatura Gestión del documento electrónico. El objetivo del artículo es analizar si los alumnos han valorado positivamente la visualización de un audiovisual relacionado con un contenido de la asignatura, y si de esta forma los conceptos explicados en clase se pueden asimilar mejor.

Palabras clave: ciencia ficción; aprendizaje; competencias; innovación; audiovisual.

Abstract

The innovation and results obtained from the use of a science fiction audiovisual "Guardians of the eritage" are presented in order to favor the learning of the subject Electronic document management. The aim of the article is to analyze if the students have positively valued the visualization of an audiovisual related to the content of the subject, and if in this way the concepts explained in class can be better assimilated.

Keywords: ccience fiction, learning, skills, innovation, audiovisual.

1. Introducción

Uno de los retos de los profesores de educación superior sobre administración pública es hacer visualizar a los estudiantes una profesión poco conocida. Entre los contenidos docentes se encuentra el aprendizaje de la gestión de los documentos generados por las administraciones. Aunque en el último curso el alumno tiene la posibilidad de realizar prácticas docentes en alguna administración, en los cursos previos el profesor necesita trasladar a los alumnos la problemática de gestionar los documentos que se han creado, y que son fundamentales como registro de las evidencias de los actos administrativos que posiblemente en un futuro serán necesarios para probar actos, ejercer a transparencia de la administración pública, o simplemente poner en valor las acciones y relevancia de la entidad (Montero Caro, 2020). Uno de los principales retos de las instituciones de enseñanza superior es conseguir un aprendizaje basado en la experiencia del trabajo laboral, dado que es una prioridad cada vez más alta para los empleadores y el gobierno. En este aprendizaje las instituciones de enseñanza superior deben acreditar y ampliar las competencias y habilidades laborales de sus estudiantes (Hollist, 2012). Una opción para que los alumnos experimenten un contexto laboral es la visualización de un vídeo que les permita reflexionar sobre una actividad concreta del trabajo en las empresas o la administración pública.

La utilización de recursos audiovisuales en el aula es uno de los principales propósitos del grupo EICE RETAJUDOCA (*Recursos tecnológicos para el aprendizaje jurídico, la documentación y la comunicación audiovisual*) de la Universitat Politècnica de València. Ha sido frecuente el uso de audiovisuales en la enseñanza de idiomas (Abreus González, & Haro Calero, 2019), pero poco frecuente en la docencia de otros contenidos no ligados al lenguaje. Actualmente estamos desarrollando de recursos y en la utilización de audiovisuales relacionados con la ciencia ficción den el marco del PIME “Gamificación y TICs: diseño de actividades audiovisuales basadas en la ciencia ficción para la dinamización docente en un entorno presencial, semipresencial y virtual”.

En la presente experiencia que vamos a mostrar nos hemos centrado en un recurso audiovisual de libre acceso, en youtube (https://www.youtube.com/watch?time_continue=106&v=sOhWsNJ8Uuo&feature=emb_logo) dentro del repositorio de la Universidad de Alcalá, titulado *Guardians of the Heritage* con la finalidad de ayudar en el aprendizaje de los conceptos de la asignatura “Gestión del documento electrónico” que se imparte en el Grado de Gestión y Administración Pública en la Facultad de Administración y Dirección de Empresas, de la Universitat Politècnica de València, por parte del área de Biblioteconomía y Documentación del Departamento de Comunicación Audiovisual, Documentación e Historia del Arte. Previo al documental se impartió una clase sobre el cambio de paradigma en la gestión de los documentos generados por las administraciones públicas (Sebastia Salat, 2009), de unas técnicas de gestión de documentos en papel a otras tecnologías necesarias para

la gestión de los documentos electrónicos. Se pretende transmitir a los alumnos que la implantación de productos y servicios innovadores en los archivos ha sido posible gracias a la incorporación de las recientes funcionalidades en las Tecnologías de la Información y la Comunicación (Giménez Chornet, 2014).

2. Objetivo y metodología

El objetivo del artículo es analizar si los alumnos han valorado positivamente la visualización de un audiovisual relacionado con un contenido de la asignatura, y si de esta forma los conceptos explicados en clase se pueden asimilar mejor.

El audiovisual *Guardians of the Heritage* que se encuentra disponible en el repositorio de la Universidad de Alcalá, en fecha 22 de febrero de 2019. Como se indica en la presentación del audiovisual, “A lo largo de los siglos, la Universidad de Alcalá ha conservado su patrimonio documental. En el Archivo de la Universidad, protegemos este patrimonio para garantizar el cumplimiento normativo y el conocimiento de la historia de la Universidad. Además, la llegada de Internet y las TIC ha ayudado enormemente a mejorar el tratamiento y la preservación de documentos y el acceso a la información. Somos los guardianes de la herencia” (Figura 1).

Figura. 1. Captura de pantalla de Guardians of the Heritage. Fuente: youtube. <https://www.youtube.com/watch?time_continue=106&v=sOhWsNJ8Uuo&feature=emb_logo> [Consulta: 25 de enero de 2021].

La razón de elección de dicho audiovisual radica en varios factores ligados al documento electrónico que nos interesan para el desarrollo de la innovación docente:

a) Muestra la evolución del tratamiento de los documentos antiguos.
b) Finalidad específica de dar a conocer las dificultades de localización de los documentos más antiguos en un sistema tradicional y no informatizado.
c) Exposición mediante un audiovisual de cine mudo en los primeros minutos, las peripecias de los archiveros ante las dificultades de gestión de los documentos no electrónicos.
d) Audiovisual que muestra notas de ciencia ficción una situación que se daba en los archivos hasta hace poco tiempo, antes de la informatización y las bases de datos, para mostrar, después, las nuevas tecnologías de la información y comunicación (TICs) y la importancia de la preservación digital.
e) Hacer referencia a la importancia del patrimonio documental en la legislación aplicable.

Tratamos de utilizar el audiovisual para que el alumnado vea en tono de ciencia ficción la evolución informática en el ámbito de la documentación, así como que pueda comprender de forma más clara la importancia de la informática como herramienta útil y ágil en la conservación y difusión de la información contenida en documentos antiguos.

Para conocer el alcance de la experiencia docente se ha diseñado una encuesta específica para valorar la mejora del aprendizaje de conceptos por parte de los alumnos con los siguientes objetivos:

a) Utilización de un audiovisual relacionado con la documentación, con notas de ciencia ficción, siguiendo la actividad del PIME que actualmente estamos desarrollando.
b) Incrementar el aprendizaje del alumnado en los conceptos y características relacionados con la transformación en la gestión del documento electrónico.
c) Relacionar el audiovisual con otros audiovisuales que traten sobre la gestión del documento electrónico.
d) Observar si el alumnado concede importancia a las TIC como medio de difusión del conocimiento respecto a la gestión del documento electrónico.

El pequeño grupo de alumnos de la asignatura optativa donde se ha realizado la experiencia lleva asociado el punto de control de unas competencias orientadas a la futura actividad profesional, y son las siguientes:

1. Que sean capaces de gestionar la información, delimitando su importancia y aplicación en el entorno profesional.
2. Capacidad de comunicación oral y escrita con un lenguaje comprensivo.
3. Saber gestionar la información y documentación administrativa.
4. Resolución de problemas multidisciplinares de forma coherente y aportar soluciones creativas en la resolución de los problemas.

La competencia transversal que se trabaja y que es punto de control es la de “Diseño y proyecto”, con la que se pretende que el alumnado conozca el procedimiento

administrativo electrónico, así como la legislación de reutilización de la información. También se les formará en el uso del certificado digital y el análisis del mapa de documentos, junto con los elementos de la tramitación electrónico. Se pretende trasladar también una reflexión propia en el análisis de contenidos.

La utilización de series, películas o fragmentos audiovisuales, en definitiva, potencia el aprendizaje del alumnado como se ha puesto de manifiesto en distintas ocasiones a través de distintas experiencias de innovación docente (Cabedo el al., 2016, 2017, 2018 y 2019). El impacto visual que aporta la imagen propicia un incremento interés en el aula, así como constituye una herramienta que favorece la dinamización (Oltra et al., 2016; Ramón et al., 2016a y b; 2018a, b y c; 2019 a y b).

Desarrollo de la innovación y su aplicación al Grado de Gestión Administrativa de la Universitat Politècnica de València

En la asignatura de "Gestión del documento electrónico" el alumnado conoce los fundamentos de la gestión de los documentos digitales, con un componente práctico a través de los portales web de administraciones públicas, metadatos y procedimientos y expedientes electrónicos.

Para que los alumnos reflexionaran sobre el audiovisual *Guardians of the Heritage*, iniciamos un debate en torno a las siguientes cuestiones:

1. ¿Cómo buscaban los documentos en la época antigua?
2. En la segunda mitad del siglo XX ¿hay un problema de espacio para el depósito de los documentos? ¿Se ha propuesto alguna solución?
3. ¿Qué ventajas incorporan las TIC en la gestión documental?
4. ¿Conoces alguna normativa jurídica o de buenas prácticas para la gestión de los documentos?

El debate en el aula sirvió para que los alumnos asimilaran el cambio de paradigma en la gestión de los documentos, y la incidencia que han tenido las TIC en la actual administración y en los servicios al ciudadano.

Tras el visionado del audiovisual y el debate en el aula se les formularon las siguientes cuestiones, unas de respuesta cerrada, y otras de respuesta abierta.

1. ¿El audiovisual ayuda a identificar características de la gestión documental?
2. El debate en clase, después de visualizar el audiovisual, ¿ayuda a clarificar conceptos de la gestión documental?
3. ¿Conoces alguna película relacionada con los documentos de archivo?
4. ¿Crees que las redes sociales pueden difundir la labor e importancia de los archivos de las organizaciones?

Posteriormente se continuó debatiendo en clase, y los alumnos tuvieron oportunidad de aportar su visión personal sobre las distintas cuestiones formuladas.

3. Resultados obtenidos

En la actividad docente participaron ocho alumnos (la totalidad de la clase en esta asignatura optativa). Consideramos que es una muestra poco representativa en relación al total de los alumnos del grado, y que no se puede generalizar a ninguna población los resultados. Sin embargo, sí que nos aporta información sobre la utilización de audiovisuales en el aula, y entendemos que en el futuro con una muestra mayor podremos obtener resultados más representativos. Después de una hora de debate en el aula se les pasó un cuestionario para ver el interés de la actividad, en una escala de cuatro valores (mucho, regular, poco o nada), así como una respuesta abierta relacionada con la temática.

Como se observa en la Figura 2, la mitad de los alumnos consideran que el audiovisual ayuda mucho a identificar características de la gestión documental, y la otra mitad, que ayuda de forma regular. En ningún caso contestan que poco o nada, con lo que se considera que sí que les resulta de ayuda el visionado de un audiovisual relacionado con la cuestión que se trata.

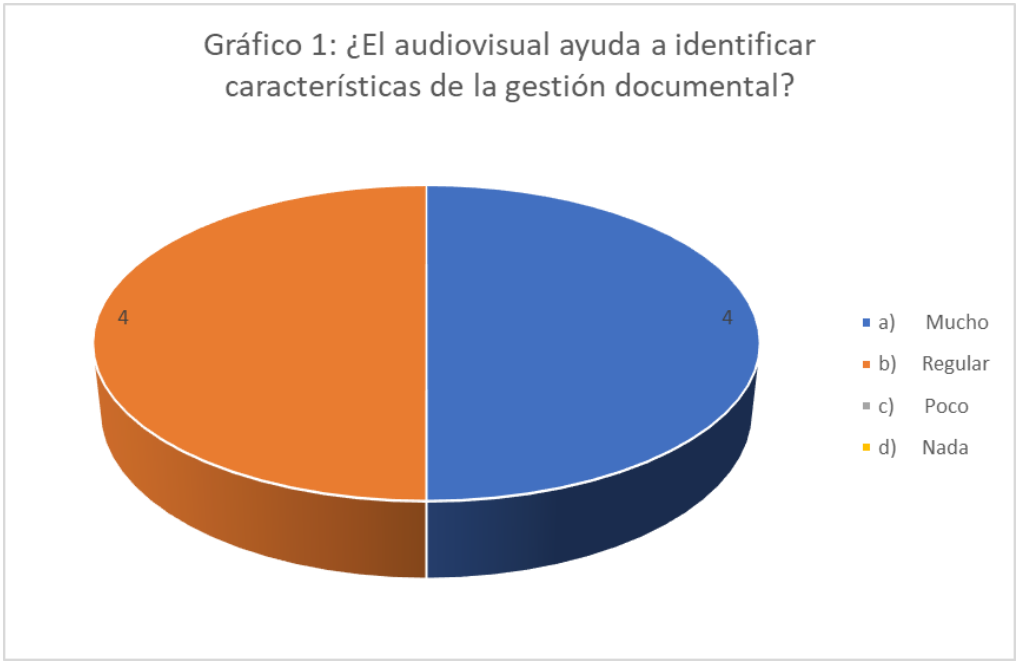


Figura. 2. Respuestas obtenidas sobre la pregunta ¿El audiovisual ayuda a identificar características de la gestión documental? Fuente: elaboración propia.

El alumnado concede más importancia al debate posterior al visionado del audiovisual, ya que la totalidad de ellos contestaron que mucho, como se observa en la Figura 3.

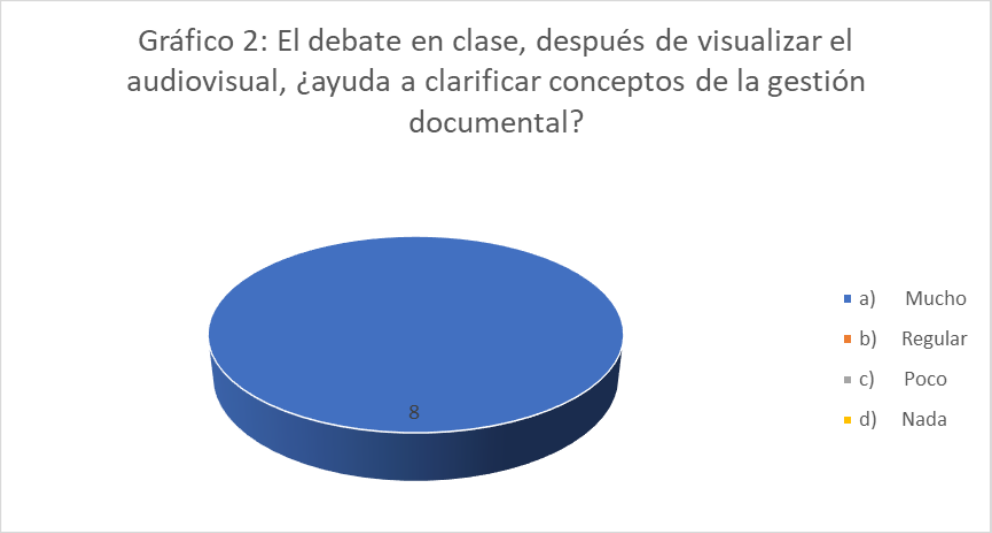


Figura. 3. Unanimidad del alumnado sobre la consulta respecto al debate en clase posterior al visionado del audiovisual. Fuente: elaboración propia.

Respecto a la relevancia de las redes sociales para dar a conocer la labor de las organizaciones, que también se observa en el documental, prácticamente la totalidad del alumnado considera que mucho, excepto una persona que contestó que regular. De ello se desprende que las redes sociales resultan positivas y adecuadas para dar a conocer la gestión documental que se realiza en los archivos. El porcentaje se puede contemplar en la Figura 4.

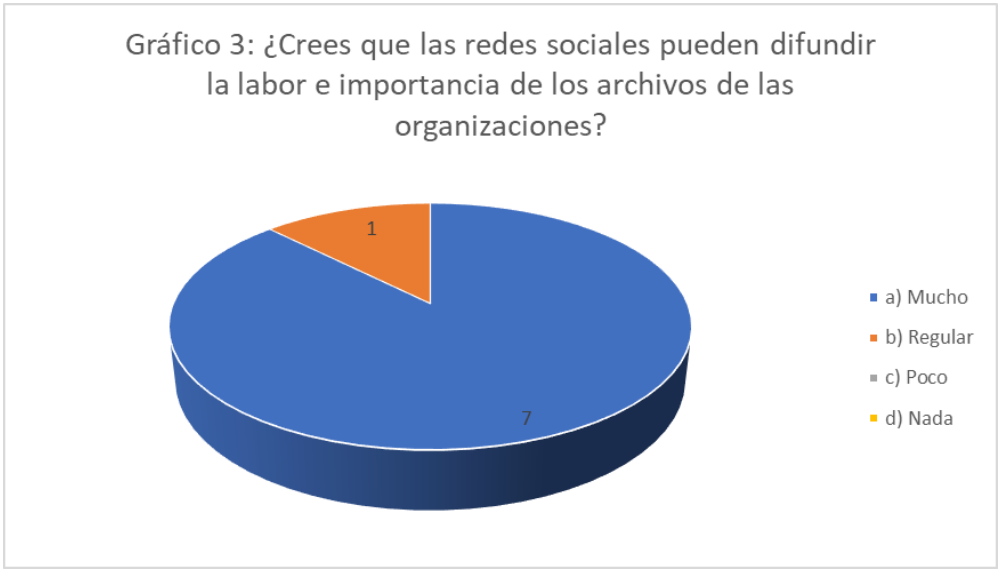


Figura. 4. Porcentaje altamente significativo sobre la importancia de las redes sociales para la difusión de la actividad de los archivos. Fuente: elaboración propia.

4. Conclusiones

Para terminar de valorar esta actividad los alumnos tenían la opción voluntaria de responder a una pregunta abierta para opinar sobre películas que trataran sobre archivos. Tan sólo contestaron dos con el aporte de dos películas muy conocidas, a la que contestaron sólo dos alumnos, indicando que sólo conocían las películas “Ángeles y Demonios” y “Los archivos del pentágono”.

La totalidad de alumnado considera que el debate posterior a la visualización del audiovisual es altamente positivo, ya que permite que se puedan aportar distintos puntos de vista relacionados con la temática de la gestión del documento.

La experiencia desarrollada, aunque se ha realizado con un número bajo de alumnado y puede ser poco representativa, resulta altamente satisfactoria porque nos ha permitido conocer la percepción de la utilización de un audiovisual con notas de ciencia ficción en la gestión del documento electrónico.

5. Referencias

Abreus González, A., & Haro Calero, R. D. (2019). El empleo de materiales auténticos audiovisuales para el desarrollo la expresión oral en inglés: estudio de caso en Ecuador. EDMETIC, 8(1), 23-35. https://doi.org/10.21071/edmetic.v8i1.10695

Cabedo Mallol, V., Casar Furió, M. E., Giménez Chornet, V., Oltra Gutiérrez, J. V. y Ramón Fernández, F. (2016). Casos prácticos jurídicos basados en series de animación. Francisca Ramón Fernández (coord.). Valencia: Tirant lo Blanch.

Cabedo Mallol, V., Casar Furió, M. E., Giménez Chornet, V., Lull Noguera, C., Oltra Gutiérrez, J. V. y Ramón Fernández, F. (2017). Casos prácticos jurídicos basados en series de ficción. Francisca Ramón Fernández (coord.), Valencia, Tirant lo Blanch.

Cabedo Mallol, V., Casar Furió, M. E., Giménez Chornet, V., Lull Noguera, C., Oltra Gutiérrez, J. V. y Ramón Fernández, F. (2018). Casos prácticos jurídicos basados en documentales. Francisca Ramón Fernández (coord.). Valencia: Tirant lo Blanch.

Cabedo Mallol, V., Casar Furió, M. E., Giménez Chornet, V., Lull Noguera, C., Oltra Gutiérrez, J. V., Osete Cortina, L., Ramón Fernández, F. y Soriano Soto, Mª. D. (2019). Casos prácticos jurídicos basados en el humor. Francisca Ramón Fernández (coord.). Valencia: Tirant lo Blanch.

Giménez Chornet, V. (2014). La Innovación en los archivos de España y la Unión Europea. Métodos de información, 5(8), 75-95, http://dx.doi.org/10.5557/IIMEI5-N8-075095

Hollist, A. (2012). Council for Administration: higher apprenticeships. Higher Education, Skills and Work-Based Learning, 2(3), 309-316. https://doi.org/10.1108/20423891211271700

Montero Caro, M. D. (2020). El derecho de acceso a la información pública desde el prisma constitucional. Métodos de Información, 11(21), 42-58. https://dx.doi.org/10.5557/IIMEI11-N21-042058

Oltra Gutiérrez, J. V., Ramón Fernández, F., Cabedo Mallol, V., Casar Furió, M. E., y Giménez Chornet, V. (2016). Uso de fragmentos de películas y series como herramientas de innovación docente. Una experiencia con alumnos de informática. INRED. II Congreso Nacional de Innovación Educativa y Docencia en Red (1-11), Valencia, Universitat Politècnica de València, https://n9.cl/1abo4

Ramón Fernández, F., Cabedo Mallol, V., Casar Furió, M. E., Giménez Chornet, V., Lull Noguera, C. y Oltra Gutiérrez, J. V. (2016a). Diseño de casos prácticos jurídicos basados en series de animación. Una innovación docente con soporte audiovisual. Derecho y TIC: últimas innovaciones docentes, Coordinadores Ana María Delgado García e Ignacio Beltrán de Heredia Ruiz (123-132). Barcelona: Huygens editorial.

Ramón Fernández, F., Cabedo Mallol, V., Casar Furió, M. E., Giménez Chornet, V., y Oltra Gutiérrez, J. V. (2016b). Utilización de las series de animación como recurso didáctico en la elaboración de casos. Análisis de una experiencia en la innovación docente en la Universitat Politècnica de València. INRED. II Congreso Nacional de Innovación Educativa y Docencia en Red (1-12), Universitat Politècnica de València. https://n9.cl/m5em

Ramón Fernández, F., Cabedo Mallol, V., Casar Furió, M. E., Giménez Chornet, V., Lull Noguera, C. y Oltra Gutiérrez, J. V. (2018a). “La utilización de los documentales como herramienta para la evaluación de la competencia transversal CT07. Responsabilidad ética, medioambiental y profesional. Experiencias en la docencia impartida en la Universitat Politècnica de València. Derecho y TIC: últimas innovaciones docentes, Coordinadores Ana María Delgado García e Ignacio Beltrán de Heredia Ruiz (193-204), Barcelona: Huygens editorial.

Ramón Fernández, F., Cabedo Mallol, V., Casar Furió, M. E., Giménez Chornet, V., Lull Noguera, C. y Oltra Gutiérrez, J. V. (2018b). La utilización de los documentales como herramienta para la evaluación de la competencia transversal CT07. Responsabilidad ética, medioambiental y profesional. Jornada de Innovación Docente ETSINF 2018 (1-2), Valencia: Universitat Politècnica de València.

Ramón Fernández, F., Cabedo Mallol, V., Casar Furió, M. E., Giménez Chornet, V., Lull Noguera, C., Oltra Gutiérrez, J. V. y Orduña Malea, E. (2018c). El audiovisual Tutankamón como herramienta para la evaluación de la competencia transversal de pensamiento crítico y responsabilidad ética medioambiental y profesional. Una experiencia en la Universitat Politècnica de València. IN-RED 2018 (1-12), Valencia. Universitat Politècnica de València. https://n9.cl/cehlw

Ramón Fernández, F., Lull Noguera, C., Soriano Soto, Mª. D., Cabedo Mallol, V., Casar Furió, Mª. E., Giménez Chornet, V., Oltra Gutiérrez, J. V. y Orduña Malea, E. (2019a). “Diseño de materiales docentes basados en recursos audiovisuales de humor para la mejora del aprendizaje y su evaluación en ciencias sociales y jurídicas. Análisis del diseño de la actividad sobre las casas Cueva y «Los Picapiedra». La docencia del Derecho en la sociedad digital. Barcelona: Huygens Editorial.

Ramón Fernández, F., Lull Noguera, C., Soriano Soto, Mª. D. (2019b). Actividades docentes del PYME. Diseño de materiales docentes para la mejora del aprendizaje y su evaluación en ciencias del suelo, sociales y jurídicas. XXXII Reunión Nacional de Suelos, 10 a 13 de septiembre de 2019 RENS, Sevilla. Sociedad Española de la Ciencia del Suelo.

Sebastià Salat, M. (2009). La transformación de los archivos y de la Archivística: el nuevo paradigma desde la hibridez a la metadisciplina y la metacomunidad profesional. Tabula. Revista de archivos de Castilla y León, Nº. 12, 17-32.

DOI: https://doi.org/10.46502/issn.1856-7576/2021.15.02.4

Inteligencias múltiples y el aprendizaje de tecnologías en universitarios peruanos

Multiple intelligences and technology learning in Peruvian university students

Edith Mariela Quispe Sanabria
quispeedith627@gmail.com
https://orcid.org/0000-0003-1875-0048
Lisette Paola Campos Carpena
lishi1905@gmail.com
https://orcid.org/0000-0003-2747-9456
Lizet Doriela Mantari Mincami
d.lmantari@upla.edu.pe
https://orcid.org/0000-0003-4859-9684
Universidad Peruana Los Andes (Perú)

Recibido: 23/01/21
Aceptado: 10/05/21

Resumen

El propósito del trabajo es establecer la relación existente entre las Inteligencias Múltiples (IM) y el aprendizaje de Tecnologías de Información y Comunicación (TIC) en estudiantes universitarios peruanos. La investigación es de tipo aplicada, de diseño correlacional; la población es de 471 estudiantes universitarios peruanos. Los resultados demuestran que con 31.70% la mayoría de los estudiantes presentan un nivel alto en la variable IM; asimismo, el 54% de los estudiantes muestran un nivel medio en la variable aprendizaje de TIC. Como conclusión se tiene que existe una relación directa entre las IM y el aprendizaje de TIC.

Palabras clave: Inteligencia emocional; Tecnologías de la Comunicación e Información; TIC; Aprendizaje; Test; Educación.

Abstract

The purpose of the work is to establish the relationship between Multiple Intelligences (IM) and the learning of Information and Communication Technologies (ICT) in Peruvian university students. The research is of an applied type, of correlational design; the population is 471 Peruvian university students. The results show that with 31.70% most of the students present a high level in the MI variable; likewise, 54% of the students show

an average level in the ICT learning variable. As a conclusion, there is a direct relationship between IM and ICT learning.

Keywords: Emotional intelligence, Information and Communication Technologies, ICT, Learning, Test, Education.

1. Introducción

Bien es sabido que la teoría de las inteligencias múltiples (IM), ha provocado diversas discusiones desde su origen y son muchos los profesionales de la psicología que mantienen la postura de la existencia de la inteligencia única en los seres humanos, promoviendo ésta con los test de coeficiente intelectual (CI). Además, de acuerdo con Gardner (2015), muchos docentes parten de la premisa de que, si el estudiante presta atención a las diversas formas de pensamiento, de aprendizaje y evaluación, no logran progresar en los contenidos cursados.

La inteligencia, de acuerdo con Gardner (2015), constituye una cualidad presente en las personas en diversos niveles. Es el elemento fundamental para resolver problemas. Dicha cualidad puede evaluarse de manera confiable a través de test estandarizados respondidos con papel y lápiz, el cual puede predecir el futuro de los estudiantes en su formación escolar.

Según Bretell citado por Matheus (2011) argumenta que “el funcionamiento de cada inteligencia tiene que ver, por un lado, con su localización en el cerebro, y por el otro, con el desarrollo histórico de la misma” (p. 25). Es por ello que se puede aseverar que todas las personas nacen con la oportunidad de potencializar las ocho inteligencias, a menos que tenga dificultades o daños en el cerebro.

En ese sentido, surge la interrogante del porqué muchos individuos logran potenciar distintas habilidades, mientras que otras se les dificulta, tal como lo refiere Matheus (2011), que en la teoría de Gardner se ha expresado que esta tiene que ver más en los niveles de estimulación que se recibe y la motivación que se proporciona, generando en el individuo estímulos que afectarán o lograrán maximizar las ganas de aprender. Es necesario que se evite utilizar frases descalificadoras a los chicos para que no se estanquen en distintas áreas, aunque ese no sea su talento, trabajo que corresponde tanto a los educadores como en la mayor parte de los padres y así reforzar las destrezas en las que más destaca el estudiante.

Es por ello que el propósito del estudio estuvo centrado en establecer la relación entre las IM y el aprendizaje de la asignatura de Tecnologías de la Información y Comunicación (TIC) de los estudiantes de una universidad peruana. Para ello se evaluaron cada una de las ocho dimensiones de las IM y por el aprendizaje de TIC se evaluaron las cuatro siguientes dimensiones: creación de páginas web, configuración de diseño de blogger, creación de entradas sway y procesamiento de exámenes auto corregibles utilizando

google form. Por lo que la hipótesis del estudio se centró en que existe relación significativa entre las IM (y sus dimensiones) y el aprendizaje de TIC.

Se ha destacado que, “al pasar décadas anteriores las TIC han causado un efecto considerable en distintos aspectos de la sociedad” (UNESCO, 2019, párrafo 1). Ha sido tanto su influencia que hoy por hoy se habla mucho sobre una sociedad con mayor conocimiento y experiencia (Pérez *et al.*, 2018); es así que se ha logrado ver cómo se ha transformado el proceso de formación, creando un modelo para los distintos entes de educación al incorporar las TIC, mejorando la experiencia de educación al ligarla con tareas que se hacen cotidianamente pero variando la forma de recibir la información, obteniendo resultados en los estudiantes, pues se ve la evolución en la obtención de capacidades y competencias en su desempeño (Islas, 2017).

De la misma forma, la Organización de Naciones Unidas (ONU), realiza esfuerzos en conjunto con la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (UNESCO), para potencializar las tecnologías y promover el progreso hacia el cuarto Objetivo del Desarrollo Sustentable, que reside en que todos los escolares tengan una educación de calidad (UNESCO, 2019). Asimismo, con el propósito de generar y cumplir con políticas efectivas vinculadas al empleo de las TIC en el campo educativo, de acuerdo con la UNESCO (2019b), la ONU trabaja para asegurar que las diversas naciones puedan migrar a dichos entornos en la educación.

Por su parte, García (2014), precisa que hay una vinculación entre las IM y los elementos educativos, como son las habilidades sociales, la inteligencia emocional, autoeficacia, entre otras; las cuales pueden incidir de forma evasiva en el desarrollo académico en las emociones estables, por otro lado, el sexo femenino se ha destacado con puntuaciones mayores en las áreas de lingüística, relación interpersonal y visión espacial. De la misma manera, el progreso educativo orientado a poner en práctica estrategias de enseñanza – aprendizaje contribuye a construir recursos que provocan aprendizajes significativos en los estudiantes (Argüello y Collazos, 2008). A estos elementos, se suman las ideas de Matute (2013), que argumenta que los entes académicos se encuentran a la vanguardia sobre integrar el internet en sus métodos de estudios, crean los docentes la motivación para planificar métodos de enseñar a los estudiantes de distintas formas al usar medios tecnológicos que impactará de forma profunda en ellos. Asimismo, Díaz (2009), refiere que las competencias que integran en referencia a las TIC que realizan los docentes en universidades se ubican en el nivel medio. Por su parte, Aquirre (2018), precisa que, en el mundo, son cada vez más los recursos para la implementación, gestión y uso de las TIC en la educación para asegurar la calidad en la enseñanza-aprendizaje. Por otra parte, Alarcón *et al.* (2014), precisaron que las TIC y el aprendizaje del inglés tienen una vinculación importante en los estudiantes de Idiomas de una provincia peruana.

En cuanto a la teoría que fundamenta la investigación, se encuentra la de las IM, ésta surgió a finales del siglo XX, creada por Howard Gardner en 1993, de la que emergió la forma de apreciar el significado de la inteligencia (Gardner, 2015). Entre las principales

ideas planteadas en ésta es desestimar la noción de una única inteligencia, cuya génesis es genética y propone la presencia de diversas clases de inteligencia, identificando el aporte de la predisposición biológica, considerando de gran valor la contribución de la repercusión social en su desarrollo (Mesa, 2018).

De acuerdo con Moreno y Planells (2016), refieren que Gardner conceptualiza la inteligencia en los humanos "como el potencial de solucionar problemas o generar cosas identificables por uno o deferentes entornos culturales" (p. 201). Sin embargo, el más grande aporte de dicha teoría es el enfoque de la inteligencia hacia una ventana más amplia de la capacidad cognitiva, es por ello, las diversas inteligencias que supone la teoría de las IM; de la misma manera, la relevancia que tiene sobre esta, los factores biológicos y sociales. Adicionalmente, otro elemento fundamental en la teoría de las IM es la codificación, de acuerdo con Athanassopoulos y López (2017), argumentan que en la gran variedad de la inteligencia se utiliza un sistema de codificación que supone la creación de símbolos diferentes que ayudan a regular la información y a organizar, siendo un elemento cultural para almacenar todos los datos que se le suministra al individuo. En ese orden de ideas, Gardner en su teoría de las IM, considera diversas inteligencias como lo son: lingüística, lógico-matemática, espacial, musical, kinestésica, intrapersonal, interpersonal y naturalista; dando entender que dichas inteligencias se desarrollan en una persona en proporciones mayores o menores de acuerdo con sus experiencias en la que también inciden el proceso de enseñanza aprendizaje (Hidalgo et al., 2018).

Desde esta perspectiva, las IM intervienen como procesos educativos para así fomentar en los alumnos enseñanzas y aprendizajes de las diversas áreas, promoviendo la especificidad a través de labores enfocadas al desarrollo de cada una de los contextos de capacidad del estudiante, desde la niñez, facilitando a los maestros la aplicación de estrategias tendentes a la enseñanza multimodal para los discentes, permitiendo un aprendizaje integral (Calle et al., 2016).

Respecto a las TIC, estas han tenido un gran avance y evolución, empleándose en diversos casos como, por ejemplo, el educativo. Sobre estas, Gómez (1991), citado por Pérez (2017), precisa que se constituyen como "un conjunto de mecanismos, redes y soporte que unidos conforman un sistema de información conectado" (p. 257), por lo que forman un sistema apoyado en la informática, la tecnología y las telecomunicaciones. Por su parte, Cabero et al (2016), refieren la importancia de las TIC en el aprendizaje colaborativo, puesto que mejora el aprendizaje y el rendimiento académico en los estudiantes e incrementa la motivación para realizar las actividades en equipo.

Dichas tecnologías han tenido gran avance y crecimiento exponencial en los últimos años, por lo que Paucar et al. (2017), manifiestan que estas se han constituido en herramientas muy útiles en las actividades cotidianas, es por lo que constantemente se requiere la actualización sobre la manipulación y tratamiento de estas. En ese sentido, Acosta (2016), expresa que el impacto de las TIC ha trascendido a todos los contextos

de la vida cotidiana, influyendo positivamente en vida cotidiana de las personas, independiente de la lengua, edad o sexo. Es por ello, que Montilla et al. (2018), expresan la relevancia de incorporar en el contexto académico las TIC, como es el de las geociencias; como recurso en las sesiones de clase y así poder fomentar y desarrollar los aprendizajes en los bachilleres y futuros docentes de un Instituto Pedagógico.

En ese orden de ideas, Chancusig et al. (2019), argumenta que "las TIC contribuyen a mejorar el intercambio por medio de las redes, lo social, cultural, técnico, profesional, debido a que pueden realizarse estudios a través de aulas virtuales y diversas plataformas" (p. 1343). Sin embargo, Aguilar (2012), expone que las TIC han llegado al ámbito educativo desde hace mucho tiempo y en algunos contextos se han aplicado sin ser exitosas; no obstante, en la actualidad la discusión no gravita entre su vinculación o no al proceso educativo, sino en que necesitan novedosas formas de observar e impulsar el aprendizaje.

Ahora bien, desde el punto de vista de Llorente y Cabero (2005) citado por Arras et al. (2011), en el presente la alfabetización tecnológica se tiene como base fundamental en el desarrollo formativo de los universitarios, todo lo cual deben tener dominio de las formas de interactuar en los nuevos formatos digitales y redes de comunicación. Por su parte, para Hermosa (2015), el empleo de las TIC en las instituciones educativas aún es restringido por elementos como son los recursos, estímulos para la migración, los saberes adecuados, la motivación, las políticas educativas, entre otros factores. En el contexto de estudio de las TIC en el entorno educativo, Heredero y Garrido (2017), señalan que estas contribuyen a la integración en el aula de manera integral, estimulando el aprendizaje y flexibilizando las necesidades y capacidades individuales en los estudiantes.

2. Metodología

El presente estudio corresponde a un tipo de investigación básica, con nivel y diseño correlacional, mediante el cual se establece la relación entre las variables de estudio (Hernández y Mendoza, 2018); para este caso: inteligencias múltiples y aprendizaje de tecnologías de información y comunicación en estudiantes universitarios. Asimismo, se empleó el método descriptivo, debido a que busca describir el fenómeno (Hernández et al., 2014); es decir, identificar el progreso educativo de inteligencia múltiple de los bachilleres y demostrar la relación que se presenta entre las variables investigadas.

La investigación se ejecutó en el año 2019, en la ciudad de Huancayo – Perú, en la Universidad Peruana Los Andes (UPLA), Sede La Merced, Semestre Académico 2019-II. La población del estudio estuvo constituida por 471 estudiantes cursantes en dicha Universidad. Por otro lado, la muestra se manejó por medio de un muestreo no probabilístico intencionado (Ñaupas et al., 2018), constituyéndose por 63 universitarios de la referida casa de estudios.

Para la recolecta de información se realizó empleando la técnica de la encuesta y como instrumento el test de inteligencias múltiples para medir la variable inteligencias múltiples (Gardner, 2015); para evaluar la variable aprendizaje de tecnologías de comunicación e información en estudiantes universitarios se empleó el fichaje y su instrumento las fichas bibliográficas, de resumen, de párrafo y la observación no estructurada (Arias, 2012), en la que se tomó como referencia la rúbrica de la primera unidad de la asignatura TIC II. Puesto que el test de inteligencias múltiples, es un instrumento estandarizado internacionalmente por su creador Howard Gardner, no fue necesario el proceso de validación del mismo mediante el juicio de expertos (Palella y Martins, 2012).

El estudio fue ejecutado en la UPLA, sede La Merced, semestre académico 2019-II; tomando como muestra estudiantes de un curso de la asignatura de TIC; en la que en seis sesiones de clase se empleó la rúbrica de esta para la primera unidad del curso, evaluando los criterios: manejo de la aplicación blogger de google, secuencia y estructura de blogger de google, elementos de construcción de un blog profesional y presentación de glogger de google, con puntajes según el alcance del logro de 0 a 5. Asimismo, el test de IM, en las que a través de 74 preguntas se evaluaron las ocho inteligencias: inteligencia matemática, inteligencia lingüística, inteligencia física–kinestésica, inteligencia musical, inteligencia espacial, inteligencia interpersonal, inteligencia intrapersonal e inteligencia naturalista; con puntaje para cada afirmación 1 = nunca; 2 = casi nunca; 3 = a veces; 4 = casi siempre; 5 = siempre.

3. Análisis y resultados

Respecto los resultados descriptivos de la variable IM, los resultados obtenidos (Tabla 1) demuestran que en los estudiantes universitarios de la UPLA presentan un alto nivel de inteligencia matemática con 38.1%, mientras que un 25.4% mostró un nivel medio, el 20.6% presentan un nivel bajo, mientras que un 15.9% mostró un nivel muy bajo en este tipo de inteligencia; por lo que se concluye que un gran número de estudiantes muestra un alto nivel en la inteligencia lógica matemática. En cuanto a la inteligencia lingüística, la mayoría de los estudiantes mostraron un bajo nivel en esta inteligencia, mientras que el 23.8% evidenciaron un nivel alto, asimismo, el 23.8% mostró un nivel muy bajo, finalmente un 20.6% presenta un nivel medio en este tipo de inteligencia, por lo que se afirma que un gran número de estudiantes tienen un bajo nivel en la inteligencia lingüística. En relación a la inteligencia física-kinestésica, se tiene que la mayoría de los estudiantes con un 30.2% presentan un nivel muy bajo, en tanto que un 27% muestra un alto nivel muy bajo en este tipo de inteligencia, solo el 25.4% presenta un alto nivel y un 17.5% presenta un nivel medio; por lo que se tiene que un gran número de estudiantes presenta un nivel bajo en la referida inteligencia.

Tabla 1. Resultados absolutos y porcentuales de las inteligencias matemática, lingüística y física-kinestésica.

Escala de medición	Inteligencia matemática		Inteligencia lingüística		Inteligencia física - kinestésica	
	Fi	**%**	**Fi**	**%**	**Fi**	**%**
Alto	24	38.1	15	23.8	16	25.4
Medio	16	25.4	13	20.6	11	17.5
Bajo	13	20.6	20	31.7	19	30.2
Muy bajo	10	15.9	15	23.8	17	27
Total	63	100	63	100	63	100

Los resultados alcanzados (Tabla 2) evidencian que los estudiantes presentan un nivel bajo en la inteligencia musical con un 33.3%, mientras que un nivel 25.4% mostraron un nivel alto, mientras que el 23.8% presentan un nivel muy bajo en este tipo de inteligencia, finalmente un 17.5% muestran un nivel intermedio; por lo que se resume que la mayoría de los estudiantes presentan un bajo nivel en la inteligencia musical. Por su parte, la inteligencia interpersonal en los estudiantes mostró un nivel alto con un 36.5%, un nivel bajo con un 25.4%, mientras que el 20.6% mostró un nivel muy bajo y un 17.5 presenta un nivel medio; concluyendo que la mayoría de los estudiantes presenta un nivel alto en la inteligencia interpersonal. Respecto a la inteligencia intrapersonal, se tiene que el 33.3% presente un alto nivel, el 25.4% muestra un nivel medio, un 22.2% presenta un nivel bajo, mientras que un 19% presenta un nivel muy bajo; concluyendo que la mayoría de los estudiantes tienen un alto nivel en la inteligencia intrapersonal.

Tabla 2. Resultados absolutos y porcentuales de las inteligencias espacial, interpersonal e intrapersonal.

Escala de medición	Inteligencia musical		Inteligencia interpersonal		Inteligencia intrapersonal	
	Fi	%	Fi	%	Fi	%
Alto	16	25.4	21	36.5	21	33.3
Medio	11	17.5	11	17.5	16	25.4
Bajo	21	33.3	16	25.4	14	22.2
Muy bajo	15	23.8	13	20.6	12	19
Total	63	100	63	100	63	100

Los resultados obtenidos (Tabla 3) respecto a la inteligencia naturalista en los estudiantes, se tiene que un 38.1% de estos presentan un alto nivel, un 27% mostraron un nivel medio, mientras que el 19% mostraron un nivel bajo, finalmente el 15.9% presenta un nivel muy bajo en esta inteligencia; concluyendo que la mayoría de los estudiantes presenta un nivel alto en la inteligencia naturalista. Por su parte, los resultados de la inteligencia espacial los estudiantes muestran un alto nivel con un 34.9%, mientras que un 23.8% es de nivel medio, en tanto que un 22.2% presentan un

nivel bajo y un 19% muestra un nivel muy bajo. Estos hallazgos permiten afirmar que la mayoría de los estudiantes tienen un alto nivel en esta inteligencia. En relación al resultado de la variable IM en los estudiantes, se tiene que estos muestran un alto nivel con un 31.7%, mientras que un 23.8% muestra un nivel medio, 23.8% presenta un nivel muy bajo y un 20.6% tiene un nivel bajo, por lo que se resume que la mayoría de los estudiantes presenta un nivel alto en las IM.

Tabla 3. Resultados absolutos y porcentuales de las inteligencias naturalista, espacial y variable inteligencias múltiples.

Escala de medición	Inteligencia naturalista		Inteligencia espacial		Inteligencias múltiples	
	Fi	**%**	**Fi**	**%**	**Fi**	**%**
Alto	24	38.1	22	34.9	20	31.7
Medio	17	27	15	23.8	15	23.8
Bajo	12	19	14	22.2	13	20.6
Muy bajo	10	15.9	12	19	15	23.8
Total	63	100	63	100	63	100

En cuanto a los resultados descriptivos de la variable aprendizaje de TIC (Tabla 4), en la dimensión creación de páginas web, se tiene que el 33.3% presenta un nivel bajo, mientras que un 28.6% presenta un nivel medio, el 19% presenta nivele alto y muy bajo respectivamente; por lo que se tiene que la mayoría de los estudiantes presentan un nivel bajo en dicha dimensión del aprendizaje de TIC. Para la dimensión configuración de diseños con blogger de la variable aprendizaje de TIC, se tiene que el 31.7% presenta un nivel bajo, mientras que el 25.4% mostró un nivel medio, el 22.2% presentó un nivel alto, finalmente un 20.6% presenta un nivel medio; por lo que se establece que la mayoría de los estudiantes presenta un nivel bajo en la referida dimensión. Adicionalmente, en la dimensión creación de entradas Sway, se tiene que el 34.9% presenta un nivel alto, el 27% presenta un nivel medio, mientras que el 22.2% presenta un nivel bajo y un 15.9% presenta un nivel muy bajo; concluyendo que la mayoría de los estudiantes presenta un nivel alto en la referida dimensión.

Respecto a la dimensión procesamiento de exámenes auto corregibles con Google, se tiene que el 33.3% presenta un nivel bajo, el 25.4% muestra un nivel medio, mientras que el 22.2% presenta un nivel un nivel alto, finalmente el 19% presenta un nivel muy bajo, por lo que se considera que la mayoría de los estudiantes presenta un nivel bajo en esta dimensión. Resumiendo, se tiene que los estudiantes en el aprendizaje de TIC presentan un nivel medio en 54%; mientras que el 28.6% presenta un nivel intermedio, el 11.1% presenta un nivel bajo, mientras que el 6.3% muestra un nivel muy bajo; por lo que se establece que de acuerdo con los resultados descriptivos los estudiantes tienen un nivel medio en el aprendizaje de TIC.

Tabla 4. Resultados porcentuales de la variable aprendizaje de TIC.

Escala de medición	Creación de páginas web		Configuración de diseños blogger		Creación de entradas Sway		Proc. de exám. auto corregibles con Google Form		Aprendizaje de TIC	
	Fi	**%**	**Fi**	**%**	**Fi**	**%**	**Fi**	**%**	**Fi**	**%**
Alto	12	19	14	22.2	22	34.9	14	22.2	18	28.6
Medio	18	28.6	16	25.4	17	27	16	25.4	37	54
Bajo	21	33.3	20	31.7	14	22.2	21	33.3	7	11.1
Muy bajo	12	19	13	20.6	10	15.9	12	19	4	6.3
Total	63	100	63	100	63	100	63	100	63	100

Como resumen de los resultados descriptivos porcentuales (Figura 1) en ambas variables, se tiene que los estudiantes en IM con un 31.70% presentan un nivel alto, el 23.80% presentan nivel medio y muy bajo respectivamente, mientras que un 20.60% presentan un nivel bajo; concluyendo que la mayoría de los estudiantes presentan un nivel alto en la referida variable. Respecto al aprendizaje de TIC, el 54% presenta un nivel medio, el 26.60% presenta un nivel alto, mientras que el 11.10% presenta un nivel bajo, asimismo, el 6.30% presenta un nivel muy bajo en esta dimensión; concluyendo que la mayoría de los estudiantes tienen un nivel medio en la referida variable.

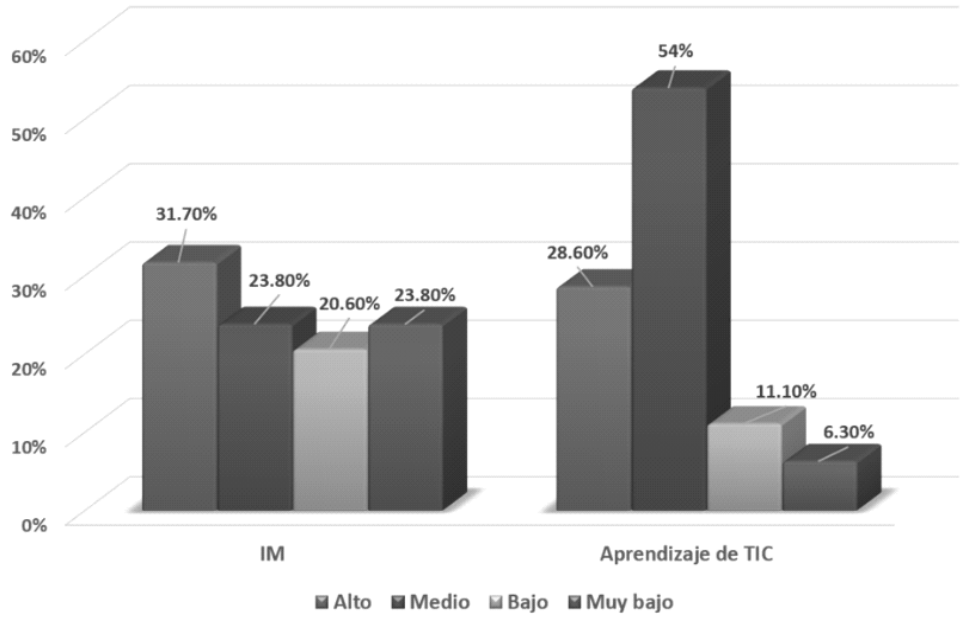


Figura 1. Resultados descriptivos porcentuales de las variables IM y aprendizaje de TIC

Los resultados inferenciales (Tabla 5) se realizaron con el programa estadístico SPSS, en el que se calculó el coeficiente de correlación Rho de Spearman con un nivel de

significancia del 0.05%; el cual tiene como propósito evaluar la intensidad de una vinculación lineal entre dos o más variables (Rosas & Zúñiga, 2010).

Tabla 5. Resultados inferenciales entre las variables IM y aprendizaje de TIC.

Correlación	Int. Mat. y TIC	Int. Ling. y TIC	Int. Física – Kinest.y TIC	Int. Musical y TIC	Int. Espac. y TIC	Int. Interper. y TIC	Int. Intrap. y TIC	Int. Natur. y TIC	IM y aprend. de TIC
Rho de Spearman	,768*	,823*	,642*	,614*	,831*	,815*	,758*	,763*	,841**

Como se muestra en la Tabla 5, la correlación entre la dimensión inteligencia matemática y el aprendizaje de TIC de los estudiantes objeto de estudio, muestra un valor de 0.768; lo cual señala que entre estas existe una correlación positiva fuerte. Asimismo, entre la dimensión inteligencia lingüística y aprendizaje de TIC presenta un valor de 0.823, lo que indica que existe una correlación positiva fuerte entre estas. Por otra parte, la dimensión inteligencia física - kinestésica y el aprendizaje de TIC en los estudiantes de la UPLA semestre 2017-II presenta un valor de 0.642; indicando que existe una correlación positiva media. De la misma forma, la dimensión inteligencia musical y el aprendizaje de TIC, muestra un valor de 0.614; lo que es indicativo de que existe una relación directa y la correlación entre estas es positiva media. Respecto a la dimensión inteligencia espacial y aprendizaje de TIC, presenta un valor de 0.831; lo que indica que existe una correlación positiva fuerte.

Respecto a la dimensión inteligencia interpersonal y aprendizaje de TIC, se obtuvo un valor de 0.815 indicando que existe una relación directa entre ambas y una correlación positiva alta. Por su parte, la dimensión inteligencia intrapersonal y el aprendizaje de TIC se obtuvo un valor de 0.758, indicando una relación directa entre estas y una correlación positiva alta. Asimismo, la dimensión inteligencia naturalista y el aprendizaje de TIC, se alcanzó un valor de 0.763, lo que señala que existe una correlación positiva fuerte entre estas. Finalmente, en los resultados inferenciales respecto a ambas variables, es decir, las IM y el aprendizaje de TIC, se obtuvo un valor de 0.841; indicando que existe relación entre ambas variables y una correlación positiva fuerte. Como cierre de los resultados, se tiene que se evidencia una fuerte relación entre las IM y el aprendizaje de TIC, demostrada con un coeficiente de correlación de Spearman de 0.841, lo que señala que existe una correlación positiva fuerte; de manera similar, sucede con las dimensiones de las IM y el aprendizaje de TIC, en gran medida existe una relación significativa positiva fuerte, demostrando de este modo la hipótesis de la investigación.

4. Discusión y conclusiones

De acuerdo con los resultados presentados anteriormente, están en concordancia con los de García (2014), en la que se estableció relación entre las variable IM y factores educativos como habilidades sociales, inteligencia emocional, autoeficacia; elementos que pueden repercutir de manera indirecta en el avance educativo y en un mejor equilibrio emocional. De la misma forma, se precisa que la vinculación entre las IM y el aprendizaje de TIC son directas a la clase de inteligencia que se produce en cada uno de los discentes. Por su parte, las investigaciones de Matute (2013), Arguello y Collazos (2008) y Aguirre (2018), orientadas a que en las instituciones conectadas a la internet sus maestros pueden reinventar los métodos y estrategias de enseñanzas; en ese sentido, es similar a los resultados de la presente investigación que apuntan a que el migrar de estrategias centradas en el docente impartiendo clases con el pizarrón y la tiza al uso de TIC puede tener un gran impacto en el proceso de enseñanza aprendizaje.

La investigación de Domínguez (2010), quien precisa que actividades relacionadas con las IM en las clases, generan una labor activa en el aula, incidiendo en el logro de las competencias; es por ello, que este estudio es similar, puesto que los resultados señalan un alcance en la rúbrica del aprendizaje TIC ubicado en nivel medio con un 54% de los estudiantes. En la misma perspectiva, se presenta el trabajo de Alarcón et al. (2014), quienes establecieron que existe relación entre el aprendizaje de TIC y el idioma inglés en la muestra de su estudio, por lo que esta idea refuerza los hallazgos del presente estudio en el que con un coeficiente Rho de Spearman de 0.841; se establece que existe relación directa y correlación positiva fuerte entre las IM y el aprendizaje de TIC.

De acuerdo con las afirmaciones anteriores, se concluye que un estudiante de la UPLA que presente un nivel alto en IM presentará un alto nivel en el aprendizaje de TIC; asimismo, todo estudiante que presente un alto nivel en alguna de las dimensiones de las IM (matemática, lingüística, física-kinestésica, musical, espacial, interpersonal, intrapersonal y naturalista), presentará un alto nivel en aprendizaje de TIC. En ese sentido, se sugiere que en los procesos de orientación vocacional se aplique el test de IM, con el propósito de enfocar la aptitud de los estudiantes hacia las carreras que estén en concordancia con su perfil académico en función a la IM más desarrollada; tratando en gran medida de asegurar el alcance en sus logros y culminación exitosa. De la misma forma, se sugiere la implementación de estrategias, recursos y medios donde se involucren las TIC para potencializar el proceso de enseñanza aprendizaje en la UPLA.

5. Referencias

Acosta, L. (2016). La relación entre los estilos de aprendizaje y el uso de las tecnologías de información y comunicación en educación de personas adultas. Revista Electrónica Educare, 20(3), 199-216, https://bit.ly/3rL0kVA

Aguilar, M. (2012). Aprendizaje y Tecnologías de Información y Comunicación: Hacia nuevos escenarios educativos. Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud, 10(2), 801-811, https://bit.ly/3o20wgL

Arias, F. (2012). El Proyecto de investigación. Introducción a la Metodología Científica. (Sexta ed.). Caracas, Venezuela: Episteme.

Argüello, V.Y., y Collazos, L.A. (2008). Las inteligencias múltiples en el aula de clase. (Tesis de Maestría en Educación). Universidad Tecnologica de Pereira, Pereira-Colombia. https://bit.ly/2WGdrch

Aguirre, P. (2018). Las TIC en la gestión del proceso de enseñanza-aprendizaje en el área Comunicación Organizacional: licenciatura en Ciencias de la Comunicación. RIDE. Rev. Iberoam. Investig. Desarro. Educ, 8(16), 1-25. https://bit.ly/3mIkX0O

Arras, A., Torres, C., García, A. (2011). Competencias en Tecnologías de Información y Comunicación (TIC) de los estudiantes universitarios. Revista Latina de Comunicación Social, Vol. 66, 1-26. https://bit.ly/2WVLoFH

Athanassopoulos, N., López, V. (2017). Inteligencias múltiples y aprendizaje: Un enfoque comparativo en alumnos de conservatorio. ReiDoCrea, Vol. 6, 50-63. https://bit.ly/38OjpNI

Alarcón, D., Ramírez, M., Vílchez, M. (2014). Las tecnologías de información y comunicación (TIC) y su relación con el aprendizaje del idioma inglés de los estudiantes de la especialidad de inglés-francés, promoción 2011 de la Universidad Nacional de Educación Enrique Guzmán y Valle. Chosica, 2013. [Tesis de Maestría en Educación]. https://bit.ly/2WDHYr7

Cabero, J., Barroso, J., Llorente, M., Yanes, C. (2016). Redes sociales y Tecnologías de la Información y la Comunicación en Educación: aprendizaje colaborativo, diferencias de género, edad y preferencias. RED. Revista de Educación a Distancia, 51(1), 1-23. https://bit.ly/3aQVP5U

Calle, M., Saavedra, L., Velásquez, V. (2016). Mediaciones pedagógicas para el desarrollo de las inteligencias múltiples en Educación Superior. Revista Pertinencia Académica, Vol. 1, 37-52. https://bit.ly/3pLi4OT

Chancusig, J., Guilcaso, J., Montaluisa, R., Soria, M. (2019). El aprendizaje y las tecnologías de información y comunicación en la educación superior en Ecuador. Revista Científica Mundo de la Investigación y el Conocimiento, 3(1), 1340-1352. https://bit.ly/38J1kAB

Díaz, C. (2009). Las competencias TIC y la integración de las tecnologías de información y comunicación de los docentes de la universidad católica del Maule. (Tesis de Maestría en Educación). Universidad de Chile, Santiago de Chile - Chile. https://bit.ly/3pkZLQj

García, G. (2014). Inteligencias múltiples y variables psicoeducativas en estudiantes de secundaria. (Tesis Doctoral). Universidad de Alicante, Alicante – España. https://bit.ly/2Jj2zhu

Gardner, H. (2015). Inteligencias múltiples: La teoría en la práctica. Barcelona: Paidós Educación.

Hermosa, P. (2015). Influencia de las tecnologías de información y comunicación (TIC) en el proceso enseñanza-aprendizaje: una mejora de las competencias digitales. Rev. Cient. Gen. José María Córdova, 13(16), 121-132. https://bit.ly/3htqkA8

Hernández, R., Mendoza, C. (2018). Metodología de la investigación: las rutas cuantitativa, cualitativa y mixta. Ciudad de México: Mc Graw Hill.

Hernández, R., Fernández, C., Baptista, P. (2014). Metodología de la investigación (Sexta ed.). México: McGraw-Hill.

Hidalgo, S., Sospedra, M., Martínez, I. (2018). Análisis de las inteligencias múltiples y creatividad en universitarios. Ciencias Psicológicas, 12(2), 271-280. http://dx.doi.org/10.22235/cp.v12i2.1691

Islas, C. (2017). La implicación de las TIC en la educación: Alcances, Limitaciones y Prospectiva. RIDE. Rev. Iberoam. Investig. Desarro. Educ, 15(8), 861-876. https://bit.ly/3mI9hLw

Matheus, S. (2011). Inteligencia para todos. Lima: Perú Publicación.

Matute, V. (2013). Uso de las tecnologías de información y comunicación en las clases de inglés en las instituciones públicas de educación secundaria del casco urbano de la ciudad de Santa Bárbara. (Tesis de Maestría en Educación). Universidad Pedagógica Nacional Francisco Morazán, San Pedro Sula – Honduras. https://bit.ly/3mKfbvD

Mesa, C. (2018). Caracterización de las inteligencias múltiples de estudiantes de 2do año de la carrera de Medicina. Revista Médica Electrónica, 40(2), 298-310. https://bit.ly/3pyvkGl

Montilla, A., Agüero, E., Mora, L. (2018). Geotecnologías en la enseñanza de geociencias en el instituto pedagógico de Maturín. Revista Rehuso, 3(3), 1-12. https://bit.ly/34ROEpZ

Moreno, J., Planells, B. (2016). Propuesta para la implementación de la teoría de las Inteligencias Múltiples en el sistema de Educación Infantil en España. Revista Electrónica Interuniversitaria de Formación del Profesorado, 3(19), 199-207. https://www.redalyc.org/pdf/2170/217047011018.pdf

Ñaupas, H., Palacios, J., Valdivia, M., Romero, H. (2018). Metodología de la investigación Cuantitativa-Cualitativa y redacción de la tesis. Colombia: DGP Editores.

UNESCO. (2019). Las TIC en la educación. https://bit.ly/3nJs36D

UNESCO. (2019b). ¿Qué hace la UNESCO en relación con el uso de las TIC en la educación? https://bit.ly/2JdPqWX

Palella, S., Martins, F. (2012). Metodología de la investigación cuantitativa. Caracas, Venezuela: Fedupel.

Paucar, L., Borja, Y., Salazar, A., Chancusig, J., Bedón, P. (2017). Estrategias de planificación del área informática para potencializar el uso de las tecnologías de información y comunicación en Instituciones de Educación Superior (Universidad Técnica de Cotopaxi). Revista Arjé, 11(21), 233-244. https://bit.ly/37THpzO

Pérez, M. (2017). Uso actual de las tecnologías de información y comunicación en la educación médica. Revista Médica Herediana, 28(4), 258-265. https://bit.ly/3rBqwlu

Pérez, R., Mercado, P., Martínez, M., Mena, E., Partida, J. (2018). La sociedad del conocimiento y la sociedad de la información como la piedra angular en la innovación tecnológica educativa. RIDE. Rev. Iberoam. Investig. Desarro. Educ, 847-870. https://bit.ly/38IhQkH

Rosas, J., Zúñiga, P. (2010). Estadística Descriptiva E Inferencial I. Fascículo 3. Correlación y regresiones lineales. Colegio de Bachilleres.

DOI: https://doi.org/10.46502/issn.1856-7576/2021.15.02.5

E-learning en tiempos de COVID. La experiencia del CLUSTER de Enseñanza -Aprendizaje AULACIETE 2020-2021

E-learning in times of COVID. The experience of the AULACIETE 2020-2021 Teaching-Learning CLUSTER

Raymond Marquina
raymond@aulaciete.net
https://orcid.org/0000-0003-1357-4436
Universidad de los Andes, Mérida, Venezuela
Ángel Alvarado
alvaradoangel07@aulaciete.net
https://orcid.org/0000-0002-1169-3688
AULACIETE
Elisabeth Benítez
elisabeth.benitez@aulaciete.net
https://orcid.org/0000-0002-1643-823X
AULACIETE

Recibido: 06/04/21
Aceptado: 28/05/21

Resumen

La pandemia por COVID-19 hizo que el acceso a la educación se viera afectada. Del análisis a las medidas gubernamentales, se constató la ausencia de capacitación docente, esto motivó la iniciativa de un grupo de Profesionales para generar un programa en línea. El objetivo de este artículo es: Señalar los elementos que conformaron la iniciativa; Identificar los resultados obtenidos; Resaltar los factores de éxito y emitir algunas recomendaciones. La investigación es cualitativa, de tipo descriptivo. Se destaca la necesidad de dotación de equipos, uso de aplicaciones especializadas, Internet y espacios para el desarrollo de competencias en la autogestión del aprendizaje.

Palabras clave: E-learning, COVID 19, Cluster de Enseñanza - Aprendizaje, AULACIETE. Formación en línea.

Abstract

The COVID-19 pandemic affected access to education. From the analysis to the governmental measures, the absence of teacher training was found, this motivated the

initiative of a group of Professionals to create an online program. The objective of this article is: To point out the elements that made up the initiative; Identify the results obtained; Highlight the success factors and make some recommendations. The research is qualitative, descriptive. The need to provide equipment, use of specialized applications, the Internet and spaces for the development of skills in self-management of learning is highlighted.

Keywords: E-learning, COVID 19, Teaching - Learning Cluster, AULACIETE. Online training.

1. Introducción

Con el reconocimiento que da la Organización Mundial de la Salud (OMS) a la pandemia por COVID19 el 11 de marzo de 2020 se activaron una serie de acciones gubernamentales a nivel mundial entre las cuales destacó el denominado “aislamiento social” que trajo consigo el cierre de todos los establecimientos educativos en los distintos niveles, medida que se acogió y adoptó de forma prácticamente absoluta en los países miembros de la región latinoamericana y del caribe.

Ante la recomendación de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (IESALC-UNESCO, 2020) acerca del uso de sistemas de educación a distancia y el aprovechamiento ofertado por las tecnologías digitales, se incrementaron las brechas de acceso educativo y tecnológico, y por ende, la crisis sanitaria agravó circunstancias sociales críticas que existían previamente a la pandemia.

Entre ellas destaca el hecho de que la educación en la región se ha caracterizado por la inequidad en el acceso de los estudiantes, lo que vino a reforzar necesidades detectadas con antelación como las que exponen Reimers, F. M., & Schleicher, A. (2020) quienes refieren la necesidad de acceso en los contextos más vulnerables, así como recalcan la importancia de la calidad de las herramientas didácticas, tecnológicas y materiales que se pudieran brindar a las familias, docentes y directivos para garantizar el aprendizaje de los estudiantes desde sus casas.

Para mitigar la situación de emergencia educativa, los gobiernos del mundo ofrecieron una serie de lineamientos, políticas y medidas tendentes a mitigar las circunstancias pre - existentes agravadas por la situación, esto permitió conocer algunas deficiencias antes detectadas, pero que se vieron exacerbadas gracias a la necesidad de migrar enteramente a una modalidad de educación en línea (*e - learning)*, como lo fue la insuficiente capacitación en estrategias didácticas y en el uso de herramientas tecnológicas en la mayoría de los docentes de los distintos niveles educativos de la región.

Por ello, paralelo a las iniciativas gubernamentales, un grupo de docentes venezolanos, asociados a una organización no gubernamental, tomaron la determinación de desarrollar un programa de formación y actualización docente en herramientas didácticas

y tecnológicas, denominado “Clúster de Enseñanza y Aprendizaje AULACIETE (CLEAP-7)”, que promoviese el adecuado uso de las tecnologías de información y comunicación, desarrollado bajo la modalidad de formación interactiva a distancia con acceso abierto, masivo y gratuito, con la particularidad de contar con un diseño modular del contenido que les permitiese a los participantes la autogestión de su formación.

Este artículo tiene por objeto describir el proceso de diseño, desarrollo y gestión del CLEAP-7 en el periodo comprendido entre septiembre 2020 y febrero 2021, además de identificar los principales resultados obtenidos durante el desarrollo del proceso, mediante la realización de un análisis de Fortalezas, Debilidades, Oportunidades y Desafíos, resaltando los factores críticos de éxito a partir de los resultados obtenidos con la participación de 530 docentes registrados en el CLEAP-7, y finalmente, pretende presentar sugerencias a proyectos de formación de similar naturaleza.

2. Planteamiento del problema

Según datos de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (UNESCO) a mediados de mayo de 2020 más de 1.200 millones de estudiantes de todos los niveles de enseñanza en todo el mundo, habían dejado de tener clases presenciales, de ellos, más de 160 millones eran estudiantes de América Latina y el Caribe (CEPAL,2020) En consecuencia, los efectos nocivos de la pandemia por COVID a nivel social han sido profundos en el ámbito educativo y social.

Adicionalmente, la UNESCO ha determinado que se han profundizado las brechas en los resultados educativos debido a que: “*existe una desigual distribución de los docentes, en general, y de los docentes mejor calificados, en particular, en desmedro de países y regiones con menores ingresos y de zonas rurales, las que suelen concentrar además a población indígena y migrante”* (UNESCO, 2016a; Messina y García, 2020 cit por CEPAL)

Como consecuencia, los gobiernos de la región Latino Americana se vieron ante la necesidad de tomar medidas urgentes de atención, por lo que de acuerdo a sus posibilidades, cada país de la región desarrolló durante los tres últimos trimestres del año 2020 e inicios del 2021 diversas soluciones apoyadas en el uso de las tecnologías de información y comunicación (TIC) para atender las necesidades educativas que surgen de la suspensión de las clases presenciales. En algunos casos se trata de protocolos, en otros de guías de estudios descargables, plataformas digitales y el uso de medios de comunicación: radio y televisión principalmente, en los más avanzados comprendió la entrega de dispositivos móviles de apoyo.

Las iniciativas gubernamentales dan cuenta de un conjunto diverso y heterogéneo de iniciativas que la UNESCO en su “Informe de sistematización de los sistemas educativos de América Latina a la crisis de la COVID 19” (2020) intentó agrupar evaluando distintos factores en 4 tipos de iniciativas, a fin de categorizar y difundir las principales respuestas

que han dado los distintos países de América Latina y el Caribe desde sus respectivos sectores educativos.

Como resultado del análisis anterior, se observó que la atención a la emergencia educativa a nivel gubernamental dejó un vacío importante al no considerar primariamente la capacitación, adiestramiento y formación didáctica y tecnológica a los docentes, lo cual representa uno de los principales factores de profundización de la brecha en los resultados educativos de los países de la región, dado que además: " Las escuelas que se encuentran en contextos más vulnerables tienen a los docentes con menos habilidades para integrar dispositivos digitales en la instrucción (55%), comparado con el 68% de las escuelas con entornos más favorecidos. En general, los datos de PISA muestran evidencia sobre las necesidades de capacitación en la tecnología educativa que requieren las escuelas" (Arias & Vitteri, 2019)

La lógica consecuencia de los factores antes mencionados fue la proliferación de "nuevos expertos" vendedores soluciones "mágicas" propiciando la generación de un proceso de "fatiga virtual" resultante de la inexperta utilización de las herramientas tecnológicas y el surgimiento de un fenómeno denominado "enseñanza remota de emergencia" (Hodges et al., 2020).

3. Objetivos de la investigación

A partir de lo anteriormente expuesto, la presente investigación pretende

- Señalar los elementos cardinales que conformaron la iniciativa para el proceso de desarrollo de la oferta educativa gratuita y de libre acceso CLEAP - 7 que se desarrolló entre septiembre 2020 y febrero 2021.
- Identificar los resultados obtenidos durante el desarrollo del proceso, mediante la realización de un análisis de Fortalezas, Debilidades, Oportunidades y Desafíos (FDOD) del aprendizaje en línea durante la pandemia.
- Resaltar los Factores Críticos de Éxito (FCE) para el e-learning a partir de los resultados obtenidos con la participación de 530 docentes registrados en el CLEAP - 7.
- Emitir algunas sugerencias y recomendaciones para el éxito de un programa de formación e - learning.

4. Antecedentes

La idea del Clúster de Enseñanza y Aprendizaje nace como el resultado de las experiencias adquiridas a lo largo de más de 16 años de trabajo ininterrumpido de sus autores, en diferentes proyectos de carácter institucional y nacional en el campo de la educación a distancia y el conocimiento libre en Venezuela.

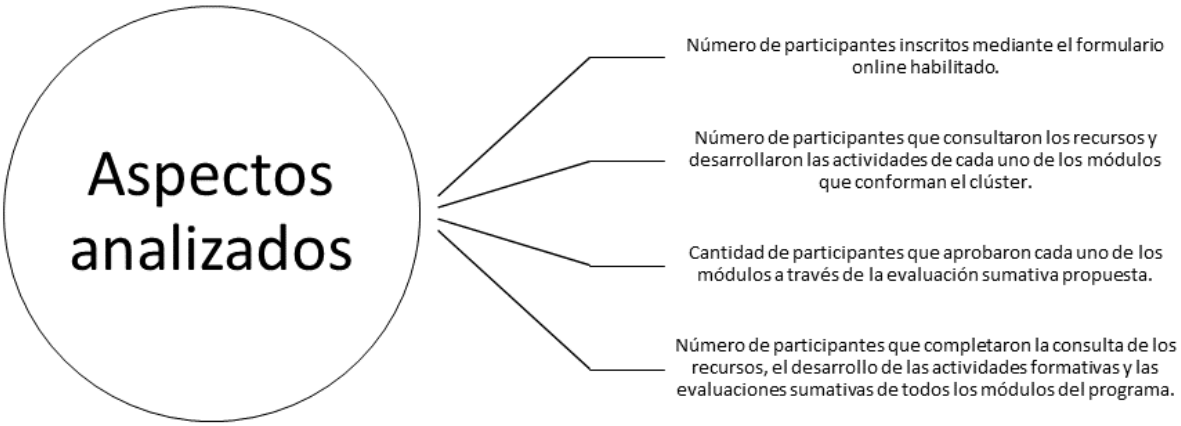
Esta suma de experiencias, conocimientos y productos constituye la base fundamental que dio vida al proyecto del Clúster de Enseñanza y Aprendizaje de AULACIETE (CLEAP-7) un oferta de formación gratuita, libre, accesible a través de la web que surge para dar respuesta a una necesidad claramente identificada y que a tenor de lo sugerido por Reimers, F. M., & Schleicher, A. (2020) quienes establecen como parte de su marco guía para atender la pandemia de COVID 19, que "*es fundamental facilitar la colaboración y el aprendizaje profesional de los docentes, y proporcionarles acceso a recursos y plataformas en línea para la colaboración (tecnología y recursos educativos curados"*

5. Metodología

La investigación presenta un enfoque metodológico de naturaleza cualitativa, el estudio que se presenta es del tipo descriptivo, concentrado en una muestra de 530 docentes de distintos sectores: educación básica, media, diversificada, universitaria, industrias, empresas y emprendedores pertenecientes a una población de 15 países de la región Latinoamericana y del Caribe quienes aceptaron voluntariamente participar en el CLEAP - 7, el estudio se realizó entre los meses de septiembre 2020 y febrero 2021.

Los datos se recolectaron a partir de la información reportada a través de la plataforma Moodle, de aulaciete.net, en la cual se desarrolló el CLEAP- 7 en los meses indicados, mediante el trazado de la actuación de cada uno de los participantes durante el lapso en estudio. El procedimiento de investigación consistió en el seguimiento realizado a la evolución en la participación de cada uno de los docentes involucrados.

La documentación del proceso se realizó mediante el vaciado de la información en hojas de Excel, que permitieron identificar los aspectos relevantes del estudio, a fin de responder a los objetivos previstos en esta investigación.



6. Resultados

I. Participación

Mediante el análisis de los reportes se ha determinado que de 530 participantes hubo un alto interés de participar en el género femenino.

Gráfico 1. Fuente propia.

Los participantes se presentaron de 13 países de la Región de Latinoamérica y el Caribe, agregando la participación de México y España.

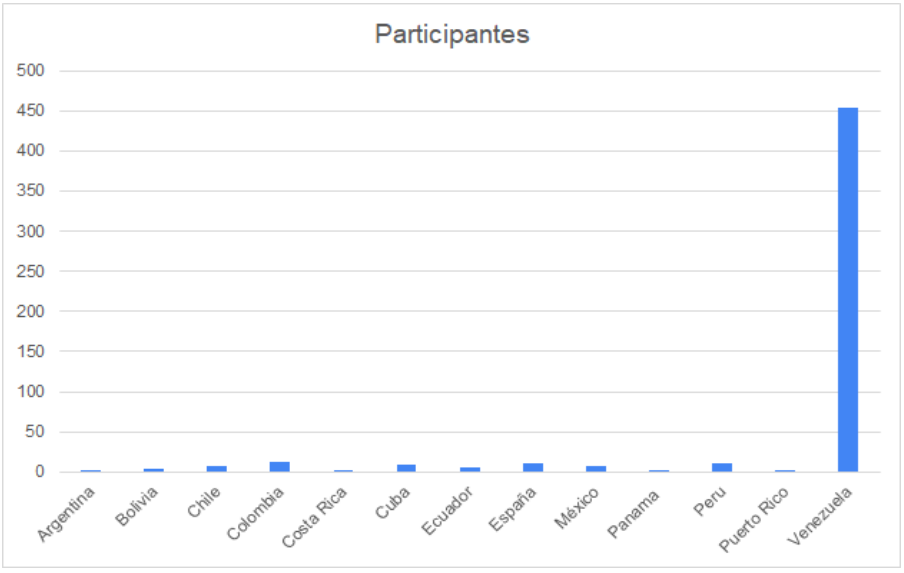


Gráfico 2. Fuente propia.

Mediante el estudio de los participantes inscritos mediante el formulario online habilitado podemos observar que el desarrollo de la formación en los módulos mostró un elevado interés de los participantes en aquellos correspondientes al área didáctica y las herramientas tecnológicas tecnológicas más accesibles:

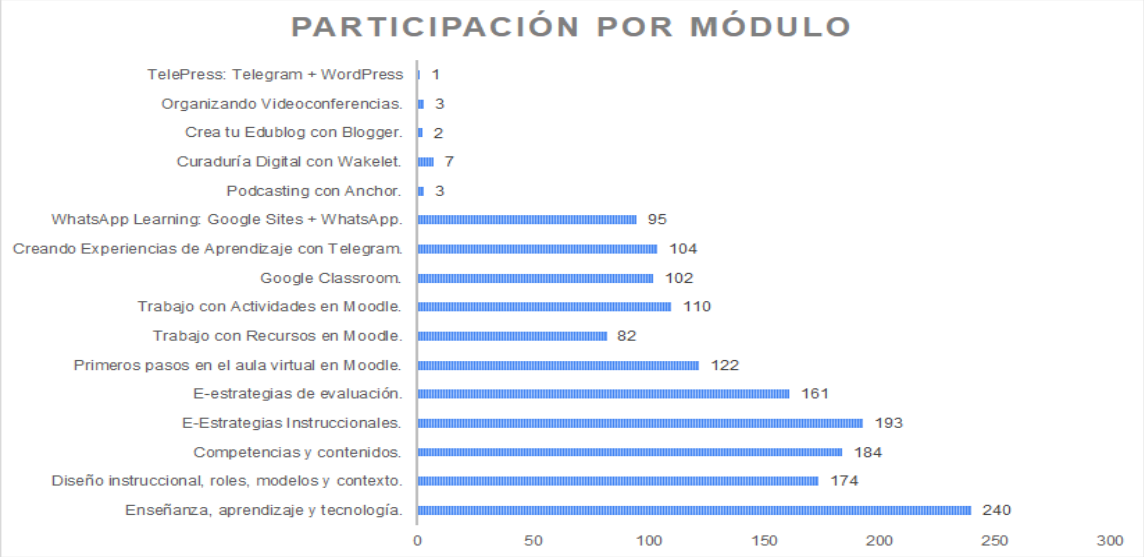


Gráfico 3. Fuente propia.

La muestra de estudio evidenció un alto porcentaje de participantes provenientes del sector universitario, aun cuando se contó además con la participación de profesionales independientes, empresas, gobierno, educación media en general y organizaciones no gubernamentales.

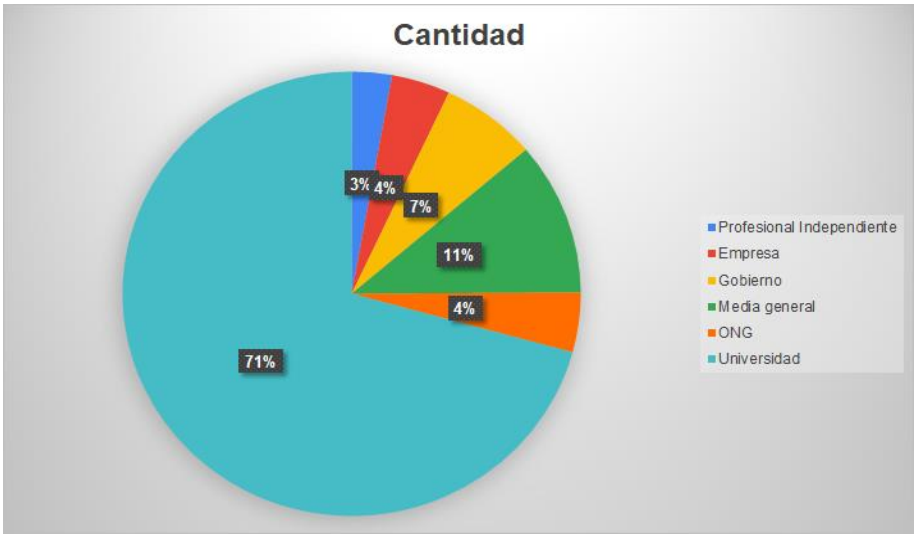


Gráfico 4. Fuente propia.

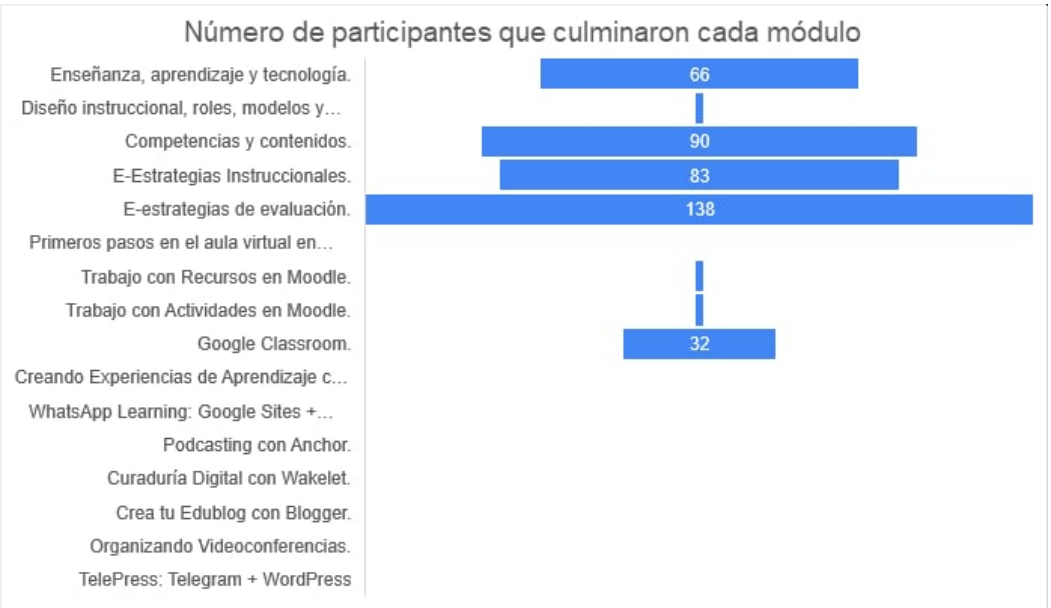
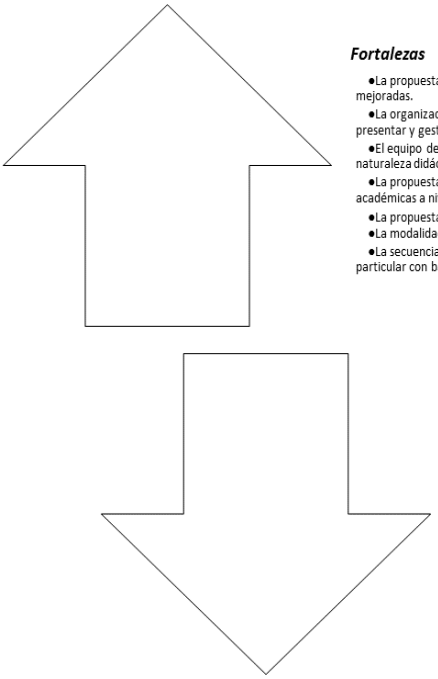


Gráfico 5. Fuente propia.

II. Análisis de "Fortalezas, Debilidades, Oportunidades y Desafíos" (FODD)

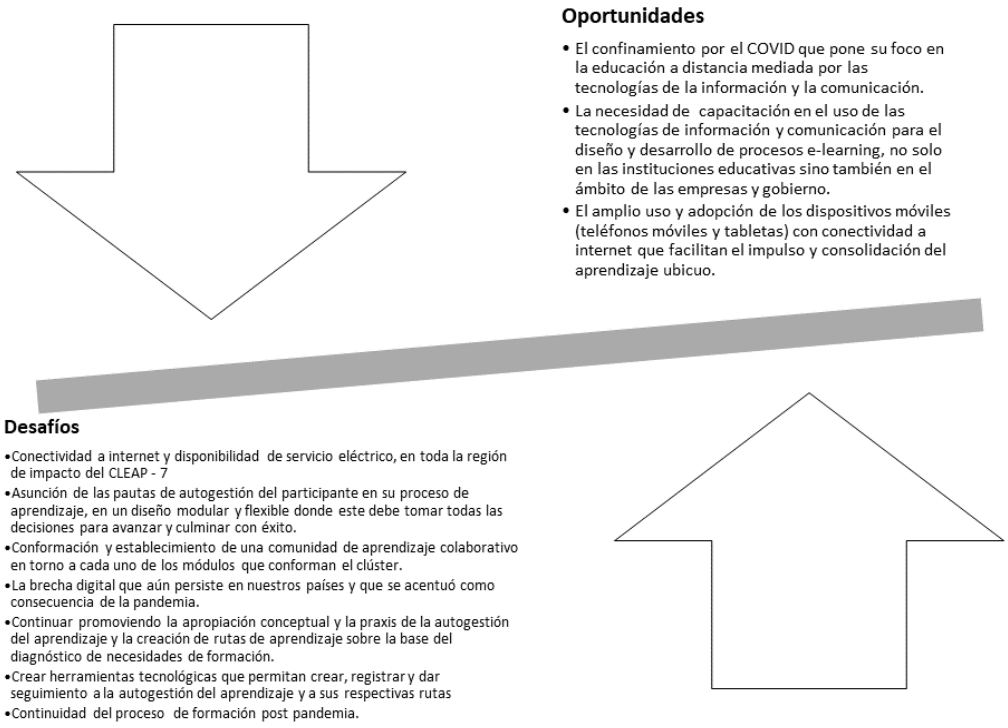


Fortalezas

- La propuesta recoge, estructura y organiza experiencias formativas previas evaluadas y mejoradas.
- La organización y estructura en unidades didácticas constituye una forma efectiva para concretar, presentar y gestionar el entorno virtual de enseñanza y aprendizaje.
- El equipo de trabajo está blindado y fortalecido en el dominio de competencias y saberes de naturaleza didáctica y tecnológica.
- La propuesta ha brindado la posibilidad de construir redes y recibir avales de instituciones académicas a nivel nacional: UCV- ULA
- La propuesta se vale del uso de una plataforma tecnológica estable de gestión de cursos en línea
- La modalidad asincrónica propuesta facilita la autogestión del aprendizaje.
- La secuencia en el diseño de la instrucción permite construir la ruta individual de aprendizaje particular con base en sus necesidades de formación.

Debilidades

- El clúster no cuenta con suficientes monitores o tutores.
- En el diseño de la experiencia formativa no se han propuesto espacios de comunicación e interacción sincrónica para complementar y/o profundizar en los contenidos.
- El seguimiento de instrucciones para el acceso, registro y gestión presenta fallas en algunos participantes.
- Hay una falla medular en la cultura del aprendizaje en cuanto a la autonomía del aprendizaje
- No todos los participantes culminan y cierran las unidades didácticas cursadas.



III. Análisis de Factores Críticos del Éxito (FCE)

Cuadro 1. Fuente propia

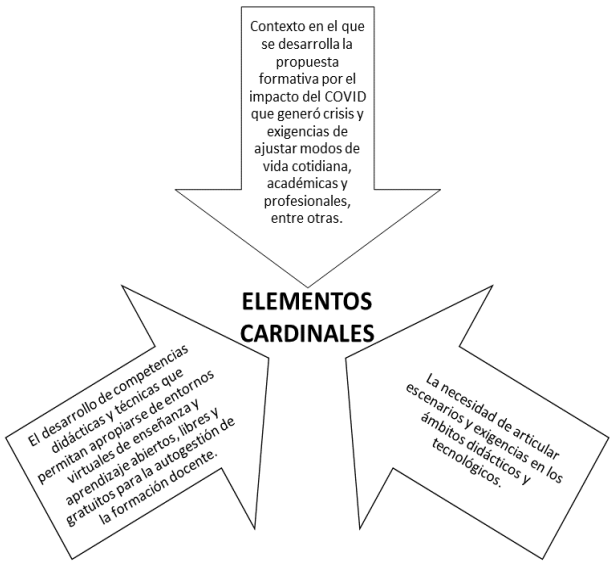
OBJETIVOS DEL CLEAP 7	FACTORES DE ÉXITO INTERNOS	FACTORES DE ÉXITO EXTERNOS
Ofrecer un programa de acceso abierto y masivo para la formación y capacitación de docente en el uso de las TIC	● Experiencia previa en DDG de cursos de acceso abierto y masivo. ● Plataforma de gestión de cursos.	● Necesidad de formación y/o actualización en el uso educativo de las TIC´S para docentes en los distintos niveles en L.A. ● Necesidades de ofertas, formación y capacitación gratuitas.
Reunir en el espacio común virtual de AULACIETE todos los módulos orientados a la formación docente en el uso de las TIC,	● Plataforma propia de gestión y administración educativa ● Diseño y modelo educativo propio y validado	● Búsqueda de programas de formación bajo e -learning ● Búsqueda de programas de formación para el uso de herramientas tecnológicas

bajo la denominación del CLEAP -7 desarrollados bajo la metodología de diseño educativo A.L.M.A		
Validar los contenidos, recursos, estrategias y metodología de evaluación (CLEAP - 7)	● Experiencias previas de los autores. ● Aplicación y uso de herramientas e instrumentos de análisis y evaluación de la experiencia en la plataforma donde se encuentra alojado el cluster. ● Disponibilidad de acceso a plataformas tecnológicas de última generación.	● Necesidad de contar con formación y asesoría para generar contenidos formativos para diferentes ámbitos en espacios virtuales.

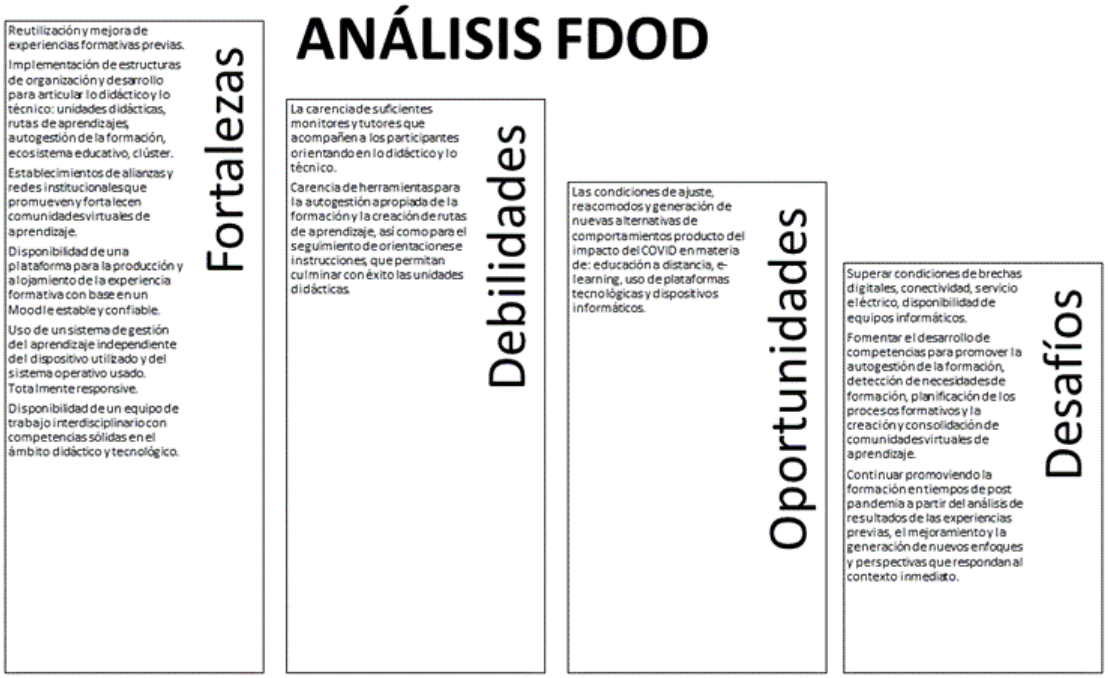
7. Conclusiones

Como síntesis de la implementación del CLEAP - 7 en la plataforma de AULACIETE entre septiembre 2020 y febrero 2021 se pudieron extraer las siguientes conclusiones:

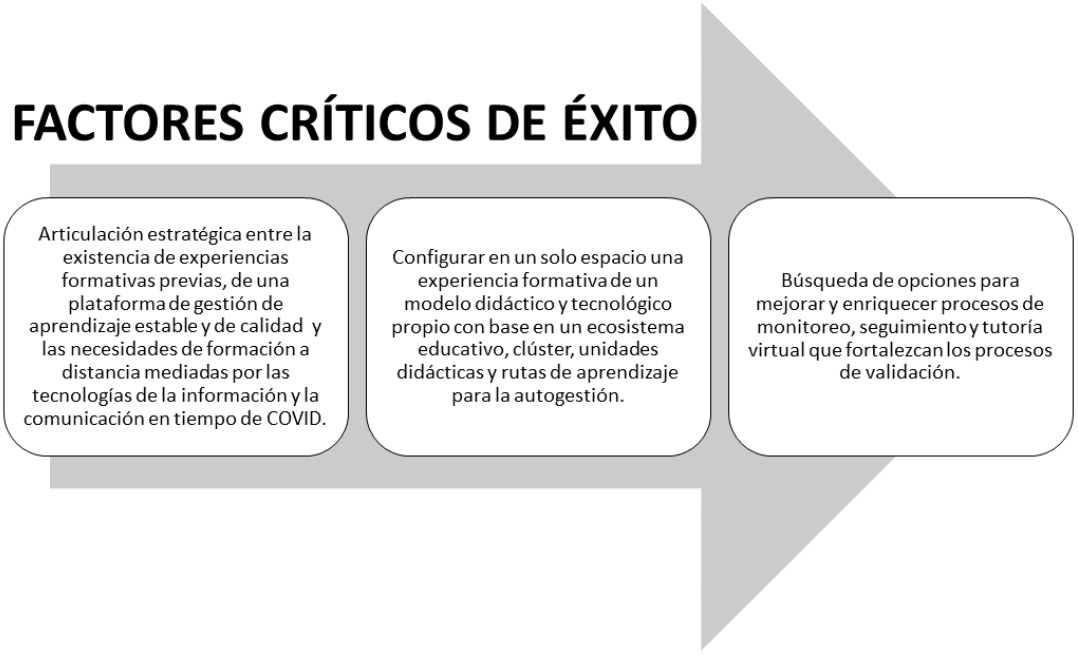
Los elementos cardinales que conformaron la iniciativa para el proceso de desarrollo de la oferta educativa gratuita y de libre acceso CLEAP - 7 que se desarrolló entre septiembre 2020 y febrero 2021 están relacionados fundamentalmente con:



Nos permitimos resaltar de los resultados del análisis “Fortalezas, Debilidades, Oportunidades y Desafíos” (FDOD) lo siguiente:



Es fundamental exponer que entre los “Factores Críticos de Éxito (FCE)” podemos concluir:



Sugerimos y concluimos que:

- La modalidad de educación a distancia constituye un reto y una oportunidad que contribuye de forma efectiva a salvar las condiciones de vida impuestas por el COVID.
- Los docentes deben asumir la formación y la actualización como procesos que requieren la detección de necesidades de formación y la construcción de rutas de aprendizajes que permitan la autogestión de su formación.
- La autogestión de la formación y la creación de sus rutas de aprendizaje contribuyen a satisfacer de forma efectiva necesidades formativas reales.
- La autogestión de la formación y la creación de sus rutas de aprendizaje contribuyen a orientar la toma de decisiones ante la variada y masiva oferta formativa en la modalidad a distancia.
- El éxito de la formación a distancia en su forma de e- learning requiere de condiciones mínimas de dotación de equipos informáticos, programas, aplicaciones especializadas, servicios de conectividad y eléctricos estables.
- Se requiere promover espacios y experiencias para la apropiación y desarrollo de competencias didácticas y técnicas que permitan la autogestión del aprendizaje en entornos virtuales de enseñanza y aprendizaje modulares, abiertos y flexibles.
- Se confirma la necesidad e importancia del diseño instruccional como proceso de planificación didáctica que contribuye a garantizar la calidad de la enseñanza y el aprendizaje en la articulación de exigencias académicas y técnicas.
- La unidad didáctica constituye una forma de organización y estructura de planificación que permite la articulación y dosificación de procesos y componentes didácticos y técnicos

8. Referencias

Alvarado, A., & Marquina, R. (2020) “Cluster de enseñanza Aprendizaje” https://aulaciete.net/cleap7/

Alqahtani, Y., & Rajkhan, A. (2020) “E-Learning Critical Success Factors during the COVID-19 Pandemic: A Comprehensive Analysis of E-Learning Managerial Perspectives” Educ. Sci., 10(9), 216, https://doi.org/10.3390/educsci10090216 https://www.mdpi.com/2227-7102/10/9/216/htm

Arias Ortiz, E., & Viteri, A. (2019) ¿Cuentan las escuelas con la tecnología necesaria para la transformación digital? Inter-American Development Bank. https://doi.org/10.18235/0001629

Belazi, H. M., Rubin, E. J., & Toribio, A. J. (2013). Code switching and X-bar theory: The functional head constraint. Linguistic inquiry, 221-237. CEPAL - UNESCO (2020) “La educación en tiempos de la pandemia de COVID -19” Naciones Unidas. https://repositorio.cepal.org/bitstream/handle/11362/45904/1/S2000510_es.pdf

Cabero, J., & Almudena, G (2019) “Las tecnologías de la información y la comunicación y la formación inicial de los docentes. Modelos y Competencias digitales. Revista Profesorado, 23(3) (JULIO-SEPTIEMBRE, 2019) ISSN 1138-414X, DOI:

10.30827/profesorado.v23i3.9421
https://recyt.fecyt.es/index.php/profesorado/article/view/74491

Castañeda, L., Fracesc, E. & Adell, J (2018) ¿Por qué es necesario repensar la competencia docente para el mundo digital? RED. Revista de Educación a Distancia. Núm. 56, Artíc. 6, 31-01-2018. DOI: http://dx.doi.org/10.6018/red/56/6; https://www.um.es/ead/red/56/castaneda_et_al.pdf

Corrales, A. (2010). La programación a medio plazo dentro del tercer nivel de concreción: las unidades didácticas. Emás F, Revista Digital de Educación Física, Año 1, Núm. 2 (enero-febrero 2010), https://dialnet.unirioja.es/servlet/articulo?codigo=3175435

García Aretio, L. (2021). COVID-19 y educación a distancia digital: preconfinamiento, confinamiento y posconfinamiento. RIED. Revista Iberoamericana de Educación a Distancia, 24(1), pp. 09-32. doi: http://dx.doi.org/10.5944/ried.24.1.28080

García Aretio, L. (2020). Una Unidad Didáctica, un Tema, una Lección en formato digital. Contextos universitarios mediados. (ISSN: 2340-552X). Recuperado de https://aretio.hypotheses.org/1933

Hodges, C., Moore, S., Lockee, B., Trust, T., y Bond, A. (2020). La diferencia entre la enseñanza remota de emergencia y el aprendizaje en línea. https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

Marquina, R. Alvarado, A. (2019) “Accuracy Learning by Modular Acknowledgment A.L.M.A. Modelo de I+D+D de programas de formación y capacitación para el ámbito académico y empresarial”, https://aulaciete.net/alma

Ponce, M. (2016). La autogestión para el aprendizaje en estudiantes de ambientes mediados por tecnología. Revista Diálogos sobre educación. Temas actuales en investigación educativa, 7(12), 2016. Universidad de Guadalajara, México, http://www.redalyc.org/articulo.oa?id=553458153013

Reimers, F. M., & Schleicher, A. (2020). “A framework to guide an education response to the COVID-19 Pandemic of 2020” OECD - PISA https://oecd.dam-broadcast.com/pm_7379_126_126988-t63lxosohs.pdf

Rojas-Bahamón, M. J., Aguilar-Cruz, P.J., & Arbeláez-Campillo, D.F. (2020). Curricular integration as a strategy to strengthen the educational process in public institutions in COVID-19 times. Revista Inclusiones, 7(num Especial), 233-241. http://www.revistainclusiones.org/index.php/inclu/article/view/1503

Singh, V.; Thurman, A. How many ways can we define online learning? A systematic literature review of definitions of online learning (1988–2018). Am. J. Distance Educ., 33, 289–306.Open Access Artícle. MDPI. Education Science. https://www.mdpi.com/2227-7102/10/9/232/htm

Sivagni, D. (2020) “Online learning. A Panacea in the time of COVID 19 Crisis” https://journals.sagepub.com/doi/full/10.1177/0047239520934018 https://doi.org/10.1177/0047239520934018

Sistema de Información de Tendencias Educativas en América Latina “SITEAL” (2020) Informe octubre 2020. https://siteal.iiep.unesco.org/respuestas_educativas_covid_19

UNESCO (2020) “La educación en América Latina y el Caribe”. https://es.unesco.org/fieldoffice/santiago/covid-19-education-alc/respuestas

UNESCO (2020) “Informe de sistematización de los sistemas educativos de América Latína a la crisis de la COVID 19” https://es.unesco.org/fieldoffice/santiago/covid-19-education-alc/respuestas)

UNESCO (2019)"Marco de competencias de los docentes en materia de TIC, París” https://unesdoc.unesco.org/ark:/48223/pf0000371024.

UNICEF (2020) “Plataformas y recursos educativos en línea Listado de las plataformas y recursos de aprendizaje disponibles en América Latina y el Caribe” https://uni.cf/3bf3g6G

DOI: https://doi.org/10.46502/issn.1856-7576/2021.15.02.6

Praxeología y virtualidad en las zonas rurales. Algunas reflexiones

Praxeology and virtuality in rural areas. Some reflections

Álvaro Sánchez
profegerencia2235@gmail.com
https://orcid.org/0000-0001-5517-4495
Universidad de Carabobo, Valencia, Venezuela

Recibido: 08/12/20
Aceptado: 19/01/21

Resumen

La tecnología ha impactado directamente el desarrollo económico, social y educacional de las instituciones ubicadas en las zonas rurales. La transformación curricular, abre el paso para profundizar en las nuevas formas de llevar la praxis. La virtualidad es uno de los elementos que permite vislumbrar un enfoque interesante para abordar el proceso de enseñanza. El autor hace un acercamiento al tema orientado a reflexionar sobre praxeología y la virtualidad en las zonas rurales y su vinculación con las TIC. La metodología empleada es de carácter documental bibliográfico en que la acción humanizadora y productiva del hombre sean eficaces.

Palabras clave: Praxeología, Tecnología, ruralidad.

Abstract

Technology has directly impacted the economic, social and educational development of institutions located in rural areas. The curricular transformation opens the step to deepen the new ways of carrying praxis. Virtuality is one of the elements that allows us to glimpse an interesting approach to approach the teaching process. The author approaches the topic oriented to reflect on praxeology and virtuality in rural areas and its link with ICT. The methodology used is bibliographic documentary in which the humanizing and productive action of man are effective.

Keywords: Praxeology, technology, rurality.

1. Introducción

La educación y la tecnología han contribuido al desarrollo del país. La praxeología docente y su vinculación con las tecnologísa de información y comunicación TIC resulta una temática de interés en estos tiempos, por cuanto el sector rural ha sufrido un deterioro progresivo que lejos de evolucionar se ha estancado. De allí que, la praxeología es clave en la ejecución de las prácticas, estrategias metodológicas creativas y en las acciones que se emprenden la cual permite la resolución de necesidades del entorno. Particularmente, la tecnología compensa este accionar con la actualización del conocimiento, la generación de nuevas técnicas; métodos que hacen de la praxis un instrumento dinámico en la labor docente. Queda de parte de los maestros la forma de cómo se generen estas estrategias, de involucrar a la comunidad - escuela en actividades que promuevan el desarrollo local, todo de acuerdo al ritmo de la globalización.

La inquietud de reflexionar sobre la praxeología desarrollada por los docentes en las zonas rurales hace énfasis acerca de la experiencia del docente en el aula. La cual ha dejado entrever, que los resultados no son los deseados, en cuanto a calidad educativa y las prácticas virtuales se refiere. Es preocupante, la situación actual en las zonas rurales, pues atraviesan una situación dura y compleja, la infraestructura de los planteles educativos, recursos materiales y tecnológicos se han visto limitados, con profundas debilidades. Si comparamos la educación a nivel mundial se observa que el país ha ido decreciendo en sus avances académicos y tecnológicos. Lo que conlleva a pensar que debe buscarse un nuevo horizonte que permita a las zonas rurales estar a la vanguardia de las demandas presentes en el mundo. La falta de incentivos económicos para el personal docente, la actualización profesional son otros factores importantes que inciden en la ejecución de prácticas cónsonas que lo lleven al desarrollo pleno del estudiante, también son ineludibles para el mantenimiento y sostenibilidad de los programas que se desarrollen. Partiendo de esta inquietud, la educación y la aplicación de la tecnología, podrían favorecer la utilización de herramientas creativas para lograr innovaciones, fortaleciendo las zonas más vulnerables; además, de considerar el impulso económico y productivo en el sector agropecuario, industrial, comercial. La actualización del conocimiento, genera nuevas técnicas, hace de la praxis un extenso campo para la investigación formando parte de la globalización.

2. La Praxeología en el área educativa

Desde el punto de vista epistemológico, se debe destacar la relación existente entre praxeología – ruralidad – educación, se muestra como aquella analogía donde la praxis es construir un conocimiento nuevo a partir de la exp eriencia, de la vivencia del ser en su totalidad. La praxeología, es la práctica construida a partir de la experiencia propia del sujeto de características significativas que vive el ser en su propia concepción de la realidad, es aquel devenir de las situaciones reflexivas sobre la práctica en sí misma como aspecto más significante (praxis). La Praxeología se centra en desarrollar las potencialidades del hombre con aquello que busca proyectar desde adentro, desde su

necesidad más próxima, esta construcción implica decidir el que hacer y cómo hacerlo, afianzando el sentido de pertenencia, la armonía en el aula y el espacio educativo.

Al respecto Juliao, (2007) define la Praxeología como: “un discurso (logos) construidos después de una seria reflexión sobre una práctica particular y significante (praxis) como un procedimiento de objetivación de la acción, como una teoría de la acción”, (p.1). Esta definición permite aclarar que no es el análisis de las prácticas, sino de la praxis de acuerdo al mismo autor, la praxis es una práctica sensata no espontánea, sino pensada, que supone un procedimiento intelectual y no una simple repetición mecánica, es la práctica construida a partir de la experiencia propia del sujeto de características significativas que vive el ser en su propia concepción de la realidad. La praxeología cuenta con amplias y variadas características, entre las cuales se encuentran, la observación de la realidad, el contexto desde su percepción, el interés por describir el ambiente rural y su accionar, es descomponer el todo en sus partes y las partes en el todo.

La praxeología y las tecnologías de información y comunicación TIC permiten al docente describir e interpretar la experiencia, desde sí mismo generando resultados satisfactorios y surjan nuevas formas de enseñanza aprendizaje. Es darle una connotación estructurada a una serie de pasos que forman un conjunto de elementos que construyen un todo, también se dice que es un discurso interpretativo de las partes, donde el lenguaje estructurado es plasmado en códigos y letras con el uso pleno de la consciencia a partir de la acción, el docente internaliza su acción para ejecutar ese proceso llevado a cabo por las herramientas tecnológicas hacia los estudiantes orientándolos hacia una meta concreta. Una característica predominante de las zonas rurales, es la lejanía de las ciudades, por lo que la virtualidad es esencial como herramienta requerida, para el envío e intercambio de información, en tiempo real; adaptando recursos y necesidades de las personas con el contexto. Así como también, el uso de aplicaciones de redes sociales, presentaciones, publicaciones de videos, son recursos que influyen en los procesos mentales para la adquisición de nuevos conocimientos enriquecedores que se emplean a través de esos medios. La información oportuna genera rapidez en la entrega y fluidez de los procesos.

Con esta herramienta, surgen nuevos descubrimientos, que día a día pueden contribuir al fortalecimiento de diversos sectores productivos del país. El docente tiene en sus manos el potencial de poner un grano de arena al sector agropecuario, industrial y comercial, para alcanzar estos objetivos, no se debe considerar como algo lejano pues, la tecnología sigue apuntando a nuevos horizontes.

3. Praxeología educativa en las zonas rurales y la aplicación de las TIC.

La Tecnología de información y comunicación TIC representan hoy en día, un recurso valioso que contribuye al desarrollo y dirección de la información en las zonas rurales. Las sociedades en el mundo buscan nuevas técnicas y ejercicio de competencias que

respondan a las necesidades del entorno, lo que representan un gran desafío para los países no desarrollados, que tratan de impulsar su economía. A partir de esta perspectiva, la praxeología debe ser enfocada desde tres aspectos: persona, sociedad y educación, siendo esta el norte. Aristóteles, catalogó la praxis como una actividad que produce poiesis “el accionar del sujeto equivale a la necesidad de querer actuar. En este sentido, el docente debe crear un conjunto de estrategias que respondan a las necesidades del medio. Pero ¿Realmente la educación impartida en las zonas rurales del país está fortaleciendo la formación académica e investigativa? ¿Promueve el fortalecimiento local y la sustentabilidad de los recursos a través de la virtualidad? Los docentes manifiestan la necesidad de fortalecer la preparación profesional del docente que propicie la preparación acorde con las demandas de hoy, integrar a la comunidad como elemento preciso en el desarrollo local y productivo, incentivar la productividad y direccionalidad de recursos ambientales sin abusar de sus bondades, la aplicación de estrategias adecuadas para activar el intercambio de conocimiento con otros países. Lamentablemente en los países desarrollados como Estados Unidos, España. Existe una diferencia marcada entre los avances tecnológicos en materia agropecuaria y de otra índole relacionada con las zonas rurales que no se aplican en el país. Es imperativo reconocer la importancia que adquiere el impulso para vincular la investigación con las propuestas para la implementación de políticas públicas, sobre todo en ámbitos que parecen ser nodales en la resolución de aspectos prioritarios como la pobreza y la desigualdad social.

El sector agrario ha sido afectado seriamente y un ejemplo evidente es que en el Occidente de Carabobo, la producción de cítrico bajo drásticamente por la falta de aplicación de tratamientos efectivos en contra la enfermedad llamada (dragón amarillo) aún no se tiene el tratamiento efectivo que controle y combata el problema que afecta a los cítricos, todavía falta mucho por invertir e incorporar tecnología de punta para revertir e impulsar al sector agropecuario, contribuir con el conocimiento en las comunidades, permitiéndole que el sector agrícola y de cría pueda generar nuevas mecanismos que faciliten la producción, el control de plagas, el incremento de la productividad son muy pocas las fincas que gozan de beneficios de primera al respecto. Los altos costos, la obtención de equipos, los problemas eléctricos, la capacitación de personas, la conectividad y sostenibilidad, así como también, la cobertura (banda ancha) aumenta el número de limitaciones en información. Son pocos los avances que se han alcanzado en investigación, conocimiento, técnicas y niveles de producción. Según Díaz, (2016) aporta datos significativos sobre este hecho:

Venezuela como el segundo país con la velocidad más baja según el informe Akamai, (2015). De los quince países de América considerados en el informe, Venezuela se encuentra entre los tres países con las velocidades más bajas, solo tres países latinoamericanos tienen velocidades por encima de los 5 Mbps, Uruguay, Chile y México, mientras que Canadá y EEUU tienen velocidades superiores a los 11 Mbps (p.7).

Estos datos nos permiten evidenciar que los problemas de servicio de internet afectan las comunicaciones y el desarrollo oportuno de las actividades en las instituciones

educativas o lamentablemente el docente debe dirigirse a las oficinas para poder hacer sus gestiones. Por otro lado, vemos luces de que las tecnologías de información y comunicación TIC pueden dar su aporte a la praxis educativa, tales como educación - mayores ingresos para la capacitación del docente y del estudiante, desarrollo de programas ambientales, autogestión, entre otros.

La vinculación de las TIC y la praxeología en el campo educativo pueden combinarse y ser efectivas, si se logra propiciar los recursos por parte de los entes gubernamentales y la participación comunitaria. Anteriormente, se tenía la concepción de que las zonas rurales debían impulsarse para ser transformadas en zonas urbanas, que debía luchar por propiciar un campo laboral atractivo en el que prevalezca la equidad de territorio y nivel social. No se trata de promover el desarraigo del campo, sino impulsar la dinámica dentro y desde ella, el empoderamiento de las comunidades puede brindar una visión fresca que aporte al desarrollo, además la perspectiva del mercado y la actualización de conocimiento tan vital para la investigación como para el avance y desarrollo de Venezuela.

4. La tecnología /transformación del contexto

Los avances del conocimiento científico y tecnológico trajeron como consecuencia el desplazamiento de las formas tradicionales de educar, sin desvincular la trilogía familia – escuela – comunidad y su cosmovisión. Estos aspectos fundamentan la amplitud de oportunidades para la formación integral de las personas, la apertura de la internacionalización del conocimiento, el fortalecimiento de la identidad nacional, regional y local, son elementos necesarios para lograr los intercambios educativos y compartir conocimientos y culturas, según UNESCO, (1996).

El desarrollo en las últimas décadas, de acuerdo a los avances científicos y tecnológicos hace que la educación transforme su contexto y logre desarrollar nuevas formas epistémicas y cognitivas ajustándolas a las realidades existentes y relativizando las formas. También se puede señalar que, la globalización según los objetivos de Desarrollo del Milenio y la (Organización de las Naciones Unidas ONU, 2008), es un fenómeno inevitable en la historia humana que ha acercado el mundo a través del intercambio de bienes, productos, información, conocimientos y cultura “los objetivos de desarrollo del Milenio se ha convertido en un principio unificador y organizador de la labor del sistema internacional en su conjunto en la esfera del desarrollo y en un testimonio de la identificación universal”. (p.1). Exige respuestas rápidas y efectivas debido a los avances tecnológicos, las comunicaciones, la ciencia, el transporte e industria. Es un catalizador y una consecuencia del progreso humano, además, de ser un proceso que requiere ajustes y plantea desafíos y problemas importantes para abordar.

5. La virtualidad nuevos retos

Los avances tecnológicos e innovación de los procesos comunicacionales, exigen fluidez y rapidez en el área educativa. Sin embargo, las herramientas existentes a partir del internet son innumerables. Los docentes u otros usuarios en la búsqueda de soluciones han generado alternativas digitales para alcanzar con éxito los objetivos planteados llevando un mensaje eficiente y eficaz del proceso aprender a aprender, como una estrategia pedagógica funcional utilizando recursos didácticos y tecnológicos que promuevan nuevas competencias.

Es oportuno mencionar lo señalado por Medina, (2013), en cuanto a la didáctica, las estrategias de enseñanza aprendizaje impartidas por el docente para el educando, deben ser creativas. Es por ello, que en las zonas rurales al impartir clases con recursos tecnológicos integran los efectos didácticos de las aulas reales a contextos en los que no es posible reunir físicamente y darles a conocer un mundo nuevo de experiencias. En ésta modalidad virtual, asumen el proceso, como un aprender a aprender, todo esto dinamizado por la pedagogía activa y por las estrategias didácticas, a la hora de utilizar las TIC en la educación". Estas son las metas ideales, pero ¿cuáles son los desafíos que debe enfrentar?

En un país donde la crisis afecta los servicios digitales con altos costos económicos hace que sean limitados los servicios para las personas que trabajan la virtualidad, se requieren planes, programas por parte de los entes gubernamentales que contribuyan a fortalecer el sector productivo del país. Por otro lado, la participación de las instituciones educativas y las comunidades pueden trabajar de la mano y tomar los aspectos positivos del contexto para orientarlos al desarrollo local, así las iniciativas de otros países sirven de referencia para mejorar el nuestro; como es el caso del trabajo elaborado por Felizzola, (2010) quien realizó un estudio comparativo de las experiencias internacionales de las TIC en diferentes países entre ellos India, Perú, África, Nepal comparados con Colombia. En este sentido, resalta:

La India es uno de los países que desarrollaron un proyecto llamado: e-choupal en el cual funciona en lugares comunitarios tradicionales de los pueblos agrícolas que proveen capacitación a los habitantes que acceden a información como predicciones meteorológicas, lista de precios de las cosechas en los mercados y las últimas técnicas de siembra. (p. 105)

Esta estrategia ha traído beneficios a la población pues le permite dinamizar el sector económico y agrícola de la zona.

Otro aporte es el mencionado por Cervantes, (2019), quien presenta varios métodos para mejorar el área agrícola en términos tecnológicos como por ejemplo las imágenes multiespectrales (drones para precisar las necesidades del suelo, el cultivo en tu Tablet, en la que se utiliza la tecnología para el monitoreo de fertilizantes, control del comportamiento de plagas, riego, tractores autónomos que se pueden dirigir y activar

desde el dispositivo inteligente, semillas resilientes que son la generación de semillas resistentes a los cambios climáticos, la desalinización del agua para riego en zonas desérticas, entre otros (p. 1)

Se puede observar que la praxeología combinada con la virtualidad resulta factible, dinámica y promete a futuro grandes oportunidades para el crecimiento socio-tecno-económico y en el área educativa una fuente enriquecedora de conocimiento que atrae la curiosidad, el interés y el avance a nuevas tendencias. El docente como actor de integración tiene la responsabilidad de iniciar y motivar a los demás miembros de la comunidad de aprendizaje, monitorear el intercambio dialógico de los grupos e intervenir cuando lo considere necesario. Diseñar actividades alternativas para el logro de los objetivos; evaluar el proceso de aprendizaje, grupal e individual. Estas innovaciones generan actividades conjuntas entre estudiantes y docentes, convirtiéndose en procesos de ayudas colaborativas, permitiendo, en cierta medida, una garantía en la construcción de conocimientos con significado y sentido. Queda de parte de los entes gubernamentales y los actores del proceso contribuir a que estas innovaciones puedan ser aplicadas dentro del país.

6. Reflexiones finales

De las consideraciones planteadas en el estudio se derivan las siguientes conclusiones, las zonas rurales son el eje central del estudio, porque son zonas vulnerables propensas a sufrir consecuencias de mayor impacto, debido a las malas políticas económicas, sociales y tecnológicas empleadas en estos lugares. Las limitaciones en la obtención de equipos tecnológicos y manejo de las TIC especialmente en estas zonas, requiere de costos muy elevados, por lo que son muy pocos los que tienen acceso al servicio. Existen zonas que presentan dificultades y no gozan de los servicios tecnológicos. Esto representa para el docente un reto y esfuerzo para llevar a cabo una buena práctica. Las herramientas tecnológicas, son esencialmente primordiales en el ámbito rural para el desarrollo de las nuevas generaciones estudiantiles, en formación. Crearían un impacto local trascendental y revolucionarían todas las áreas del saber, además de aportar conocimiento visible y actualizado para el docente, los estudiantes desarrollarían nuevos conocimientos y contribuirían al desarrollo local. La práctica interactiva, trae consigo transformaciones constantes y abre nuevos horizontes donde el docente pueda transitar y obtener información precisa en un momento determinado fácil y rápido. Las tecnologías de información y comunicación (TIC) agilizan los procesos y procedimientos agrícolas, abarcando las áreas académicas, la acción práctica docente rural, seria de mejor calidad y por las diversas opciones en su uso es una herramienta multididáctica para el mismo. Permitirá al docente enseñar temáticas relevantes de vanguardia y novedosas. Dependerá de los entes gubernamentales y del sector educativo y agropecuario que ejecuten los planes y programas que servirán para actualizar al docente, pues, la finalidad de la praxeología es trascender a nuevos espacios de ejecución, rompiendo con los cánones instaurados e imponiendo una nueva visión integral del trabajo educativo y así la virtualidad dé sus frutos.

7. Referencias

Cervantes, M. (2019) Hablemos del campo. Red-revista virtual N° 259 Col. Ampl. Granada. cp11520. México D.F. Recuperado en: contacto@hablemosdelcampo.com.

Díaz, R. (2016). La Educación en Latinoamérica entre la red y el ecosistema digital, el caso venezolano. Red-Revista de Educación a Distancia, Núm. 48. Art. 8. 30-ene.doi: 10.6018/red/48/8. Recuperado en: http://www.um.es/ead/red/48/ruth.pdf.

Felizzola, Y. (2010). Tecnología de información y Comunicación para el desarrollo rural en Colombia. Universidad Industrial de Santander. Bucaramanga. Recuperado de: file:///C:/Users/Usuario/Downloads/387-Texto%20del%20art%C3%ADculo-607-1-10-20121002%20(1).pdf.

Juliao, C. (2007). "Educación: un acercamiento praxeológico". Educación Social. El Minuto de Dios: una experiencia, un modelo. Bogotá-Colombia. Uniminuto. Recuperado en: https://revistas.uniminuto.edu/index.php/POLI/article/view/162

Medina, E. (2013). Principios axiológicos en la virtualidad didáctica de la lectura y escritura. Recuperado de: https://www.academia.edu/29311391/.

Organizaciones de Naciones Unidas, (2008). La globalización según los objetivos de Desarrollo del Milenio. Recuperado de: file:///C:/Users/Usuario/Downloads/componente52021.pdf.

UNESCO. (1996). La educación encierra un tesoro. Informe a la Unesco de la Comisión Internacional sobre la educación para el siglo XXI. Ediciones Santillana Madrid. Recuperado de: http://otrasvoceseneducacion.org/archivos/301961.

DOI: https://doi.org/10.46502/issn.1856-7576/2021.15.02.7

Competencias ontoepistemológicas en la virtualidad

Ontoepistemological competences in virtuality

Noira Bejar
profnoira@gmail.com
https://orcid.org/0000-0001-6862-3333
Elsy Medina
emedina@uc.edu.ve
https://orcid.org/0000-0001-9165-2984
Universidad de Carabobo, Valencia, Venezuela

Recibido: 05/01/21
Aceptado: 09/02/21

Resumen

Las instituciones educativas se encuentran en constante reto en medio de la era digital lo que ha implicado la revisión, adecuación e implementación de la formación por competencias. Esto ha requerido cambios en la creación de un ambiente de aprendizaje propicio para la actividad del conocimiento; de allí que el objetivo de esta investigación se centró en comprender las competencias ontoepistemológicas surgidas en el tránsito presencial-digital. La investigación cualitativa optó por el análisis de la información de la Teoría Fundamentada y finaliza con el concepto de las competencias ontoepistemológicas como la integración de saberes: ser, cognición y hacer.

Palabras clave: competencias, aprendizaje, virtualidad, ontoepistemológico.

Abstract

Educational institutions are in constant challenge in the middle of the digital age, which has implied the review, adaptation and implementation of training by competencies. This has required changes in the creation of a learning environment conducive to knowledge activity; hence, the objective of this research focused on understanding the ontoepistemological competences that emerged in the face-to-face-digital transit. The qualitative research opted for the analysis of the information of the Grounded Theory and concludes in the concept of ontoepistemological competence as the integration of knowledge from three visions: being, cognition and doing.

Keywords: competences, aprendizaje, virtuality, ontoepistemológico.

1. Introducción

Desde la comprensión de los cambios sociales, económicos, culturales, tecnológicos y humanísticos que demanda la sociedad, el sujeto dirige la mirada hacia el campo educativo, donde las trasformaciones han sido crecientes dando entrada a la digitalización que, desde el siglo XXI según el informe publicado por la Organización de las Naciones Unidas (UNESCO, 2015) *"sobre la ciencia hacia el 2030*" donde señala que la "ciencia y la educación" deben ser abiertas, ya que los sistemas educativos universitarios se están ramificando a nivel internacional, y es la red de Internet la que ha impulsado una "educación abierta", que muestra un espacio para desarrollo de ofertas de pregrado y postgrado en línea.

En el contexto de la globalización de la Educación Superior en torno a la formación por competencia, los espacios educativos latinoamericanos se han venido adecuando, desde el año (2010) el "*Espacio Latinoamericano y Caribeño de Educación* Superior", consideró dar respuesta a las exigencias curriculares desde el repensar de los cambios planteados en Europa con el Proyecto Tuning que desde el año (2003), tiene como lineamiento la movilidad y la preparación de los individuos en novedosas realidades sociales, técnicas y científicas que aporten soluciones a la sociedad, desde una visión educativa integral que entreteje diversas área del saber.

El Instituto Internacional de la UNESCO para la Educación Superior en América Latina y el Caribe (UNESCO-IESALC, 2020) en el informe titulado "*La garantía de calidad y los criterios de acreditación en la educación. Perspectivas internacionales"*, señala que se deben brindar condiciones para garantizar y mejorar los estándares académicos de las instituciones de educación superior (IES), misma que dependerá del desempeño de los actores de las respectivas universidades; así como de los docentes que hacen vida en las cátedras y programas, aunado a los cambios en el orden curricular que integra la evaluación y diseño instruccional dentro de los programas educativos. El documento, alude también sobre de la necesidad de realizar procesos fundamentales relacionados con la acreditación en los que deben evaluarse el diseño y la aprobación de asignaturas, las formas de evaluación de la enseñanza, programas, cursos y, por último, la aplicación de instrumentos validados por académicos expertos que cuenten con la certificación de acuerdo a parámetros vigentes.

Como se ha indicado anteriormente, las IES vienen generando el diseño por competencias para el logro de acreditación de programas, que a su vez es intrínseco a la implementación de tecnologías, presentando ambientes innovadores a través de la oferta de asignaturas en línea; sin duda la presencialidad ha migrado hacia la virtualidad, desplegando un abanico de oportunidades educativas sin fronteras que le permiten al sujeto obtener un aprendizaje significativo desde cualquier lugar, favorecido en tiempo y espacio desde entornos sincrónicos o asincrónicos con la respectiva instrucción didáctica inherente en el proceso de enseñanza y aprendizaje.

Estas consideraciones sobre estudios superiores nos permiten destacar lo expuesto por Bejar (2017), al señalar que el sujeto se encuentra situado en espacios que están cambiando el rumbo desde el hacer presencial a lo virtual, donde el individuo enfrenta desde la comprensión hasta la revelación de estos contextos en los que emerge una fuente epistemológica como ontológica, basado en el conocimiento sobre lo tecnológico con una mirada humanista, que amerita ser considera por los actores educativos, como parte del trascender de la formación tradicional a la formación en línea; surgida como desafío y que será asumida por el hombre para llevar con éxito los saberes científicos y la resolución de problemas en la innovadora aula.

La concepción teórica de Delors (1996) basada en el ser, hacer, conocer y convivir, fomenta la construcción de un aprendizaje significativo del ser en su propia realidad y autonomía cónsono al espacio virtual. Así, el sujeto eleva su proceso cognitivo mediante la develación de estos saberes que lo llevan a conocer los medios tecnológicos y desde ese conocimiento hace útil su aplicación en la virtualidad.

2. Fundamentación teórica

Todo contexto educativo debe asumir una postura científica guiada por la búsqueda de la verdad, que va desde el interés por develar el conocimiento hasta su aplicación para resolver problemas. Este andamiaje teórico nace de lo palpable de las experiencias o prácticas del ser que está consciente y situado en interacción con diferentes individuos inmersos en un proceso de indagación, descubrimiento y redimensión de la realidad. Es justamente este contexto digital, el que permite asumir una perspectiva que entrevé un tejido ontológico y epistemológico en calidad de fundamento para la investigación.

Comprensión ontológica desde la virtualidad

La premisa de la ontología según Heidegger (1927), está centrada en el *"ser ahí"* trantando de correr el velo para descubrir los problemas que surgen en el mundo tecnológico donde fue arrojado. Esta visión filosófica ilumina al sujeto "ahí" que está tratando de comprender desde un delinear realista, filosófico, natural y ético la virtualidad. Por su importante relación con el tema en estudio citamos un extracto de lo señalado por Gruber (1993)

> Una ontología es una jerarquía de conceptos con atributos y relaciones, que define una terminología consensuada para definir redes semánticas de unidades de información interrelacionadas. Una ontología proporciona un vocabulario de clases y relaciones para describir un dominio, poniendo el acento en la compartición del conocimiento y el consenso en la representación de éste. Por ejemplo, una ontología sobre arte podría incluir clases como pintor, cuadro, estilo o museo, y relaciones como autor de un cuatro, pintores pertenecientes a un estilo artístico u obras localizadas en un museo.

El planteamiento arriba señalado y tras la búsqueda de la comprensión ontoepistemológica surgida en el tránsito de lo presencial a lo digital, acentuamos la mirada sobre la realidad externa ya que podría darse una modificación en la manera de generar conocimiento. Específicamente, lo referido al espacio colaborativo en el contexto del ambiente virtual a los fines de preservar la condición humana desde el ser que se encuentra en el proceso del saber y conocer en el universo digital. Lodoño et al. (2015) señalan que es relevante reconocer al sujeto como un cuerpo idóneo de adecuarse y esta condición habilita su posibilidad de aprender desde la interacción con el entorno, enfocando cuatro perspectivas de una ontología compartida y a las que se le ha contextualizado con el tema de este trabajo.

a) *Presenta la definición y el significado de representación ontológica de conocimiento*. De acuerdo a las posibilidades que brinda el espacio virtual es importante mantener la mirada en que se trata de diferenciar entre procesar la información y generar conocimiento como una actividad propia del sujeto; en ese sentido la propuesta es cultivar la interacción a través de la que se permitirá derivar el problema per se del conocimiento.
b) *Relaciona el aprendizaje de estructuras ontológicas y el desarrollo de competencias*. A mayor intercambio y dinámica comunicacional en el entorno virtual se evidenciará el surgimiento de habilidades y destrezas lo que se convertirá en la definición de competencias según el objetivo estratégico del curso.
c) *Incorpora la tecnología para favorecer las dinámicas de interacción y colaboración y promover la construcción de ontologías compartidas*. La planificación instruccional toma en consideración el aspecto didáctico dentro del cual se encuentra el establecimiento de actividades que implican discusiones sobre la realidad para despertar el aprendizaje auto-regulado; sino que se pretende ubicar en contexto a un sujeto independiente que construye sus propios conceptos.
d) Relaciona el concepto de ontología compartida con el de comunidad virtual de aprendizaje y resalta la importancia de mirar las interacciones entre actores mediante el análisis de redes sociales. Las estructuras ontológicas son útiles en la organización efectiva de información para el aprendizaje. Sin duda, el énfasis recae en diferenciar la información y su procesamiento para comprender la realidad y por consiguiente, fomentar las distintas competencias que privilegien la apropiación del conocimiento.

Comprensión epistemológica desde la virtualidad

En la dimensión teórica del conocimiento, Sandín (2003) relata que los griegos concebían el vocablo en *epistéeme* “conocimiento y saber” y *logos* “teoría”, definido como el estudio del conocimiento humano y de la ciencia que delinea los métodos, pasos, estructuras y criterios para orientar la búsqueda de la verdad. En este sentido, la epistemología ha ido consiguiendo una serie de logros que pueden concurrir en un “conjunto de *postulados irrenunciables¨* en los cuales toda observación es relativa al punto de vista del observador, toda observación se hace desde una teoría, toda observación afecta al fenómeno observado” (Martínez 2009 p.15). Por su parte, Camacho et. al. (2007), consideran la epistemología como la manera de indagar los problemas relacionados con

el conocimiento netamente científico. La epistemología trata del conocimiento científico, del estudio de las circunstancias de búsqueda, producción y ratificación del conocimiento, es decir el modo de indagar los caminos que se deben transitar para el conocer las cosas desde el proceder científico y válido.

El conocimiento virtual define lo virtual como la "práctica" y lo real como la "existencia verdadera" donde (Castell 2010, p.406) señala.

> La misma realidad es capturada por completo, sumergida de lleno en un escenario de imágenes virtuales, en el mundo de hacer creer, en que las apariencias no están sólo en la pantalla a través de la cual se comunica la experiencia, sino que se convierte en la experiencia".

Para entrever la concepión epistemológica de las tecnologías planteada por Quintero (2018), se realiza una aproximación epistemológica de la virtualidad desde las distintas ramificaciones del conocimiento. Sobre la base de: a) Inicio, progresión y perfeccionamiento de las destrezas y habilidades en los ambientes virtuales. b) manifestar dentro de espacios virtuales, teorías y conocimiento que oriente la solución de problemas desde las experiencias reales que permitan mejorar la ciencia. c) investigar el desarrollo del conocimiento entorno a lo virtual, considerando la praxis. d) aplicación de diferentes métodos que estén orientados a la resolución de problemas.

Comprensión de las concepciones sobre competencia

La definición de competencia según el Proyecto Tuning (2003), otorga el significado de formar en el conocer y comprender, cómo actuar, cómo ser, refiriéndose a una combinación activa de los siguientes atributos: conocimiento y sus aplicaciones, aptitudes, destrezas y responsabilidades que describen la escala o grado de suficiencia con que un individuo es capaz de aplicarlo. Desde otra mirada, son vistas como "…una compleja estructura de atributos necesarios para el desempeño en situaciones diversas donde se combinan conocimientos, actitudes, valores y habilidades…" (Tobón 2004, p.45). De allí, que las competencias son singularidades características que determinan las destrezas en conocimientos y principios éticos para la acción que ejecuta el individuo en distintas situaciones para la solución de problemas. Por otro lado, son definidas como la "construcción social de aprendizajes significativos útiles para el desempeño productivo en situación real de trabajo que se obtiene, no sólo a través de la institución, sino también, mediante el aprendizaje por experiencia en situaciones concretas de trabajo" (Maldonado 2008, p. 277).

El término competencia es complejo conceptualmente por su énfasis en el resultado de imbricar los saberes del ser, hacer, conocer y convivir que debe comprender y aplicar un profesional para la realización de sus tareas, como producto de la formación en un ambiente de aprendizaje que le permita consolidar sus proyectos.

3. Metodología

El abordaje metodológico se realizó bajo un enfoque del paradigma interpretativo, el mismo se considera como simbólico, cualitativo, naturalista, humanista y fenomenológico. Visto como la "…alternativa al paradigma racionalista, puesto que en las disciplinas de ámbito social existen diferentes problemáticas, cuestiones y restricciones que no se pueden explicar ni comprender en toda su extensión desde la metodología cuantitativa". (Pérez 2004, p.26). La investigación se basó en un diseño cualitativo en el que se buscó comprensión del fenómeno de estudio. Para el análisis de la información, el recorrido se realizó bajo el emerger de la Teoría Fundamentada planteada por Glaser y Strauss (1967). Dentro del estudio se procedió a organizar, reducir, escoger, comparar e interpretar los contenidos ontológicos y epistemológicos. Por su parte, el proceso se ejecutó de la siguiente forma: 1) Identificación de la información para el estudio; 2) Selección de los códigos que generaron insumos conceptuales. 3) Análisis y la relación de los elementos.

A continuación, se ilustra la Tabla 1 en la que se puede apreciar la dimensión conceptual en la virtualidad y que está conformada por tres dimensiones esquematizadas según su contenido.

Tabla 1. Dimensión conceptual

1. Código	2. Grado	3. Construcción	4. Corpus
Competencias	**Saberes que parten de** Habilidades Conocimiento Destrezas Actitudes Formación	Conceptualización	**El proceso de interacción en el contexto de la virtualidad se genera inexorablemente gracias al feedback de comunicación que se da entre quienes integran esa comunidad virtual, y que están interesados en participar aportando criterios para la construcción del proceso de enseñanza y aprendizajes. El intercambio producto de las experiencias educativas, convierten el aula virtual en un espacio para reconocer la**
Virtualidad	Hacer Práctica Existencia verdadera	Conceptualización	
Ontología	**Desde la visión del ser** Preservar la condición humana Contemplar los valores éticos. Comprensión del mundo Apropiación del conocimiento desde la contemplación del ser	Acercamiento Ontológico de la Virtualidad	

Epistemología	Desde la visión filosófica y del conocimiento **Inicio, progresión y perfeccionamiento.** **Manifestar teorías y conocimiento que oriente la solución de problemas desde las experiencias reales que permitan mejorar la ciencia.** **Investigar el desarrollo del conocimiento.** **Aplicación de diferentes métodos que estén orientados a la resolución de problemas.**	**Acercamiento Epistemológico de la Virtualidad**	**realidad circundante y de ese modo buscar la comprensión para descubrir, construir y reconstruir el conocimiento, que lo hace el mismo sujeto motivado por un facilitador, unas metas compartidas y en especial la interacción entre los participantes, facilitadores, apoyo técnico, es decir, cada participante.** **El énfasis de las competencias ontoepistemológicas recae en el desarrollo de actividades que pretenden en su esencia activar el pensamiento de un sujeto que puede o no estar en sincronía con sus compañeros y facilitador. El sujeto entiende que debe enfrentar dificultades, al mismo tiempo, se convierten en reto con posibilidades para resolver distintos problemas y centrarse en la comprensión de lo que se le presente como dato para el conocimiento.**

Bejar y Medina 2021

4. Conclusión

A efectos de una sistematización conceptual propia de un ambiente virtual de aprendizaje, podemos apreciar que las competencias ontoepistemológicas se entienden como la integración de saberes, la comprensión de su experiencia de aprendizaje y la construcción del conocimiento justo en el espacio digital. Este constructo permite desarrollar un proceso de formación desde un sujeto pleno en autonomía con habilidades y destrezas que lo llevan a la búsqueda de los saberes desde la innovación. Tal

planteamiento se da en consideración rigurosa de que la virtualidad muestra un importante portal para el logro de aprendizaje basado en una práctica real y de existencia verdadera. Los lineamientos teóricos seguidos en esta investigación orientan la construcción del corpus para un acercamiento a las competencias que fueron ordenadas gracias a la articulación del conocimiento científico y al aspecto conceptual arriba señalado. De modo que, establecemos un sólido fundamento por medio de las competencias ontoepistemológicas que han sido integradas de acuerdo con la visión del ser, la visión cognitiva y la visión práctica.

Competencia desde la visión del ser

La competencia del ser resulta de gran interés porque se trata de la reflexión sobre la concepción humana y axiológica como proceso de orientación que exige de forma implícita la puesta en práctica de la ética en el espacio virtual. Asimismo, contempla la comprensión de la actuación y desempeño del ser en un ambiente no natural pero que cada día se afianza como espacio de educación formal y que implica la resolución de problemas desde los saberes, esto lo hace a partir de la integración de valores para el tejido del conocimiento.

Competencia desde la visión filosófica del conocimiento

Esta competencia aplica para la indagación sobre los fenómenos del conocimiento que surgen en el contexto de la virtualidad y que se entiende la ausencia de una presencialidad no solamente en lo tradicional, sino en lo que implica el roce y acercamiento social propio del espacio físico y que justamente esa premisa debe ser tomada en cuenta para diseñar actividades plenas de interrelación humana. El conocimiento de la progresión y perfeccionamiento en el contexto de un ambiente virtual puede ser realizado a través de la exposición de teorías que coadyuven la solución de problemas y que han surgido en el mismo escenario. En esta misma competencia se encuentra la aplicación de métodos ajustados a la virtualidad.

Competencia desde la visión del hacer–práctica

Esta competencia en el ambiente virtual se convierte en criterios para el proceso de enseñanza y aprendizaje consolidado en el marco de la didáctica en el que la integración de procesos cognitivos y afectivos forman parte importante del estilo Instruccional seleccionado. Ratificamos el privilegio de utilizar la virtualidad como un espacio real en el que surgen aspectos cognitivos contextualizados en tareas de indagación, análisis e interpretación de las distintas situaciones emergentes producto de la interrelación humana.

5. Referencias

Bejar, N. (2017). Tránsito de lo Virtual. Artículo Científico. Revista Eduweb, 11(2), pp. 67-74, http://servicio.bc.uc.edu.ve/educacion/eduweb/

Castell, M. (2010) La Cultura de la Virtualidad Real. https://www.ses.unam.mx/curso2010/pdf/M3S1-CastellsManuel.pdf
Camacho, J., Gallego, R., & Pérez, R. (2007). La Ley Periódica. Un Análisis Histórico Epistemológico y Didáctico de Algunos textos de enseñanza. Revista Educación en Química, (4)18, pp. 278- 288
DOI: http://dx.doi.org/10.22201/fq.18708404e.2007.4.65874
http://www.revistas.unam.mx/index.php/req/article/view/65874
Delors, J. (1996). La Educación Encierra un Tesoro. UNESCO. Madrid España: Santillana.
Espacio Latinoamericano y del Caribe de Educación Superior. (2010). Documento. http://www.oui-iohe.org/eles/proyecto-tuning/tuning-latinoamerica.
Glaser y Strauss (1967). The discovery of grounded theory: Strategies for qualitative research. Chicago: Aldine.
Gruber, T. R. (1993). A translation approach to portable Ontology specifications. Elsevier. Journal Knowledge Acquisition. https://www.sciencedirect.com/science/article/abs/pii/S1042814383710083
Heidegger, M. (1927). Ser y Tiempo. Petrópolis. Vozes. Bragança Paulista: São Francisco.
Instituto Internacional de la UNESCO para la Educación Superior en América Latina y el Caribe (UNESCO-IESALC, 2020). La Garantía de Calidad y los Criterios de Acreditación en la Educación Superior. Perspectivas Internacionales, https://www.iesalc.unesco.org/wp-content/uploads/2020/06/Criterios-de-acreditación.pdf pp. 72-74
Londoño, O. L., Maldonado, L. F., Hernández, J.C., Cubillos, J.J., & Rodríguez, E. M. (2015). https://dialnet.unirioja.es/servlet/articulo?codigo=5265865
Maldonado, M. (2008). Las competencias, su método y su genealogía. Bogotá Colombia: Eco Ediciones.
Martínez, M. (2009). La nueva ciencia su desafío, lógica y método. Distrito Federal México: Trillas.
Organización de las Naciones Unidas (2015). Informe de la Unesco, sobre la Ciencia hacia el 2030. p.p. 40-41, https://pep.unc.edu.ar/wp-content/uploads/sites/46/2017/02/Informe-de-Unesco-sobre-la-Ciencia-Hacia-2030.pdf
Pérez S., G. (2004), Investigación Cualitativa. Retos e Interrogantes. I Métodos, Madrid, España: La Muralla.
Proyecto Tuning (2003). Tuning Educational Structures in Europe. Informe Final. http://tuningacademy.org/wp-content/uploads/2014/02/TuningEUI_Final-Report_SP.pdf
Quintero, C. (2018), Ontología epistemológica de la Tecnología, http://Dialnet-OntologiaEpistemologicaDeLaTecnologia-6523251.pdf
Sandín, E. (2003). Investigación cualitativa en Educación. Fundamentos y Tradiciones. Madrid: Mc Graw Hill.
Tobón, S. (2004). Formación basada en competencias. Bogotá: Eco Ediciones.

DOI: https://doi.org/10.46502/issn.1856-7576/2021.15.02.8

About the Personal Creativity of the Students to Become Teachers

Sobre la creatividad personal de los estudiantes para convertirse en profesores

Anton Stoykov
stoykov70@abv.bg
https://orcid.org/0000-0002-7347-5408
Associate Professor, PhD Trakia University Stara Zagora, Bulgaria.

Recibido: 12/05/21
Aceptado: 15/07/21

Abstract

The purpose of this research is to analyze the development of the creative potential of future educators as a mandatory prerequisite for the realization of their future professional activity. For the determination of the level of development of the creative potential of students from this profile, studying in the Master's program "Preschool and Primary School Pedagogy" a Methodology is used to assess the level of creative potential of A. Sharov's personality. This methodology makes it necessary to determine by self-assessment the personal qualities and the frequency of their manifestations, characterizing the level of development of the creative and potential. Analysis of the data obtained shows that creative qualities such as "innovation", "heuristics" and "reformism" have relatively low values, related to qualities such as "purposefulness", "authoritarianism", "intelligence", "practicality". The highest value is the quality "purposefulness", which is a sign of high motivation for professional activity and is a good basis for subsequent development of creative potential. The results obtained in the course of the experimental study give reason to argue that the need for development and inclusion in the educational process with future educators of models for the development of their creative potential is up to date.

Keywords: personal creativity, higher education, development, modern teacher.

Resumen

Este artículo trata temas relacionados con el desarrollo de la creatividad personal en los estudiantes para convertirse en docentes, ya que se trata de una habilidad personal y profesional cuyo dominio garantiza el éxito de su carrera.

Se llama la atención sobre la organización del proceso de enseñanza en la educación superior y su impacto en el desarrollo de esta habilidad. El papel y el lugar de la creatividad personal en el perfil profesional y educativo del docente moderno están fundamentados teóricamente.
Se realizó un estudio de investigación empírica y los resultados recopilados se estimaron y analizaron en términos de diferentes indicadores que describen la creatividad personal, es decir, toma de riesgos, complejidad, imaginación, curiosidad, pero también en términos de su desarrollo general.
Para ello se utilizó la Metodología Diagnóstico de Creatividad Personal de E.E. Tunic. En el estudio de investigación participaron alumnos del programa de Maestría en Pedagogía de Educación Infantil y Primaria.

Palabras clave: creatividad personal, educación superior, desarrollo, docente moderno.

1. Introduction

The ongoing changes in the Bulgarian education are imposing new requirements towards the higher education of the students to become teachers. These requirements refer not only to acquiring specialized knowledge, but also to the development of personal and professional skills needed for their successful professional career.

With a view to the curriculum content which is constantly undergoing updates, and the specifics of the Kindergarten and the Primary School Teacher's profession, of significant importance is the necessity of developing the personal creativity of the students to become Primary School and Early Childhood Teachers so that they are able to apply their knowledge and skills in atypical situations and to find innovative solutions to the problems arising in their occupational activity.

Modern young specialists with higher education must be prepared to deal with new challenges that require creative solutions, and be capable of creative self-development. And if the in-depth knowledge becomes a platform for training a new generation of competent professionals, the creative activity becomes a springboard which gives them an advantage in everyday activity, so at the moment the need to develop technologies shaping the creativity of students of pedagogical universities becomes mostly important. (Ormanova, et al, 2013)

N. Jackson considers that „the challenge of 'cultivating creativity in university students' is bound up with the wicked problem of preparing them and enabling them to prepare themselves, for the unknown challenges they will encounter over a lifetime of working, learning and adapting to the changing circumstances of their lives." (Jackson, 2013, p. 1).

This is related also with enreachment of the goals referring to realization of the educational process faced by the university teachers of our times.

Efforts should not be aimed only at teaching particular professional knowledge and skills to the students, but they should also include interactions aimed at developing the student's creative approach, independent thinking and a high level of personal creativity.

It is believed that the personal creativity of the students to become teachers could develop rapidly facilitated by most of the curriculum subjects. At the same time, however, it should be highlighted that in practice professional habits and skills are being developed as a priority while creativity is left out of the picture.

Many teachers do not receive the professional training to teachcreative, because they are given mostly subject-specific area of knowledge, but not a general understanding of creativity. Encouraging creativity requires skills to adequately respond to unexpected suggestions and original ideas of children to guide and supporting their searches. Not all educators have what it takes creative attitude. (Veleva, 2012)

A. Mynbayeva, A. Vishnevskaya, Z. Sadvakassova indicate that „Creation of educational environment favorable for development of the personality of a student and his/her creative abilities is an important task of modern society. University environment is a special one; in it a student acquires profession. At the same time, creativity is a trait necessary for a professional at the time of innovations. This trait is very important for teachers who in their professional activity will be developing students' abilities and skills. (Mynbayeva, Vishnevskaya, Sadvakassova, 2016, p.408).

In the opinion of O. Nikitin, the student's personal creativity development as an element of the educational process, would be most effective if in the educational environment conditions are created to facilitate promotion on of the individual's creativity resources: creating a safe atmosphere for the trained group of students, building a sense of mutual trust and support, compliance with the basic principles of the team work /confidentiality, voluntary-based approach, non-criticism, honesty (Nikitin, 2017).

The above suggests that the university education process should provide a possibility for professional and creative self-realization of the students. In connection with this, the issues related to development of the personal creativity in the students to become teachers, starts to create a sense of urgency.

2. Theoretical Framework

Theoretical approaches to creative potential

Initially, creativity was seen primarily as a function of the human intelligence and its development was associated with the individual's intellectual level. Later studies on creativity prove that intelligence is positivel y related to creativity to a certain extent only, as the higher levels of intelligence could even obstruct its development. Creativity, however, is not solely an intrapsychic phenomenon. Social and cultural factors, such as values and society norms, also contribute to the recognition and cultivation of creativity.

Education and the learning culture are, as well, of foremost importance for the development of the creative potential." (Alenkar, 2001, p.133) Nowadays, a main aspect in the study of creativity is its relation with the personal qualities with which it is associated.

In the modern psychological and pedagogical science, creativity is examined as a personality charecterisic in the following aspects:

- manifestation of divergent thinking;
- intellectual activity update;
- individual's integrative quality. (Nikitin, 2017)

In the opinion of Iy. Zhukova, creativity is a necessary component of the socio-cultural interaction. The higher the personal creativity, the more effective is the individual's creative work. (Zhukova, 2017).

In the opinion of A. Reeves, the process of generating original and effective ideas requires:

1. Diverse inputs/inclusive thinking
2. Context articulation
3. Divergent thinking
4. Convergent thinking (Reeves, 2014)

K. Taylor points out the following indicators of creativity: productivity of thinking, activity planning skills, forecasting future actions, decision-making and decision implementation, summarizing skills. (Taylor, 1988)

According to Csikszentmihalyi, creativity can be understood as any action, idea or product changing the existing environment. (Csikszentmihalyi, 1996).

In the opnion of R. Stamatov, development of the individual's creative skills depends on:

- training – the possibility to receive training is a conmulsory precondition for the development of talents and skills. Creativity development depends on the coordination of the individual's capabilities with the possibilities for the individual's training;
- expectations – higher expectations with regard to effectiveness is a condition for the achievement of significant results;
- resources - availability of access to material and spiritual resources (access to historical models, needed materials, laboratories, libraries);
- recognition - recognition in the individual's surrounding environment is a precondition for unfolding of creativity. Non-recognition can overshadow motivation and the possibilities for a contribution. Regardless of the fact that it is not an absolute necessity, recognition is needed for objectification of the cr eative potential;

- hope - education and training sessions in a particular field would be useless if the prospects for an effective application of the skills are bad;
- possibilities – possibilities also would facilitate development of talents and skills (e.g. talented composers in the field of classical music are very few not because there are not enough talented people, but because the possibilities for manifestation of their talent are limited);
- Internal and external rewards – better rewards (e.g. higher pay provides more possibilities for travel, meetings, better access to resources, recognition from others, insatiable curiosity curiosity) promote freedom and creativity. (Stamatov, 2015)

R. Sternberg, the author of a multi-variable approach to creativity points out the nessesary conditions and characteristics associated with personal creativity. At the beginning, he speaks about three intellectual habits: the synthetic ability to perceive problems in a new way and to avoid standard reactions; the analytical ability to assess the extent to which an idea is worth working on in the future; and the practical and contextual ability" related to the understanding of how to persuade others of the values and significance of a particular idea.

The second component of personal creativity pointed out by the author, is knowledge. In his opinin, accummulated past knowledge can prevent the search for a new approach to solve the problem, if the individual relies only on their knowledge about the problem.

The third component of personal creativity is the style of thinking.

The fourth component, in the opinion of R. Sternberg, are the individual characteristics: it is believed that creative individuals stand out with willingness to overcome difficulties, taking reasonable risk in making a particular decision.

The fifth component determing personal creativity, is motivation, and especially intrinsic motivation. It helps creative individuals in performing a certain task. This includes also the surrounding environment which can also facilitate creative decision making. (Sternberg, 2006)

From the point of view of the pedagogical science, creativity is seen as an ability to solve problem tasks in an environment of constantly changing circumstances.

Pedagogical creativity is defined as a teacher’s ability, closely related to their willingness to generate new ideas with the intention to use those in order to ensure the effectiveness of the educational and training process. Teachers who enjoy a high creative potential, stand out with predominating creative thinking, the acquisition of scientific and research skills, independent analysis of the possibilities for benefiting from the achievements of the pedagogical science, active participation in the implementation of creative projects.

Beghetto, A., and Gorazza, G. reckong that “at present there is a need for more dynamic conceptions of creativity in educational settings. This is particularly important given the

last evolution of modern society and the widespread consensus that efforts to develop creative potential should be democratized -extending well beyond the boundaries of select individuals and the confines of “gifted & talented” programs. There is also recognition that more dynamics perspectives on creativity are necessary for understanding its complexity, value and meaning in educational contexts.” (Beghetto & Gorazza, 2019, p.2)

The future Kindergarten or Primary School Teacher is constantly facing the need to make decisions, including also decision-making in a number of atypical situations whose number is growing concidering the modern educational settings. This requires that teachers gradually develop and introduce in their communication with children a number of non-standard pedagogical solutions.

In the opinion of D. Miroshnikova, creativity of the future teacher can be seen as a “professional and personal skill, integrating pedagogical and subject knowledge, motivation to acquire new knowledge, an attempt for a creative acquisition of teaching practice, determining the readiness of the future teacher for creative pedagogical activity, forming the creative personality of the pedagogue”. (Miroshnikova, 2018, page 6)

V. E. Inozemtseva, N.V. Kuzmina and L.Y. Miloradov point out the following basic skills which the creative teacher should posess: design and creative processing the material, but also his/her attitude to the ultimate goal of education; organization and support of the students’ creative activity during classes and the programme as a whole; ability to analyze his/her experience in terms of finding creative solutions to the educational tasks; ability to re-adust in his/her work, to design his/her own unique system for organization of the educational content and its adjustment to the students’ level of understanding. (Kuzmina, Inozemtseva, Miloradova, 1999).

According to S. Ovcharov, formation of the creative potential of the future higher education teachers is facilitated by introducing non-traditional teaching forms and methods, innovative pedagogical technologies, organization of various psychological and pedagogical trainings, solving of professional and pedagogical tasks, active participation in scientific conferences, competitions and discussions on the problems of higher education. (Ovcharov, 2013)

Experts believe that the development of students' creativity is a multi-factor process, which includes many factors and conditions that are inextricably linked. Experts refer to the use of interactive, playful, training methods and forms in the educational process as a significant factor in the development of students' creativity. The most effective of these methods and forms, according to experts, are methods that are as close to practical activities: applied tasks, cases, business games, conferences, strategic sessions, coaching, business talks, seminars, conferences. (Matraeva, Rybakova, Vinichenk, Oseev, Ljapunova, 2020)

S. Hwang consider that there is a connection between the work of the teacher and that of his students. They believe that the level of creativity of the teacher affects his assessment of the characteristics of students' creativity. The higher this level, the more attention he pays to these characteristics. (Hwang, 2017)

3. Methodology

The Methodology Diagnostics of Personal Creativity of E.E. Tunic (Fetiskin, Kozlov, Manuilov, 2002) was used to determine the level of personal creativity in the students to become teachers. This methodology studies not only the individual's personal creativity as their general skill, but also the following personal skills and qualities associated with it, in the opinion of the author, i.e. curiosity, imagination, complexity and risk taking. Among the manifestations of the main criteria and factors studied the following can be identified:

1. Curiosity. Individuals with unceasing curiosity stand out with a desire to constantly learn about new things, look for them and very often study them with the help of finding new thinking approaches/patterns/. They are looking for various solutions to non-standard tasks.
2. Complexity. It is associated with the individual's desire to get to know complex processes and phenomena. Such individuals like to set themselves difficult tasks, to study the unknown without someone's help. They show themselves as persistent in achieving the goal they have set and often they use complex approaches for problem-solving when this is needed.
3. Imagination. For the individuals with a strong imagination it is common to see things as extraordinary, to talk about places they have never visited, to talk about phenomena with which they have not been in direct contact with. Very often they see what has been depicted in paintings or drawings in a way which is unusual for the other people.
4. Risk taking. It is manifested by the individual's attempt to stand up for his/her ideas regardless of the opinion of others. He/she always considers the risk of mistakes and failures. He/she likes to learn new things and get acquainted with new ideas. He/she often takes risks to find out what the outcome would be.

Evaluation of each of these four indicators measuring personal creativity was done on the basis of positive and negative answers, for which 2 points were received; answers partially matching the key, e.g. "maybe" received one point; and answers such as "I don't know", for which one point was taken out.

The respondends had to answer 50 statements, of which 12 were related to imagination, 12 to curiosity, 13 to risk taking and 13 to complexity.

The final quantitative assessment for each of the test indicators was determined by summing up the points for all the answers matching the key, whereas for the answers "maybe", 1 point was granted and for the answers "I do not know" -1 point was taken out.

The higher average score describes an individual with a high level of creativity, curiosity and imagination, capable of taking risks when this is needed.

It is also possible to obtain evaluations for each of the test indicators based on the following provisional numerical rating scales:

Curiosity and Imagination Rating Scales:

0-4 - poor test score;
5-9 – low test score;
10-14 - moderate test score;
15-19 – high test score;
20-24 – very high test score.

Complexity and Risk Taking Rating Scales

0-5 - poor test score;
6-11 – low test score;
12-16 - moderate test index;
17-21 – high test score;
22-26 – very high test score.

Total average score:

0-20 - poor test score;
21-40 – low test score;
41-60 - moderate test score;
61-80 – high test score;
81-100 – very high test score.

The study involved 33 students from the Master's program Preschool and Primary School Pedagogy at the Faculty of Education, Trakia University, Stara Zagora, Bulgaria.

5. Results and Discussion

After implementation of the Methodology Diagnostics of Personal Creativity, received were results referring to the four fundamental indicators, and the total average score was estimated and analyzed.

The Diagram below presents the distribution of the total average score according to the number of students.

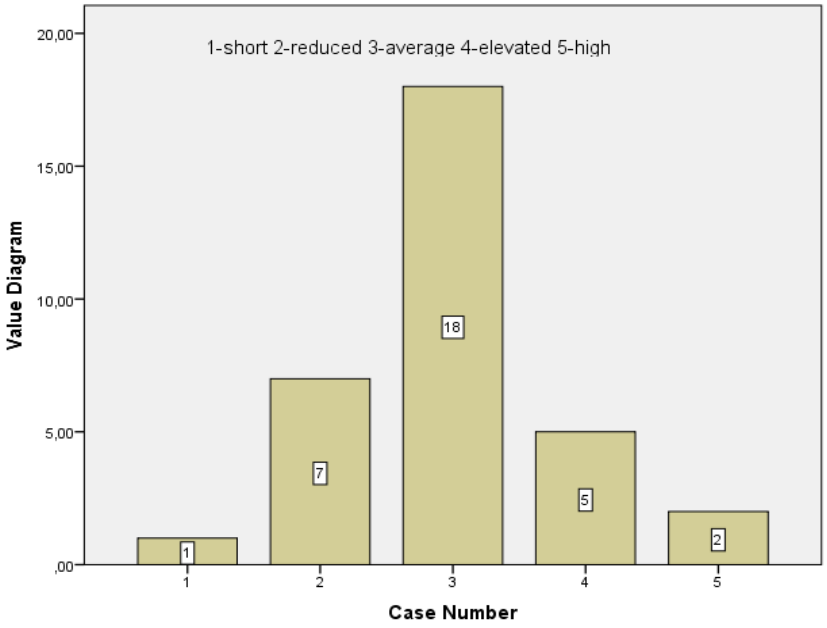


Figure 1. Distribution of the total average score according to the number of students.

The analysis of the results reveals a moderate test score for the majority of the tested students. The average total score of the tested group is 49.12 (i.e. moderate test score). This result demonstrates a moderate level of personal creativity for the members of the tested group.

Based on this result, it is assumed that in their future professional career, students will be able to achieve good results in the areas of their professional activity which require manifestation of personal creativity. Improvement of this skill at an individual level depends on the students' future activity and the characteristics of the educational environment in which they will seek realization.

The results referring to each of the rating scales based on distribution of the number of students according each test indicator are as follows:

Referring to the curiosity test indicator, the average total score is 13.48, i.e. this is within the upper limit of the moderate test score in the rating scale. This means that the test-taking students possess pronounced curiosity. It can be seen in the student's interest in innovations in the pedagogical theory and practice, in the search for new approaches and thinking patterns, in the creative inclusion of new didactic materials into the teaching process in school and in the educational process in kindergarten. Distribution of the results according to the number of students in the Curiosity Rating Scale is presented on the following diagram:

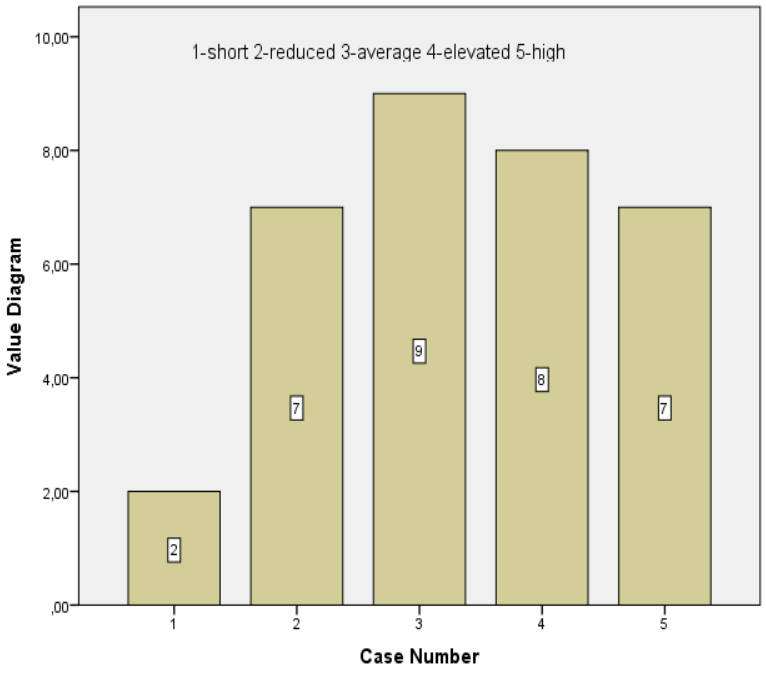


Figure 2. Distribution of the results according to the number of students in the Curiosity Rating Scale.

This diagram shows that the majority of the students have received the moderate and the high test score. Close to this number is the number of the students with very high and low test score. These results could be seen as a signal for the need to search new forms of promoting curiosity within the university education process.

Referring to the imagination test indicator, the total average score is 8.84 (low test score). This means that the imagination of the participants in the tested group is inadequately developed. Therefore, problems could be expected related to the management of creative games in kindergarten on their side, as well as to difficulties in teaching the educational content in primary school as it requires manifestation of a highly developed imagination.

Distribution of the test results according to the number of students in the Imagination Rating Scale is presented on the following diagram:

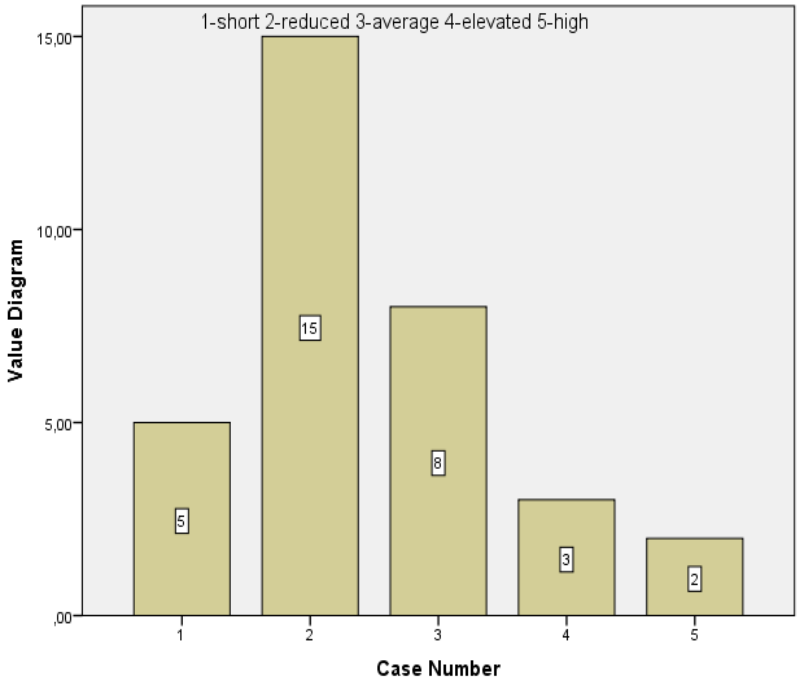


Figure 3. Distribution of the test results according to the number of students in the Imagination Rating Scale.

For the development of the students' imagination as a part of the educational process, training assignments can be introduced, as well as the method of teaching projects, promoting the students' learning activity considering their personal needs and individual qualities.

Referring to the risk taking test indicator, the total average score is 14.09 (moderate test score). This result suggests that the students tested are capable of setting themselves relatively high goals, whereas their mistakes and failures on the way to the goal achievement should not demotivate and discourage them.

This result can also be interpreted as a characteristic of the group, giving us reason to assert that the majority of the participants in the study are willing to stand up for their own opinion regardless of the risk of receiving disapproval from the others. They are willing to take risks and to see the outcome from defending their own position. Distribution of the test results according to the number of students in the Risk Taking Rating Scale is as follws:

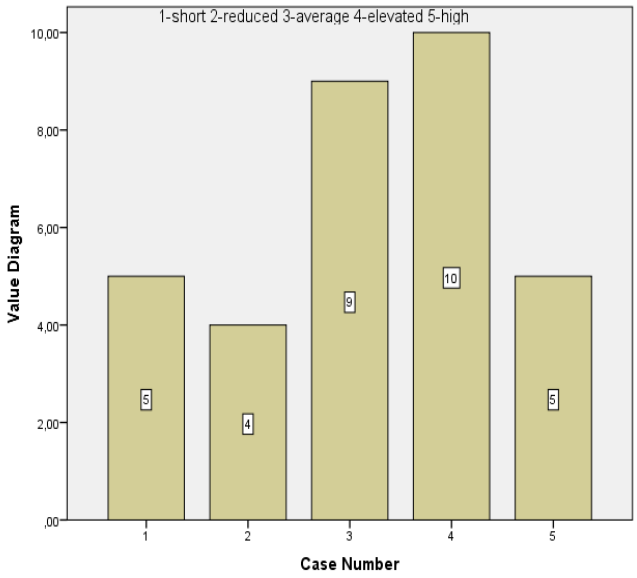


Figure 4. Distribution of the test results according to the number of students in the Risk Taking Rating Scale.

As it can be seen from the diagram, the biggest is the number of the students with the high test score, followed by the students with the moderate test score whereas the number of the students in the two groups is almost equal.

On the following diagram, distribution of the test results in the Complexity Rating Scale is presented according to the number of the students.

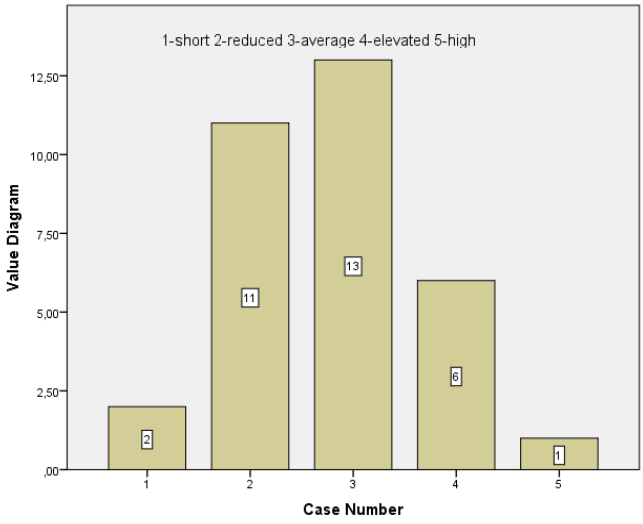


Figure 5. Distribution of the test results according to the number of the students in the Complexity Rating Scale.

The results referring to this indicator give us grounds to assert that the test-taking students are capable of setting themselves up complex tasks and respectively achieve their implementation to some extent only. The desire to learn about complex processes and phenomena is associated with the characteristics of this indicator. Still, on the basis of the results received, probably it is not very well manifested in the major part of the students and the reasons for this should be the subject of a more profound study. The total average score for this this indicator is 12.39 (moderate test score).

6. Conclusions

In modern psychology, creativity is reviewed in the context of the possibilities for transformation of the world, for manifesting the latent aspects of the individual's potential, for expressing experiences and meanings (Simonton, DK (2010). Creativity in highly eminent individuals. In JC Kaufman & RJ Sternberg (Eds.), Cambridge handbook of creativity (pp. 174 - 188) New York: Cambridge University Press/ by R. Stamatov (2015).

Based on research R. Sunley, L. Harding, and J. Jones conclude, that „higher education must provide students with creative opportunities to step across a cognitive, social and affective threshold into new knowledge and understanding about the world and themselves. This necessitates institutional support for the professional wisdom that underpins creative innovation and engagement in higher education, and acknowledges consequential implications for practice and research." (Sunley, Harding & Jones, 2019, p.173)

The importance of studying the problem referring to the formation of personal creativity in the students to become teachers is justified most of all by the fact that it is a basis for their further manifestations of pedagogical creativity and it also facilitates the development of their creative potential. According to many authors, creativity is an objective professional requirement for the teaching profession. Moreover, it reflects the inner resource of the future pedagogues which is manifested by their skills for non-standard and constructive thinking.

The results obtained in the course of the empirical research study, related to the level of development of the personal creativity in the students to become teachers, unequivocally prove that the higher education process should be transformed in such a way as to ensure to the maximum possible degree manifestation and development of the students' creative skills and their personal creativity in particular.

This suggests that teachers should reject the stereotypical methods and techniques aimed at algorithmizing the students' actions and find more effective and efficient forms of teaching focused on developing the personal creativity of the students, related to the manifestations of creativity in their future professional activity. As early as the stage of their basic training, heuristic teaching methods should be widely used to promote the formation of the students' personal creativity.

7. References

Alenkar, E. (2001) Obstacles to personal creativity among university students. Gifted Education International, 15(2), 133-140

Beghetto, A., & Gorazza, G. (2019) Dynamic Perspectives on Creativity. Springer: Nature Switzerland AG.

Csikszentmihalyi, M. (1996). Creativity: Flow and the psychology of discovery and invention. New York: Harper Collins.

Fetiskin, N., Kozlov, V., & Manuilov, G. (2002) Socio-psychological diagnostics of the development of personality and small groups. Publishing House of the Institute of Psychotherapy. M.

Hwang, S. Y. (2017) Rethinking creativity: Present in expression in creative learning communities. Educational Philosophy and Theory, 49(3).

Jackson, N. (2013). Developing Students' Creativity through a Higher Education.Recovery from https://www.researchgate.net/publication/321036375_Developing_Students'_Creativity_through_a_Higher_Education

Kuzmina, H.B., Inozemtseva, V.E., & Miloradova, L.Ya. (1999). Higher school teacher as a subject of acmeological creativity. Acmeological problems of teacher training, No. 2

Matraeva, A., M., Rybakova, M., Vinichenko, A., Oseev. N. Ljapunova. (2020) Development of Creativity of Students in Higher Educational Institutions: Assessment of Students and Experts. Universal Journal of Educational Research, 8(1), 8-16

Miroshnikova, D. (2018) Development of the future teacher's creativity in the process of pedagogical practice. Internet magazine "World of Science", No. 2, p.6

Mynbayeva, A., Vishnevskaya, A., & Sadvakassova, Z. (2016) Experimental Study of Developing Creativity of University Students. Procedia - Social and Behavioral Sciences, 217, 407-413

Nikitin, O.D. (2017) Pedagogical model of creative development of students of pedagogical universities. Monograph. M., 216 p.

Ormanova, G., Berkimbaev, K., Kurbanbekov, B., Ramankulov, Sh., & Bimaganbetova, A. (2013). Formation of Creative Thinking of Students on Physics by Means of Electronic Resources. AWER Procedia Information Technology & Computer Science, 04, p. 570-575.

Ovcharov, S.M. (2013). Pedagogical technology for the development of creativity of future teachers of informatics in the conditions of university education. Karelian scientific journal, No. 1(2).

Reeves, A. (2014) Creating Creativity: Personal Creativity for Personal Productivity. Global Innovation Science Handbook. Copyright by McGraw-Hill Education.

Sunley, R., Harding, L., & Jones, J. (2019) Realising creativity in management education: Putting student energy into action. The International Journal of Management Education,17.

Stamatov, R. (2015) The Creativity. Plovdiv. ISBN 978-619-202-074-3
Sternberg, R. (2006) Creating a Vision of Creativity: the first 25 years. Psychology of Aesthetics, Creativity, and the Arts. Vol.1
Taylor, C. (1988) Various approaches to and definitions of creativity. The nature of creativity. Cambridge: Cambr. Press.
Veleva, A. (2012) Pedagogy of creativity. Printed Base Russe University. ISBN – 978 – 954 – 712 – 548 – 3
Zhukova, Iu. (2017) Students' creativity as a pedagogical problem. deas. Search. Decisions: a collection of articles and abstracts of the X Intern. scientific. practical Conf., Minsk, November 23, 2016 / Editorial board: N.N. Nizhneva (Responsible Editor) [and others]. - In 6 parts. - Part 6.

DOI: https://doi.org/10.46502/issn.1856-7576/2021.15.02.9

Information and communication technologies in distance education for improving competence of students in the university

Tecnologías de la información y la comunicación en la educación a distancia para mejorar la competencia de los estudiantes en la universidad

Anton V. Lebedev
toshaleb@mail.ru
https://orcid.org/0000-0002-1927-5595
Foreign Languages Department, National Research Ogarev Mordovia State University, Saransk, Russia
Mariia I. Murneva
mashamurneva@yandex.ru
https://orcid.org/0000-0003-4788-1434
Foreign Languages Department, National Research Ogarev Mordovia State University, Saransk, Russia
Nadezhda A. Shestakova
Shestakovanady@yandex.ru
https://orcid.org/0000-0001-8425-4021
Foreign Languages Department, National Research Ogarev Mordovia State University, Saransk, Russia
Iuliia S. Pinkovetskaia
judy54@yandex.ru
https://orcid.org/0000-0002-8224-9031
Economic Analysis and State Management Department, Ulyanovsk State University, Ulyanovsk, Russia
Marina V. Bakanova
bakanova_marina@list.ru
https://orcid.org/0000-0002-4270-2532
Translation and Translation Studies Department, Penza State University, Penza, Russia

Recibido: 08/05/21
Aceptado: 12/07/21

Abstract

The objective of the study was to develop and implement modern information and communication technologies in the online learning process of university students. The

subject of the study is the modernization of the educational process based on communicative competence in distance education. The sociological survey carried out showed the high effectiveness of the proposed methodology. The article presents the practical foundations of the application of information and communication technology in the implementation of distance education in the context of the Covid-19 pandemic. The results of the study made it possible to develop modern means of information and communication, including video and remote-controlled complexes.

Keywords: information and communication technologies, communicative competence, distance education, academic english, e-learning.

Resumen

El objetivo del estudio es desarrollar e implementar tecnologías modernas de información y comunicación en el proceso de aprendizaje en línea de los estudiantes universitarios. El tema del estudio es la modernización del proceso educativo basado en la competencia comunicativa en la educación a distancia. La encuesta sociológica realizada mostró la alta efectividad de la metodología propuesta. El artículo presenta los fundamentos prácticos de la aplicación de la tecnología de la información y las comunicaciones en la implementación de la educación a distancia en el contexto de la pandemia Covid-19. Los resultados del estudio permitieron desarrollar medios modernos de información y comunicación, incluidos los complejos de video y teledirigidos.

Palabras clave: tecnología de la información y las comunicaciones, competencia comunicativa, educación a distancia, inglés académico, e-Learning.

1. Introduction

The globalization and the current conditions of the Covid-19 pandemic justifies the introduction of information and communication technologies into online format as a relevant learning tool. Synthesis of the traditional forms of education with information and communication technologies is constantly increasing in importance. The learning process at National Ogarev Mordovia State University (MRSU) is no exception. The development of information and communication technologies as one of the effective forms in achieving high results in the educational process turned out to be under close scrutiny by many teaching and academic experts. This is one of the most important components of the developing system of open education within the framework of the Bologna process in Russia.

The wide use of modern trends in the development of information and communication technologies in distance learning is associated with the period of the pandemic. The transition from traditional forms of education became especially pressing at the very beginning of the pandemic. It beca me evident that teachers were not prepared for the active use of distance learning formats. Therefore, it became necessary to adequately develop and implement information and communication technologies in distance

education at technical faculties while teaching Academic English. There is an increased need to improve training practices, techniques and approaches to defining such a critical aspect, owing to the demand in comprehensive research in the management and perception of information and communication technologies.

Aim of the research are developing and implementation of modern information and communication technologies in the process of online learning of Academic English by students at MRSU. The subject of the research is the modernization of the educational process for the formation of communicative competence in distance education by designating modern technologies for the development of communicative technologies.

Research tasks:

- apply modern technologies and techniques for the development of communication technologies;
- format the ability to use modern information and communication technologies as a result of teaching;
- develop the professional communication and teaching skills as the main component of immersion in an academic foreign language environment;
- increase the professional and communication abilities to implement the academic goals in the context of distance education;
- implement the professionally oriented communicative self- and mutual learning as a type of joint educational activity for academic purposes;
- organize the process of mastering academic English in the context of implementing the concept of the professionally oriented approach by following the modern trends in media education.

The academic significance of the presented study is determined by an integrated approach to the analysis of the development of modern information and communication technologies and their influence on the improvement of communicative competence in leaning Academic English in the context of distance learning at the technical faculties of Ogarev Mordovia State University.

2. Literature Review

Different interpretations of the understanding of distance education are explained by the ambiguity and capacity of the modern educational process, and, accordingly, the versatility of the implementation of educational activities. Investigating certain aspects of digitalization of the educational process at the university, Vaks (2021) emphasizes that "distance learning is the first stage of adaptation of students to social and professional interaction in the context of the digitalization of the economy". Lebedev et al. (2020) point out that the increase of international cooperation, trade, tourism and emigration arouses the interest of both linguists and teaching experts in the theory and practice of the e-learning and mobile teaching technologies.

Some authors also deal with the issues of IT-development in the learning process. For instance, Gao and Zhang (2020) consider how English teachers were coping with the challenges, what cognitions they possess about features, advantages, and constraints of online EFL teaching, as well as how they acquired information and communication technology (ICT) literacy through understanding students' learning needs. The survey by Gleason and Manca (2020) is devoted to pedagogical approaches to teaching and learning with social media (especially Twitter) in higher education framework.

Martin (2020) studies the issues of pronunciation development and instruction in distance language learning using the innovative computer-assisted method of pronunciation learning over the one-semester course with 67 distance learners. The paper by Foung and Chen (2019) features the data to discover the pattern of use of the online learning package within a generic undergraduate academic skills course; the study analyzed usage logs for over 7000 students that could be accessed via the university's learning management system. The issue of e-learning adoption in emergency situations, specifically, the case of a Vietnamese university under COVID-19 conditions, has become a topic for study by Ho et al. (2020). The survey results, obtained from two higher schools of the Vietnamese educational system, aim to disclose the vital factors contributing to students' acceptance of e-learning during the Covid-19 high-peak period. To achieve this goal, the bilingual questionnaire in English and Vietnamese was provided and pre-tested on 30 participants.

Marcum and Kim (2020) review the topic of oral language skills in the context of e-learning of the English language by investigating the efficiency of an online distance-learning program in assisting students in their development of the oral English-language proficiency before entering a university in the United States. According to Murneva et al. (2018), it is necessary to consider the students' individual characteristics and try to make students treat the proposed tasks not as exercises, but as a speech act.

3. Methodology

Researchers consider distance learning forms as the integration, adaptation and optimization of the professional educational process within the framework of the traditional education system. This demands transition from the traditional system of values and accepted norms into the phase of active knowledge acquisition, based on the interactive and constructive joint activities of a student and an instructor, which can be expressed by the following strategy: traditional education - distance learning format - creative approach - understanding the need for education - information and communication technologies - independence - obtaining knowledge by a student. Such a model of the student-instructor relationship implies a transition from the authoritarian aspect in the learning and teaching style, which implements the concept of an individual approach to the study of Academic English in the context of distance education at technical faculties, and is focused on the students' personal characteristics, their intellectual capabilities and individual cognitive needs.

The transition from teaching with a textbook as a traditionally prevailing form of educational activity is carried out through the development and implementing information and communication technologies that encourage speech self-expression. In this regard, the formation of communicative competence is viewed not as routine memorization and cramming, but as a deep understanding of the need to acquire knowledge. It is actualized in the student's communicative activity in the context of distance learning through the use of electronic resources and electronic learning platforms, such as Internet databases, multimedia teaching aids, and the implementation of information and communication technologies in distance learning carried out through webinars, quizzes, online dialogues, seminars, conferences, round tables, etc.

Researchers at MRSU have developed a number of modern techniques, information and communication technologies and exercises for the development of a student's communicative competence in online learning for mastering communication skills and abilities. In the conditions of distance learning a student is required to learn to improve, self-organize and develop intellectually, devoting sufficient time and resources to developing speech and expanding both active and passive vocabulary. This involves intensive training, public speaking and speech assignments to improve the communicative aspect of distance education. The result directly depends on the correctly set goal, therefore, before organizing work on the development of methods, technologies and exercises aimed at communicative competence the student needs to clearly understand the result to be achieved.

The ability to clearly and correctly express one's thoughts in the distance learning format is not only a basic skill, but also an opportunity to feel comfortable when conducting social communication. Accordingly, command of the cutting-edge communication technologies is fundamental to the success of each individual. Individual ability to express ideas is an obligatory part of a person`s mental and physiological development, as wellas the skills to extract words and expressions from the subconscious in such a way that it would be acceptable and interesting for others to listen. This demands an acquired set of skillsthat requires additional mental efforts and methodological practices, technologies and techniques. The team of researchers have developed exercises that contribute to the development and improvement of communication skills and abilities in students, including the following:

1. the communicative competence and communication skills when learning online;
2. learning basics of speech ethics;
3. forming online speech behavior culture;
4. establishing the advanced oratory skills in learning online;
5. elimination of fear of public speaking.

In order to successfully implement modern technologies for teaching communicative competence and to form speech skills and skills for online work, it is critical to apply a number of modern communication technologies and techniques for the speech

development. This implies the integrated approach, which includes techniques and exercises that contribute to the development of communicative competence in the students who master Academic English in the framework of distance learning.

The examples are listed below:

- Personal vocabulary to tackle the underdeveloped vocabulary and expand students` active and passive thesaurus;
- Permanent learning and repetition of clichés and expressions of Academic English in a given technical field;
- Necessity and importance of participation in online projects, groups, student and youth forums and communities. This could eliminate the fear of online communication. Daily chat communication with groupmates and friends will allow students to acquire useful information and feel comfortable at the new sphere of distance education. It is recommended to find virtual communities in thematic forums or groups on social media, participate in interest forums, webinars, master classes, video conferences, etc.;
- It is critical to write 3-4 expressions from various spheres of life with their definitions, invent stories and tell them to classmates online. They, in turn, could write their words and present their stories. After presenting a story, it is to be retold and reviewed to the group mates, trying to select the proper synonymous words and expressions. In this way memory is trained and vocabulary is expanded. This exercise could help to develop meaningfulness, clarity, and expressiveness in speech and will relieve tension and fear when speaking in public;
- It is necessary to present the listened material orally in order to provide the online thoughts expression, one need to constantly practice, therefore, it is recommended to daily pronounce any text, poem, pieces of literary works, business letters, pages of a contract or even a piece technical instruction for a household appliance, etc. The objective is not to learn the text, but reproduce it from memory, using synonyms.

4. Estimation results of using methodology

Testing the effectiveness of the methodology was based on testing students before (March 2020) and after (January 2021) the implementation of this methodology. The testing was based on a questionnaire survey of students. The questionnaire contained the following claims that the students needed to select:

1. I am fluent in rhetorical techniques in the current situation of distance learning.
2. I do not have linguistic difficulties in perceiving the material; I am able to paraphrase the source material thanks to the formed communicative competence.
3. I have a well-formed communicative base, a large vocabulary, a stock of linguistic forms, phrases, allowing me to quickly adapt to the existing learning conditions.
4. I am aware of the rhetorical culture of the student and teacher when working on online platforms.

5. I think that the instructor is a worthy interlocutor, and I try to communicate on an equal footing in the Internet space.
6. I understand the importance of speech etiquette in communicating with lecturers and classmates.
7. I possess communication skills; I am not afraid of public speaking at online seminars and discussions.
8. I am pleased with the instructor`s activities, their communication skills and personal qualities demonstrated in communicating with students in the distance learning environment.
9. I am in the constant search for acquiring knowledge, ready to self-develop and improve, despite learning online.
10. There is an ethical component in my rhetorical culture.
11. I am familiar with the concepts of the “addressee” and “interpretive direction” in the student's speech.
12. I have mastered the skill of public speech when learning online.
13. When teaching online, the instructor puts pressure on the student, insults and shows rudeness and sarcasm in case a student’s answer is incorrect.

The respondents were supposed to rate the degree of satisfaction with their communicative competence and image in the distance learning environment. The scale of answers was unified, each statementimplied five different answers. Each option valued from -2 to +2. The answer options were evaluated as follows:

-2 points - very small extent;
-1 point- small extent;
+1 point - greater extent;
+2 points - very large extent;
0 points - more or less.

The test results are shown below.

At the first stage (in March 2020), 181 students were interviewed. Of these, 33 students scored from 16 to 24 points, 40 students scored from 8 to 15 points, 108 students scored from 0 to 8 points.

At the second stage (in January 2021), after the introduction of the methodology of information and communication technologies developed by the authors, 181 students were also interviewed. Of these, 136 students scored from 16 to 24 points, 30 students scored from 8 to 15 points, 15 students scored from 0 to 8 points.

Thus, the conducted sociological survey showed the high efficiency of the proposed methodology.

5. Discussion

Students who scored from 16 to 24 points had an excellent opportunity to receive and transform communication skills or even master new knowledge when learning online. Distance learning was easily accepted and became the major assistant along with the traditional education system, which could not perform its functions in the conditions of the Covid-19 pandemic. This student group easily adapted to the circumstances, which led to a serious change in the field of education.

Such students receive satisfaction from online learning, they know how to study and acquire education at their own pace, according to theirindividualschedule. They have the ability to concentrate on the most important things, avoiding unnecessary information. The personal traits result in getting maximum satisfaction from distance learning.

Group of students who scored from 8 to 15 points showed fear and anxiety, which arose every time they had to start delivering an online public speech. This indicated insufficient components of communicative, rhetorical and speech culture, as well as not enough attention to the aspects that constitute the phenomenon of the student's communicative image in online learning environment. This group requires understanding of the need tofurther self-develop and self-improve, reflecting on the ways to cope with temporary setbacks and eliminate shortcomings in educational activities of distance learning.

The personal qualities of the students scoring from 0 to 8 points, their communication skills and abilities, to a large extent, limited the range of their actions to a number of simple tasks through studying a textbook. Their problem was defined as inability to interpret the material online so that it is clear to the addressee. This respondents group are aware of certain aspects of online communication, but they did not create the communicative image, possessing insufficient understanding of their professionally oriented ability to use the information as a source of knowledge that would contribute to their further advancement and growth in learning. For this group is necessary self-improvement and painstaking work on their communicative competence and speech culture are necessary, as well as the permanent development of communication skills and abilities in distance learning. All these aspects could help the students understand their function in the framework of obtaining knowledge online by receiving and using the knowledge that they will need in their future professional activity, in achieving educational goals.

6. Conclusion

Thus, the study features the practical foundations of the application of information and communication technologies in the implementation of distance education at technical faculties in teaching Academic Englishon the basis of experimental training in the Covid-19 pandemic. The survey analyzes the experience of implementing information and communication technologies in teaching Academic English at Ogarev Mordovia State University; it shows the practice of communicative technologies management within the framework of academic communication on the basis of innovative principles for the

development of language competence. The conducted survey-questionnaire among students was carried out in order to clarify the importance, need and promising possibilities of distance learning, which allowed to determine the methodological possibilities of distance education in teaching English in order to predict the organizational structure of modern communication technologies and created the basis for the development of theoretically justified methodological principles in the organization of distance education in Academic English. The research findings assisted the researchers of Ogarev Mordovia State University in developing the modern information and communication tools, including educational and methodological video and distance complexes.

7. References

Foung, D., & Chen, J. (2019). A Learning Analytics Approach to the Evaluation of an Online Learning Package in a Hong Kong University. Electronic Journal of e-Learning, 17, 11-24.

Gao, L.X., & Zhang L.J. (2020). Teacher Learning in Difficult Times: Examining Foreign Language Teachers' Cognitions About Online Teaching to Tide Over COVID-19. Frontiers in Psychology, 11, 549653. http://dx.doi.org/10.3389/fpsyg.2020.549653

Gleason, B., & Manca, S. (2020). Curriculum and instruction: pedagogical approaches to teaching and learning with Twitter in higher education. On the Horizon, 28(1), 1-8. https://doi.org/10.1108/OTH-03-2019-0014

Ho, N.T.T., Sivapalan, S., Pham, H.H., Nguyen, L.T.M., Pham, A.T.V., & Dinh, H.V. (2020). Students' adoption of e-learning in emergency situation: the case of a Vietnamese university during COVID-19. Interactive Technology and Smart Education. https://doi.org/10.1108/ITSE-08-2020-0164

Lebedev, A.V., Bobrova, N.E., & Pinkovetskaia, I.S. (2020). Peculiarities of the English Legal Text Discourse: The Issues of Interpretation and Translatability. Journal of History Culture and Art Research, 9(2), 318–328. http://dx.doi.org/10.7596/taksad.v9i2.2689

Marcum, J., & Kim, Y. (2020). Oral Language Proficiency in Distance English-Language Learning. CALICO Journal, 37, 148-168.

Martin, I.A. (2020). Pronunciation development and instruction in distance language learning. Language Learning & Technology, 24(1), 86–106. https://doi.org/10125/44711

Murneva, M.I., Shestakova, N.A., & Samoilova, E.V. (2018). The modern technology of teaching English at non-linguistic faculties: science or art? Philological Sciences. Problems of theory and practice, 3(81), 415-418.

Vaganova, O., Ilyashenko, L., Smirnova, Z., Bystrova, N., & Kaznacheeva, S. (2019). Students' creative abilities development in higher educational institution. Amazonia Investiga, 8(22), 701-710. Retrieved from https://amazoniainvestiga.info/index.php/amazonia/article/view/822

Vaks, V.B. (2021). Research of certain aspects of digitalization of the educational process in the university. Scientific-methodical electronic journal "Concept", 1-13. http://e-koncept.ru/2021/211004.htm/

DOI: https://doi.org/10.46502/issn.1856-7576/2021.15.02.10

The Mixed Model of Teachers' Evaluation in Secondary Schools

El modelo mixto de evaluación de los docentes en las escuelas secundarias

Yury Frolov
jury_frolov@mail.ru
https://orcid.org/0000-0001-8737-6091
Doctor of Economics, Professor, Moscow City University, Moscow, Russia.

Recibido: 15/05/21
Aceptado: 11/07/21

Abstract

Schools face the need to create a system for managing the performance of teaching employees whose activities are specific, difficult to formalize, and subjected to experiments with different degrees of success throughout the world. This paper deals with providing and management of teacher's evaluation in Russian schools. The purpose of the study is to develop a teacher evaluation model based on professional qualities and performance indicators. The results of the study were tested on the basis of a survey of teachers after the implementation of the proposed system of assessment tools and evaluation methods. According to teachers, the new system contributes to their continuous professional development and, therefore, to the sustainable development of the educational organization in a competitive environment. The proposed methodology for teachers' evaluation clarifies the general data and meets their expectations, expectations of students and management in terms of correspondence with the development strategies of educational organizations.

Keywords: quality of education, teacher evaluation, professional qualities, results of activity, HRM system (HRMS).

Resumen

Las escuelas enfrentan la necesidad de crear un sistema de gestión del desempeño de los empleados docentes cuyas actividades son específicas, difíciles de formalizar y sometidas a experimentos con diferentes grados de éxito en todo el mundo. Este documento trata de la provisión y gestión de la evaluación de los profesores en las escuelas rusas basándose en la estructuración de los indicadores de evaluación de la actividad de los profesores en dos grupos: cualidades profesionales e indicadores de

desempeño. El estudio sugiere modelos de herramientas de evaluación, así como prueba los métodos para evaluar a los docentes como elementos de un HRMS (sistema de gestión de recursos humanos) integrado en una organización educativa, proporciona un enfoque y criterios para medir indicadores que caracterizan tanto las competencias (habilidades) como los resultados de la actividad docente. El experimento realizado para evaluar la confiabilidad de los modelos propuestos que simplificaron los procedimientos de evaluación y una encuesta a los docentes que participaron en el experimento han demostrado que los modelos desarrollados y HRMS, según los propios docentes, contribuyen a su desarrollo profesional continuo y, por ende - desarrollo sostenible de una organización educativa en un entorno competitivo. La metodología propuesta para la evaluación de los docentes aclara los datos generales y cumple con sus expectativas, expectativas de los estudiantes y la gestión en términos de correspondencia con las estrategias de desarrollo de las organizaciones educativas.

Palabras clave: calidad de la educación, evaluación docente, gestión del desempeño general, evaluación de la actividad, cualidades profesionales, resultados de la actividad, sistema de gestión de recursos humanos (HRMS).

1. Introduction

The quality of teachers determines the effectiveness of the education system and the success of graduates of general education institutions. Quality education requires professional specialists who are competitive in the labour market, proficient in their profession and ready for continuous professional development. In this regard, schools are faced with the need to create a system to manage the performance of teaching staff.

This study examines the provision and management of teacher performance evaluation in Russian schools based on the structuring of teacher performance evaluation indicators. The study proposes models of assessment tools and tested methods for teacher evaluation as elements of an integrated human resource management system (HRMS) in an educational organization; it proposes an approach and criteria for measuring indicators that characterize both competencies (abilities) and performance of a teacher.

2. Literature Review

Financial investments in educational institutions will be meaningless without high-performance work and management systems providing quality training and organizational effectiveness (Maroufkhani et al, 2015). The relevance of this study is determined by the need to ensure a consistently high quality of the educational process according to changes in the management of Russian budgetary educational organizations associated with transition to normative per capita financing, which contributes to formation of a competitive environment in the market of educationa l services. It is based on the choice of school by students' parents.

It is impossible to reveal teachers' effectiveness only based on feedback (Chianese, 2015). The tools used to measure teachers' performance should provide an opportunity to evaluate both competence and the results of work (Armstrong and Baron, 1998) within the so-called mixed model including the groups of indicators (Berger and Berger, 2000). Stimulation based solely on the results of activities "leaves out" previous results; based solely on competence does not help an educational organization to achieve results that are meaningful to interest groups.

Professional qualities are a set of groups of indicators (qualifications, knowledge, special personal qualities) important for professional activity and affect the degree of success (or failure) in the performance of work. The results of the activity are the key indicators of teacher's performance during the reporting period. They, like student performance indicators, depend on changing state standards and estimates (Backes et al., 2018) and are not completely defined by standards, as in the case of CCSS rollout expressed in the one-year suspense of the use of test-based metrics in teacher evaluations in the USA in 2014, as the accountability of teachers in the context of recently adopted experimental standards and assessments was not fair (Chang, 2013), while the standard itself was limited by demonstration of what students are expected to learn.

Prior to launching programs of teachers' professional development, along with processes of their evaluation and reward, it is desirable to use a mixed model of measurable indicators. This study successfully applied the HRMS and tested a system of indicators generating incentives for teachers to their constant professional development designed to measure and increase the effectiveness of teachers giving an idea of achievement of academic and educational goals. Ideally, general education school (GES) teachers should understand all the stages of their professional development and be oriented toward professional self-development, to receive support from mentors and administration of institutions. That is, standards should be based not only on what teachers need to know, but also what they need to do (Sandholtz and Shea, 2012) to meet the diverse and changing needs of learners, to analyze and adapt the methodology. HRM does not only aim to monitor teachers' activities but also increases school effectiveness, based on maintaining an atmosphere of trust and collegiality (Shirrell, 2016). Publications on the effectiveness of HRM in educational organizations (Çevik et al., 2015, Vekeman et al., 2014), characterize them mostly positive. Some studies indicate their shortcomings and even affirm the negative impact of HRM on teachers' activities (Andreeva and Sergeeva, 2016; Mariappanadar 2014). HRM practices should be sufficiently developed and meet the principles of openness and clarity, be perceived as clear and understandable by personnel (Runhaar, 2017), since ambiguity will lead to attempts of self-interpretation of standards and, accordingly, to different results.

Hypothesis: a mixed model of assessment tools integrating both professional and performance indicators is adequate to specifics of Russian teachers' activities. To ensure success in activities, a teacher should demonstrate professionally significant qualities (differentiating competencies), which are not typical for other types of activities.

The study aims to develop and test the methods and models of teachers' evaluation within the framework of an integrated (mixed) system including both the results of activities teacher's professional qualities.

3. Methodology

The study was conducted as a part of experiment on creation of tools for attestation and GES teachers' evaluation. In accordance with the developed competence evaluation tools, 223 primary, secondary and senior school teachers of 46 educational organizations have completed their attestation in Moscow in 2006-2011. The total number of respondents involved in the 360-degree evaluation (Ward, 1997) amounted to 2 875 people, including 1978 teachers, 541 parents, 275 heads and deputy heads of public organizations, 39 specialists from methodological centers, 34 professional valuers and 8 specialists from the Office for the regional (Moscow).

The study included:

- development of evaluation tools in a mixed model;
- approbation of the developed models in the experiment;
- analysis of the possibility to use the evaluation results to meet the challenge of teachers' professional development.

We use Roberts' idea (1997) to distinguish the differentiating and threshold competencies in teachers' evaluation and school management. Differentiating competencies are identical to the basic ones and identify best teachers according to the level of the educational activity performance. Thresholds competencies presuppose a minimum level of their development, which allows teachers to perform activities. Young specialists or specialists who come to work at an educational organization after their professional retraining with a non-major basic education have threshold competencies.

Teachers' competencies as elements of their professional qualities are divided into two clusters (Ryabov et al., 2012):

1) the "core" of basic pedagogical competencies invariant to the subject or methodological specialization of a teacher: personal qualities of a person critical for educational activity demonstrated in various working situations.
2) the cluster of variable competencies depending on the profile of activity, for example, subject specialization; the invariant "core competencies" determine the degree of a person's predisposition to educational activity; the structure and composition of the core competencies can form the basis of the general (accepted by the community of educators) understanding of the standard features of a successful teacher.

The model of teacher's basic competencies implies the division into levels of threshold and differentiating competencies obtained from the results of studies performed at MCU (Moscow City University) (Table 1).

Table 1. An approximate model of the basic teacher competencies (Ryabov et al, 2012)

Basic competencies	The relative frequency with which the competence distinguishes between the best and average teachers (Competence weight)
Impact	**XXXXX**
Development of others	**XXXXX**
Interpersonal understanding	**XXXX**
Enjoyment from work and dedication to the educational institution	**XXX**
Self-control	**XXX**
Customer orientation (educational services)	**XXX**
Teamwork and cooperation	**XXX**
Analytical thinking	**XXX**
Conceptual thinking	**XX**
Initiative	**XX**
Flexibility	**XX**
Achievements orientation	**X**
Opinionated and judgmental thinking / insistence	**X**
Basic job knowledge	**X**

The weight indicator shows the relative frequency with which the given competencies can separate teacher's differentiating (significant) and threshold competencies. Behavioral indicators of differentiating competencies reflect the level of their emotional intelligence.

The impact indicates recognition individual needs of students (pupils) and builds an effective strategy for involving children in the educational process, influences students.

Development of others is a part of the core pedagogical competence (Çevik et al., 2015, Fenwick 2016) reflecting teacher's faith in the potential of students, humanistic learning, manifested in promoting the independent work of learners and providing a benevolent feedback.

Enjoyment from work reflects devotion to the school's mission (purpose), sense of responsibility and satisfaction with the idea of students effectively learning the educational material under their guidance.

Self-control reflects demonstrating endurance and tact, even in crises.

Competencies' evaluation, management areas dedicated to measuring the performance of an organization and its intangible assets, as well as the performance management

(Hubert, 2003; Lawson, 1995) should become the methodological basis for development of assessment tools and standards for professional work of teachers.

The idea of balanced indicators (Niven, 2003) is to establish links between strategic initiatives and indicators characterizing human capital and the financial performance of a business organization. This connection is generally by decomposition of organization's initiatives and indicators into four clusters (prospects): finances, customers, internal business processes and the personnel competence and morale.

The "Balance of Interests" model is more preferable: finance shift to the lower level of the hierarchy acquiring the character of a providing group of indicators in the processes of meeting expectations of all the major interest groups, primarily consumers. Human capital and, above all, professionalism are the priority for strategic goals of innovative companies, scientific and educational organizations that influence the improvement of consistency and the quality (Parks-Leduc et al., 2017; Pogodzinski, 2016) of training programs specialists.

4. Results and Discussion

Following the results of the study carried out at MCU, the model of evaluation tools (indicators) constitutes the invariant "core" of GES teacher competencies (primary school teachers, subject teachers) and includes the clusters of teacher competencies:

- professionally important personal qualities of a teacher;
- information basis of the teacher's activity;
- setting goals and objectives of educational activity;
- motivation of training activities;
- developing programs of activities and adoption of pedagogical decisions;
- organization of training activities.

The names of competency clusters correspond to the names proposed by Shadrikov and Kuznetsov (2010). Descriptions of behavioral indicators reflect the results of conducted experiments and studies. Each group (cluster) of teacher's competencies is presented by the necessary and sufficient competencies for measuring the performance indicators (indicators). Each cluster includes 3-5 key measurements described by competence development levels (Tables 2-7).

Table 2. "Professionally important personal qualities of a teacher" competence cluster indicators (compiled by the author)

Competency group	**Indicators according to certification levels (of competence development)**		
	Highest (skill level)	Average (level of experience)	**Basic (threshold) level**
Impact	Enjoys respect and full trust of colleagues, parents, students, administration, colleagues from other institutions, and other specialists. Colleagues and parents often address the teacher for advice and help in solving problems	Enjoys the trust of colleagues, students, parents. Willing to share experience, knowledge with colleagues; advise parents	**Realizes the value of experience, the knowledge that other specialists have, only when personally needs this knowledge. Rarely communicates with parents**
	Always fair in relation to students and colleagues	Strive to be honest and fair	**From time to time, the administration receives complaints about the teacher. Works on errors in behavior, responding to the environment's reaction**
	Creates an atmosphere of trust and psychological comfort (including situations where colleagues or students provoke irritation). Controls feelings and impulses	Strives to prevent impulsive behavior in relations with colleagues, students and parents. Not always remains calm and prudent in stress	**Can emotionally respond to critical statements from colleagues, parents, behavior of students. Analyzes mistakes and works on their elimination. Under stress, can be in a depressed mood**
	When speaking out energizes colleagues, students, fully capturing their attention. Invariably persuasive. Cleverly uses humor, verbal and non-verbal means of communication	Able to perform at lessons, parent meetings and teachers' councils. Usually confident when speaking to students and colleagues. Has no special problems with maintaining discipline in the classroom	**Depending on the topic under discussion, requires efforts to convince colleagues of the rightness of opinions or to interest students. Sometimes struggles to maintain discipline in the classroom during lessons**
Self-development and self-organization	Offers alternative ideas, non-standard approaches to solving professional problems	From time to time, takes initiatives to improve school activities	**Needs specific guidance on what needs to be changed in activities. Rarely shows initiative**
	Serves as an example for colleagues, students in time and workplace management	Punctual, "keeps his or her word", contacts with parents. Accurately keeps documentation, keeps order in the office	**Dawdles on solutions following communication with parents, on problems of filling out documentation, etc. Does not always show punctuality**

	Openly expresses pedagogical position, which finds understanding among others. Constantly knowledge and helps his or her colleagues to improve	Participates in discussions of school problems and pedagogical activities. Expresses an opinion of value to colleagues	**Rarely expresses position on the problems of educational activities. Sometimes shares his or her knowledge and experience with colleagues**
	Openly admits his or her mistakes and failures. Positively perceiving other people, can ask them for help	Calmly reacts to constructive criticism and feedback about his or her work. Openly shows the desire to develop professional skills	**Painfully responds to the comments. When communicating with the administration or colleagues displays readiness to admit mistakes and failures**
Interaction	Shows (in behavior) an understanding of unspoken feelings, moods, thoughts of other people and their influence on relations. Has empathy with others and understands other people	Analyzes feelings, experiences, behavior of other people. Listens to advice from other people (colleagues, students, parents). Shows a benevolent attitude towards students	**Considers feelings and mood of other people under the influence of the environment. Confident in the relevance of his or her own understanding of pedagogical communication**
	Sincerely appreciates the abilities, experience, knowledge of colleagues, students, parents, recognizes their point of view. Has no habit of interrupting, actively listens to understand the meaning of what is said by others	Readiness to listen to opinions that contradict with own ideas on how to proceed	**Tends to think that respect for students and discipline in the class can be achieved based on strict rules. Generally insists on the relevance of opinion or shows uncertainty in communication with others**
	Uses a strategy of cooperation and negotiation in resolving pedagogical and interpersonal conflicts. Finds a touch point that suits everyone	In resolving conflicts, often tries to reach an agreement (sacrifices something in favor of the other party), or retreats to maintain trust and harmony in relations	**In a conflict situation, either applies power in relation to students, persistently seeks recognition from colleagues or agrees with the opinions of others, refrains from the discussion**
	Gives an example of respectful, sympathetic and comradely attitude towards colleagues. Sets a high value on close human relations, not limited to the framework of school. Spends time listening to the problems of students, parents, colleagues	Aimed at maintaining good relations with colleagues and parents to achieve positive results in professional activities	**Maintains equal relations with particular colleagues, students, parents. Sometimes shows misunderstanding or provokes conflict situ ations**

Table 3. "Information basis for the teacher's activities" competence cluster (compiled by the author)

Competency group	**Indicators according to certification levels (of competence development)**		
	Highest (skill level)	Average (level of experience)	**Basic (threshold) level**
Information basis of activity	Forms norms and values of pedagogical culture: 1) orientation to the needs of students and their parents; 2) mutual trust in the team and exchange of experience and knowledge; 3) helping students, parents, colleagues	Cooperates with parents, students and colleagues. Demonstrates adherence to the norms and values of a pedagogical culture	**Expresses devotion to the goals of school and the values of his or her profession verbally. Rarely takes initiatives to changes and overcoming school problems**
	Has a broad vision that goes beyond its subject area. Pays significant attention to educational issue transcending the subject, to students' development	Proficient in the content of the subject, interested in the latest achievements, understands the intersubject connections of teached subject with other subjects	**Knows the theoretical basis of his or her subject. Represents the role and place of the subject in the school system. Implements training in relevant programs and textbooks**
	Familiar with the latest pedagogical innovations. Creatively recycles innovative experience, applies it in activities, acts as a mentor	Familiar with the regional experience of teaching the subject, of which informs the colleagues at the methodical association. Uses the positive experience of colleagues in his or her activities	**Familiar with the teaching methods used by colleagues**
	Uses a variety of Information and Communications Technologies (ICT), visualization tools for educational materials, digital educational resources and understands when and how to integrate them into the educational process	Uses ICT, means of visualization of educational materials and regularly apply them in the educational process	**Knows the basics of ICT and visualization tools for educational materials and occasionally uses them in the educational process**
	Uses effective health-saving technologies in activities and in his or her daily life	Protects students' life and health in the educational process	**Applies the rules on labor protection and fire safety**
	Understands the social situation in the classroom (social status of the students, distribution of roles, sympathies and antipathies). Achieves effective interaction between students to achieve pedagogical goals	**Aware of the social situation in the class, knows and considers students relations**	**Sometimes has problems in the management of relations between students**

Table 4. "Development of activity programs and adoption of pedagogical decisions" competence cluster (author's development)

Competency group	**Indicators according to certification levels (of competence development)**		
	Highest (skill level)	Average (experience level)	**Baseline (threshold) level**
Developing programs of activities and adoption of pedagogical decisions	Independently develops program, methodological and didactic materials and (or) author's lessons on subject	Rationally chooses programs and educational and methodological support	**Provides a prospective thematic planning for a quarter, an academic year. Prepares plans for the lessons**
	Effectively resolves problems of educational activity. Shares thoughts with colleagues about a certain situation, sees in them not only threats but also favorable opportunities	Coordinates feelings and thoughts with the changing pedagogical situation and position of other people	**Demonstrates a desire to participate in the changes under the guidance of administration and colleagues. Finds solutions to pedagogical problems by interacting with colleagues**
	Initiates a discussion of complex (controversial) learning problems in the classroom and carries out, together with the students, verification of selected options during the educational process	**Forms students' skills in the analysis of educational problems and decision-making process**	**Uses typical (standard) tasks in the educational process. Sometimes uses examples of solving research problems during the educational process**

Table 5. "Motivation of training activities" competence cluster (author's development)

Cluster (group) of competencies	**Indicators according to certification levels (of competence development)**		
	Highest (skill level)	Average (experience level)	**Baseline (threshold) level**
Motivation of training activities	In the classroom, considers educational problems of the subject with regard to the modern achievements of science and technology in the subject area	Uses the content of the subject and changes teaching methods depending on a pedagogical situation, provides a link between theory and practice	**Knows recommended approaches to presenting the content of the subject and teaching methods. Manages teaching process in accordance with the guidelines**
	Encourages students' creativity, initiative and independence, believes in their potential and focuses on humanistic learning	Applies modern pedagogical technologies (active learning, ICT, design, research) in the process of teaching	**Works on improving skills in teaching the subject, master modern pedagogical technologies**
	Shows a genuine interest in other people, considers assistance to be the most important value of the pedagogical profession.	Ready to help colleagues and students, rejoices at students' success	**Interested in the problems of the colleagues from time to time, rejoices at the success of particular students, who are**

	Always is ready to help, sincerely rejoices at success of all students and achievements of the colleagues		**sympathetic to him or her or who are successful in their studies**
	Knows the hidden needs of students and their parents; works on their satisfaction; attentive to inquiries, complaints, equally accessible to "weak" and "strong" students; confident that students are able to change	Aware of students' and their parents' needs, makes extra efforts to respond promptly to the requests of parents and students, tends to make teaching materials understandable for students	**Focused on theirselves and the current problems of educational activity. Due to the concentration of efforts on organization of the teaching process, not always responsive to parents' or colleagues' requests**
	Experiences satisfaction (true pleasure) from teaching work. Completely loyal to profession, school, and colleagues	**Rejoices with an understanding of students' personal growth and educational achievements. This feeling generally prevails over fatigue and negative emotions associated with the difficulties of the profession**	**Clearly fulfills teacher's duties in subject area. Sometimes expresses dissatisfaction with the difficulties of teacher's work. Strives to show a positive attitude towards students**

Table 6. "Organization of educational activities" competence cluster (author's development)

Group of competences	**Indicators according to certification levels (of competence development)**		
	Highest (skill level)	Average (experience level)	**Baseline (threshold) level**
Organization of learning activities	Demonstrates the standard of teacher's behavior – intelligence, tact, endurance, high general culture	Tends to demonstrate the best qualities of a teacher	**Strives to follow the behavior patterns of the best teachers in school. In difficult situations, encounters a lack of understanding surrounding people**
	Inspires students with own example. The authority is based on influence and skills of interpersonal relations. Uses a democratic style of class management	Ready to discuss some educational problems with students, provides opportunities for joint research in small study groups. Effectively organizes independent work of students	**Requires students to participate in the lesson (answering the questions, speaking out, playing games). From time to time, declines students' requests, confronts them**
	Uses modern forms and methods of monitoring and evaluating students' achievements (portfolio, rating, self-esteem, mutual evaluation, computer	Uses a variety of forms and methods of control. Gives grades based on clear evaluation criteria familiar, to students. Depending on the learning	**Uses traditional forms and methods of control. To evaluate students mainly uses grades, lesson and quaternary control. Frequently**

	technology, etc.). Pays more attention to the integrated assessment of the quality of education (education, upbringing, development), not only to evaluation of the training level in the form of scores (test results)	goals, students can choose forms and methods of control and types of tasks. Understands and uses educational opportunities for students' evaluation	**gives grades based on intuition, with a high degree of subjectivity**
	Organizes the educational process based on respect for human dignity, honor and reputation of students	**Respects the rights and freedoms of students, creates a working atmosphere in the classroom, supports the academic discipline**	**Observes the schedule and students' attendance. Sometimes has problems maintaining discipline in the classroom**

Table 7. "Setting goals and objectives of educational activity" competence cluster (author's development)

Group of competences	**Indicators according to certification levels (of competence development)**		
	Highest (skill level)	Average (experience level)	**Baseline (threshold)**
Setting goals and objectives of the educational activity	Forms a string of logic from the Federal State Education Standards requirements of general (primary) education to the measurable goals of subject and each specific lesson. Considers students' individual and age characteristics	While defining goals of the educational process, equally pays attention to educational and developmental goals. Sometimes has difficulties in measuring formulated goals	**Formulates objectives only at the level of lesson planning, giving priority to the learning objectives**
	Involves learners in the process of formulating (understanding) learning goals and tasks (on specific topics)	Helps students understand the goals and tasks of the lesson, for example, by summing up the results during the lesson	**Periodically asks students how they understand the goals and tasks of the lesson**
	Concerned about the improvement of actions and results. In the process of activity, constantly correlates the goals and achieved results. Based on the results of "internal" analysis, independently implements changes in the objectives and (or) actions	**Realizes the level of achievement of the goals after receiving some negative "signs", results of a periodic control or parents' requests. Determines actions to change the situation improving actions and results**	**Guides in activities by the goals set in methodological (instructive) materials. Does not always analyze the level of achievement of expected goals in the educational process**

The indicators for teachers' evaluation (the second component of the mixed model) reflected both the requirements of Russian Federal Educational Standards and features of the regional education system. Below one can see indicator groups of results of the teacher's evaluation in a secondary general school using Moscow as an example:

Group: Knowledge of students (including Dynamics of possibilities of classes in which the teacher works, Students' participation in contests and competitions).

Group: Methodical work (Modern methods, Generalization of pedagogical experience, Efficiency of teacher's participation in programs of self-training, professional development)

Group: Out-of-class (extracurricular) activity (such as the Efficiency of organizing extra-curricular activities)

Group: Educational work (Teacher's work with parents, collaborative activity of the teacher together with his/her class, Teacher's job of maintaining discipline in a class and creating a comfortable psychological situation in the classroom, class teacher's work: maintaining discipline in the classroom).

As an illustration to the way of organizing teachers' professional development based on the developed assessment tools, Figure 1 shows an example of teacher's competence profile in terms of "Basic Competencies" cluster and Figure 2 in terms of "Performance Results". Profiles were generated by HRMS, where GES leaders and mentors could see indicators, which are of paramount importance to a particular teacher and therefore should be incorporated in the program of professional development (Figures 1, 2).

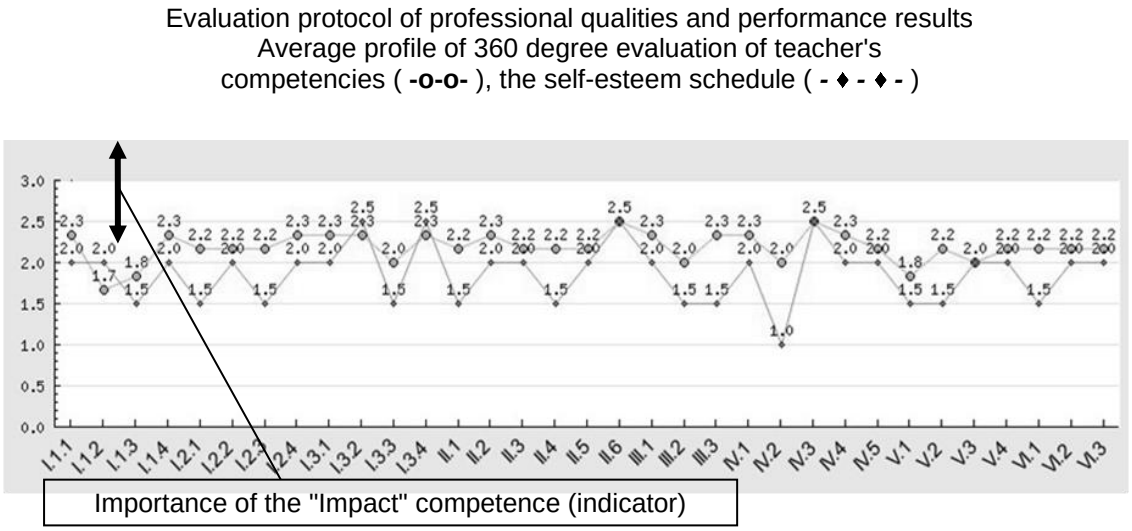


Figure 1. Teacher's competence profile in terms of "Professional qualities" indicating the importance of particular measurement (source: copies of results obtained with HRMS created by the author in the research process)

Note: the lower curve is the teacher's self-esteem; the upper curve is the average score of all respondents including the score of the teacher, who participated in certification. The

importance of competence (specific indicator) is the discrepancy between the actual (based on the assessment) and the maximum (skill level) behavior and results of a specialist

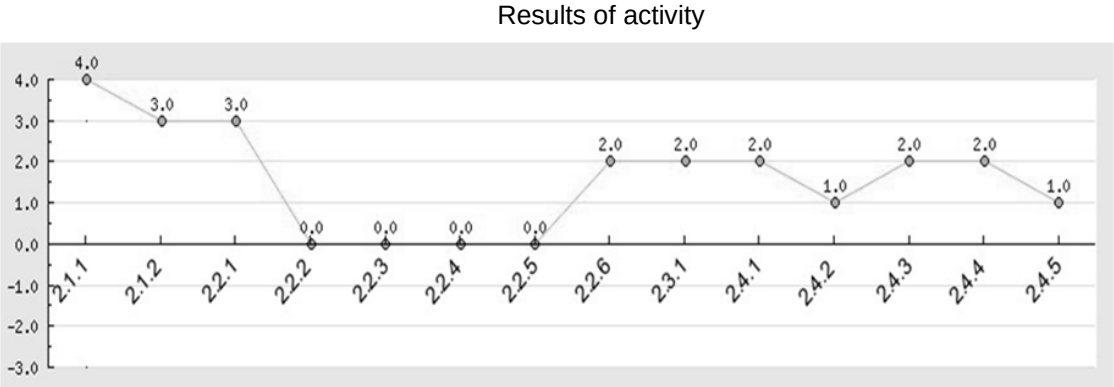


Figure 2. Performance profile source: copies of results obtained with the HRMS created by the author in the research process).

Note: Measurements that require a teacher to work on himself or herself: 2.2.2-2.2.4, generalization of pedagogical experience; 2.2.5, participation in scientific and methodological grants.

The degree of teachers' acceptance of the created evaluation tools and techniques was based on an anonymous survey of the Moscow school teachers participating in the pilot activities to create a personnel management system in educational organizations. 78.0% of the respondents answered affirmatively to the question "Do the methods developed for evaluation of school personnel allow determining the level of teacher's qualifications based professional qualities and performance results?" 77.0% of the teachers who participated in the survey replied positively to the question "Do the methods developed for teachers' evaluation allow identifying problem areas in the profile of teacher's competencies and planning targeted professional development programs?" These numbers show that most teachers find the mixed model and HRMS useful and the author's approach to teachers' evaluating promotes the ongoing teacher learning.

A mixed model for personnel evaluation is applied abroad, where employees are assessed according to their contribution to professional activities. In the present study, an employee of the Institute of Digital Education of MCU applied this approach to staff evaluation in a non-profit organization (secondary school) and developed the appropriate evaluation tools for measuring professional qualities and results of school teachers' activity. The model refers to the teacher's qualities determining s uccess or failure, thus, the Federal Standard does not define those qualities. If the context changes, the teacher will adjust and become successful.

The model consists of groups of competences and groups of indicators allowing to estimate the level of necessary and sufficient qualities and results of teacher's activity. An important purpose of distinguishing different levels of competence is to stimulate teachers for constant professional development in the interests of their own career growth, school effectiveness and upbringing and education of students.

This study differs from the others focused on the content of HRM ("which HR methods lead to certain results?") and the HRM process itself (exploring attitudes to the HRM) offering both the evaluation system and its acceptance. Evaluation tools are complemented by formation of a constantly updated database in an educational organization in accordance with the structure of indicators. The results achieved by each teacher are open and accessible to all teachers. Scoring indicators describe teachers' behavioral response to interacting with their colleagues (students and their parents) for each of the three selected levels of professional competencies.

The study confirmed that the constant process of measuring and forming professional profiles is a prerequisite for the creation of professional development programs and self-development of teachers in the educational organization. The proposed model, integrating the indicators of professionalism, the most important of which are the differentiating competences, was proved in the course of the experiment. Most teachers note that they have acquired additional pedagogical knowledge and skills. They learned more about themselves and teaching methods used due to the evaluation system, which shows the dynamics of their competencies development and results that in a graphical form that simplifies the choice of directions for further professional self-improvement. Similar results were obtained during the application of The Performance Assessment for California Teachers (PACT) focused on teachers' training (Darling-Hammond et al., 2013), exchanging their knowledge with colleagues (Runhaar and Sanders, 2015). School rating depends on the effectiveness of its teachers and students (Croft, 2015), which determines quantity and quality of students' preparation, with a certain degree of readiness and the type of motivation of those entering each specific school.

Since findings are of interest to all the concerned parties of an educational process, the differentiating competencies given in the model can form the basis for teachers' evaluation who aspire professional qualifications as "experts" and "masters". Average competencies presented in the models serve as a basis for teachers' evaluation in terms of experience. Threshold competencies should be included in the descriptions of teachers' qualifications certified for compliance with their position.

With regard to other evaluation systems, teachers estimate the subject-based standards of performance and feedback as enhancing capabilities in the event of transition to CCSS (Fenwick, 2016). This proves the idea that the importance of HRM has grown from the level of external management (control) of teaching staff (measurement of results) to the level of professional development system actively used by teachers themselves (Mossholder et al, 2011).

The created in the course of the experiment HRMS (Certificate of registration of computer programs No. 2011617347 dated September 21, 2011) automated the process of circular estimation. HRMS counted ratings of each teacher; they reflected the degree of development of their professional qualities and the level of pedagogical results achieved. At the output, the system gave printouts with the number of incentive payments to teachers.

Due to time and resource constraints, the study was limited to 46 educational organizations in Moscow over 6 years in the course of the experiment which is sufficient to create the evaluation model for central and most developed cities. It would be helpful to compare data from the regional educational institutions to identify regional specificities, if any, and improve the model obtained. Features of the research procedure could have such consequences as pressure on those who filled out the questionnaire during working hours; future studies may include the analysis of these effects.

5. Conclusions

To ensure the readiness of school management and teachers for transition to the normative per capita financing the author developed an HRM based on the concept of a mixed model of staff evaluation and the principles of openness and clarity. It contains tools for measuring both formalized results and professional competence of teachers. Teachers' professional development did not escape the author's attention since as an aspect of human capital it is linked to financial results and has superiority over them.

The evaluation model and the HRMS, developed in the course and based on the experiment results, which automates the processes of evaluation and distribution of incentive payments, has been successfully tested and evaluated by teachers as "effective". The system is easy to use and allows estimating the level of competencies and results achieved over time, and therefore, useful in preparing for teachers' certification. It is also beneficial to students when preparing for classes (and indirectly to their parents, who often apply for expensive tuition services).

The research identified and confirmed behavioral indicators on three levels of competence development – threshold, experience, and skill method – in each cluster. Each group of competencies is estimated in accordance with the minimum necessary and sufficient indicators.

6. References

Andreeva, T. and Sergeeva, A. (2016) The more the better… or is it? The contradictory effects of HR practices on knowledge-sharing motivation and behavior. Human Resource Management Journal, 26(2), 151–171, https://doi.org/10.1111/1748-8583.12100

Armstrong, M. and Baron, A. (1998) Performance Management: The new realities. London: CIPD.

Backes, B., Cowana, J., Goldhabera, D., Koedelb, C., Millerc, L. C. and Xu, Z. (2018). The common core conundrum: To what extent should we worry that changes to assessments will affect test-based measures of teacher performance? Economics of Education Review, 62, 48–65, https://caldercenter.org/sites/default/files/Working%20Paper%20152.pdf

Berger, D. R., and Berger, L. A. (2000). The compensation handbook. Columbus: McGraw-Hill.

Çevik, Y. D., Haşlaman, T. and Çelik, S. C. (2015). The effect of peer assessment on problem solving skills of prospective teachers supported by online learning activities. Studies in Educational Evaluation, 44, 23–35, https://doi.org/10.1016/j.stueduc.2014.12.002

Chang, K. (2013). With common core, fewer topics but covered more rigorously. The New York Times, Sept. 3, 2013, Section D, Page 2, https://www.nytimes.com/2013/09/03/science/fewer-topics-covered-more-rigorously.html

Chianese, G. (2015). Developing and assessing teaching effectiveness. Procedia – Social And Behavioral Sciences, Volume 191, 692-695, https://doi.org/10.1016/j.sbspro.2015.04.218

Croft, M. and Buddin, R. (2015). The legality of using school-wide growth measures in teacher. Act Research & Policy. Iowa, IA: ACT Inc.

Darling-Hammond, L., Newton, S. P. and Wei, R. C. (2013). Developing and assessing beginning teacher effectiveness: the potential of performance assessments. Educational Assessment, Evaluation and Accountability, 25, 179–204, https://edpolicy.stanford.edu/sites/default/files/publications/developing-and-assessing-beginning-teacher-effectiveness-potential-performance-assessments.pdf

Fenwick, L. (2016). Promoting assessment for learning through curriculum-based performance standards: teacher responses in the Northern Territory of Australia. The Curriculum Journal, 28(1), 41–58, https://doi.org/10.1080/09585176.2016.1260486

Hubert, R.K. (2003). Total performance scorecard. Redefining management to achieve performance with integrity. Oxford: Butterworth-Heinemann.

Lawson, P. (1995). Performance management: an overview. In: M. Walters (ed.). Performance Management Handbook. London: CIPD.

Mariappanadar, S. (2014) The model of negative externality for sustainable HRM. In: Ehnert I., Harry W., Zink K.J. (eds). Sustainability and human resource management. Part of the CSR, sustainability, ethics & governance. Berlin, Heidelberg: Springer.

Maroufkhani, P., Nourani, M. & Boerhannoeddin, A. (2015). High-performance work systems and school effectiveness: the case of Malaysian secondary schools. Asia Pacific Education Review, 16, 461–475, https://doi.org/10.1007/s12564-015-9389-2

Mossholder, K.W, Richardson, H.A. and Settoon, R.P. (2011). Human resource systems and helping in organizations: A relational perspective. Academy of Management Review, 36 (1), 33–52, https://doi.org/10.5465/amr.2009.0402

Niven, P.R. (2003). Balanced scorecard step-by-step for government and not-for-profit agencies. New York: John Wiley & Sons.

Parks-Leduc, L., Rutherford, M.A., Becker, K.L. and Shahzad, A.M. (2017). The professionalization of human resource management: Examining undergraduate curricula and the influence of professional organizations. Journal of Management Education, 42(2), 211–238, https://doi.org/10.1177/1052562917727034

Pogodzinski, B. (2016). The microfoundations of human resources management in US public schools. Journal of Educational Administration, 54(5), 537–557, https://doi.org/10.1108/JEA-09-2015-0076

Roberts, G. (1997). Recruitment and selection. A competency approach. London: CIPD.

Runhaar, P. (2017). How can schools and teachers benefit from human resources management? Conceptualising HRM from content and process perspectives. Educational Management Administration & Leadership, 45(4), 639–656, https://doi.org/10.1177/1741143215623786

Runhaar, P. and Sanders, K. (2015). Promoting teachers' knowledge sharing. The fostering roles of occupational self-efficacy and human resources management. Educational Management Administration & Leadership, 44(5), 794–813, https://doi.org/10.1177/1741143214564773

Ryabov V., Frolov, Yu. and Masumov, M. (2012). An effective pedagogical worker: evaluate by standard. Kadrovik, 6, 81–89 (in Russian).

Sandholtz, J.H. and Shea, L.M. (2012). Predicting performance: A comparison of university supervisors' predictions and teacher candidates' scores on a teaching performance assessment. Journal of Teacher Education, 63(1), 39–50, https://doi.org/10.1177/0022487111421175

Shadrikov, V.D., and Kuznetsov I.V. (2010). Methodology of Teachers' Evaluation. Moscow: Tsentr pedagogicheskogo obrazovaniya (in Russian).

Shirrell, M. (2016). New principals, accountability, and commitment in low-performing schools. Journal of Educational Administration, 54(5), 558–574, https://doi.org/10.1108/JEA-08-2015-0069

Vekeman, E., Devos, G., & Tuytens, M. (2015). The influence of teachers' expectations on principals' implementation of a new teacher evaluation policy in Flemish secondary education. Educational Assessment Evaluation and Accountability, 27(2), 129–151, https://doi.org/10.1007/s11092-014-9203-4

Ward, P. (1997). 360-degree feedback. London: CIPD.

DOI: https://doi.org/10.46502/issn.1856-7576/2021.15.02.11

Formation of competitiveness of graduates of military aviation universities by means of integral teaching technology

Formación de la competitividad de los graduados de las universidades de aviación militar por medios de tecnología de enseñanza integral

Angela Rekhlova
aryabkina68@inbox.ru
https://orcid.org/0000-0002-2358-8367
Senior teacher of the Department of foreign languages, Military Educational-Research Centre of Air Force “Professor N.E. Zhukovsky and Y.A. Gagarin Air Force Academy” (branch in Syzran)
Olga Donina
aryabkina68@inbox.ru
https://orcid.org/0000-0003-0841-9394
Doctor of pedagogical sciences, professor of the Ulyanovsk State University, Russian Federation Senior teacher of the Department of foreign languages, Military Educational-Research Centre of Air Force “Professor N.E. Zhukovsky and Y.A. Gagarin Air Force Academy” (branch in Syzran)
Alexander Kuznetsov
aryabkina68@inbox.ru
https://orcid.org/0000-0001-8690-3582
Colonel, candidate of Pedagogic Sciences, head of the military training center, Ulyanovsk Institute of Civil Aviation named after Chief Marshal of Aviation B. P. Bugaev
Lydia Nabatova
aryabkina68@inbox.ru
https://orcid.org/0000-0002-4545-452X
Candidate of Pedagogic Sciences, docent, associate professor of the Department of Methods of Mathematical and Information Technology Education, Ulyanovsk State Pedagogical Universitynamed after I. N. Ulyanov
Roman Goriunov
aryabkina68@inbox.ru
https://orcid.org/0000-0003-0430-7774
Teacher of the Department of flight aerodynamics and navigation, Military Educational-Research Centre of Air Force “Professor N.E. Zhukovsky and Y.A. Gagarin Air Force Academy” (branch in Syzran)

Recibido: 15/05/21
Aceptado: 15/07/21

Abstract

The article considers the content and structure of the competitiveness of a military pilot as the purpose of studding Aviation English at a military aviation university. The analysis of the literature on the competitiveness of a specialist allowed us to form our own idea of its components. The article shows the stages of implementation of the Integral technology of studding Aviation English as the most effective technology, its pedagogical principles and components of this training technology. Practical results of experimental training are presented.

Keywords: competitiveness, Aviation English, Integral training technology, criteria, indicators, levels, pedagogical conditions.

Resumen

El artículo considera el contenido y la estructura de la competitividad de un piloto militar como el propósito de estudiar inglés de aviación en una universidad de aviación militar. El análisis de la literatura sobre la competitividad de un especialista nos permitió formarnos una idea propia de sus componentes. El artículo muestra las etapas de implementación de la tecnología Integral de estudiar inglés de aviación como la tecnología más efectiva, sus principios pedagógicos y componentes de esta tecnología de entrenamiento. Se presentan los resultados prácticos del entrenamiento experimental.

Palabras clave: competitividad, inglés aeronáutico, tecnología de formación integral, criterios, indicadores, niveles, condiciones pedagógicas.

1. Introduction

The current stage of socio-economic and political development of Russia, the ongoing reform of the Armed Forces of the Russian Federation, impose increased requirements on the officer corps, its professional and personal qualities, put forward new tasks for the universities of the Ministry of Defense in the training of military specialists.

Development of anti-terrorist and military cooperation, multilateral military exercises conducted by Russia together with Collective Security Treaty Organization, Commonwealth of Independent States and Shanghai Cooperation Organization partner countries, peacekeeping operations under the auspices of the UN, cooperation in the training of military personnel require officers to be fluent in foreign languages.

At present, when the solution of many geopolitical issues is impossible without the participation of the Military Space Forces, the range of tasks of military aviation is increasing. In solving these tasks, military pilots, making long flights, both in the airspace of the Russian Federation and beyond, must be ready to conduct radio communication not only in Russian, but also in English, according to the requirements of the Air Code of

the Russian Federation (Air Code of the Russian Federation, 2020) and taking into account the standards and recommendations of general and aviation English proficiency by pilots established by the International Civil Aviation Organization (ICAO) (ICAO Document 9835: Manual on the Implementation of ICAO Language Proficiency Requirements, 2004).

However, as practice shows, not all military pilots speak English, corresponding to the levels of international requirements of ICAO. The Advisory and Analytical agency "Flight Safety" has published the results of the project "Killers in Aviation". It analyzed the most serious problems that claim hundreds of human lives every year. In the list of the most common causes of plane crashes in seventh place is the problem of insufficient level of proficiency of pilots in Aviation English (Shelkovnikov, 2014).

The need to improve the competitiveness of the country's human resources potential is indicated in the "Forecast of socio-economic development of the Russian Federation for the period up to 2036" (Forecast of socio-economic development of the Russian Federation for the period up to 2036, 2020). In this regard, there is a need to find ways to improve the pedagogical process of professional training (Donina aet al., 2020; Kuznetsov aet al., 2016; Nabatova aet al., 2017), the formation of the competitiveness of a military pilot.

Numerous scientific studies in the field of military pilots training indicate the need to form their competitiveness directly in the process of their training in universities. Thus, D. V. Gander asserts that the modern military pilot is characterized by the realization of professional and personal resources, a high level of motivation for self-development and adaptation to changing conditions of flight activity (Gander aet al.,2015).

According to the research conducted at the Lobachevsky Nizhny Novgorod State University (Russian Federation), among the sixteen competencies necessary for a pilot to effectively perform his professional activity, the most significant are equally flight operation of an aircraft and knowledge of Aviation English (Prokhorova aet al., 2017). Consequently, the knowledge of Aviation English is one of the main indicators of the formed competitiveness of the pilot.

The concept of "competitiveness" has come into active use relatively recently. Initially, it was synonymous with the concept of "competition", "rivalry" and was an economic category. At the end of the XX century, the term "competitiveness" came to pedagogy. Competitiveness becomes the subject of purposeful formation and development in the training of students at the university. I. A. Bibik believes that one of the tasks of modern higher education is to train a competent, mobile, competitive specialist (Bibik, 2010).

One of the important conditions for the formation of the competitiveness of a military pilot in a University is to choose an effective pedagogical technology for this purpose. The analysis of pedagogical technologies used in the practice of teaching from the point of view of ease of adaptation to a military aviation university, the possibility of using a variety

of teaching methods and forms of conducting practical classes in Aviation English allowed us to identify the V. V. Guzeev Integral technology of training. This technology combined into a single system the main concepts of integration in education: consolidation of didactic units; three-level planning of learning results; extensive use of computer technologies; a wide range of organizational forms of classes; psychologization of the educational process. Based on personal-activity and didactocentric approaches, this technology provides the development of personal qualities of cadets on the basis of well-learned subject content (Guzeev, 2001).

When considering Integral technology as a means of forming the competitiveness of a military pilot, we have consistently identified the aims of this technology:

- general pedagogical aim is the formation of the competitiveness of a military pilot;
- subject's aim (reflects the specifics of the academic discipline "Aviation English") is the formation of the competitiveness of a military pilot through the formation of a foreign-language professional and communicative competence;
- operational aims are the ability to perform professional actions within a certain block of activities.

Some aspects of competitiveness as a pedagogical phenomenon have been considered in a number of scientific studies. The scientific researches of many modern scientists are devoted to the study of the formation of a specialist's competitiveness. The authors consider the formation of a competitive personality in relation to various areas of professional activity (teacher, engineer, manager of physical culture, trade and economic specialists, gunner) (Angelovsky, 2004; Bibik, 2010; Grishin, 2010; Kara, 2012; Khazova, 2011; Shirobokov, 2015). Scientific papers deal with the problem of increasing the intensification of the process of training flight and control personnel in professionally oriented English in accordance with ICAO standards and recommendations (Alekseenko, 2011; Astasheva, 2001; Matveeva, 2019; Sivash, 2009; Sochnev, 2005; Suslova, 2015; Shcherbakova, 2011). The ideas of Integral learning technology have been developed in the research of many scientists (Vinokurov, 2008; Gerasimova, 2003; Gerasimova, 2009; Lopukhina, 2007; Shoshtaev, 2003). However, despite certain steps taken in this direction, the stated research perspective has not yet become the subject of special scientific development, which is the justification for the relevance of this study.

2. Methodology

The experimental work on the formation of the competitiveness of a military pilot by means of Integrated learning technologies have been based on Military Educational-Research Centre of Air Force "Professor N.E. Zhukovsky and Y.A. Gagarin Air Force Academy" (branch in Syzran). The experiment involved the 3rd, 4th and 5th years 180 cadets, training in the specialty 25.05.04 "Flight operation and application of aviation complexes".

The following methods were used: theoretical (analysis and synthesis, generalization of experience, abstraction, modeling); empirical (observation, survey, testing, praximetric method, experiment); statistical (quantitative and qualitative processing of materials by methods of mathematical statistics, pedagogical measurement, multiple comparison).
At the different stages of the experimental work we used:

1. Methodology for the diagnosis of educational motivation (Badmaeva, 2005).
2. Sociometric methodology (Nemov, 2001).
3. Diagnostics of the dominant perceptual modality (Badmaeva, 2005).
4. The method "Group roles" (Nekrasov, 2016).
5. The method of self-actualization test (SAT) (Sazonov, 2015).

For the experimental work non-variable and variable conditions were created.

The following experimental conditions were determined as non-variable:

- the same duration of experimental training in the control and experimental groups;
- the same forms and types of pre-and post-experimental control;
- approximately the same initial level of formation of foreign-language professional and communicative competence of cadets in the control and experimental groups;
- studding of the same number of educational information for the control and experimental groups;
- the same didactic tasks for the control and experimental groups, which are solved during the classes.

The variable conditions include:

- testing in the experimental groups the effectiveness of the implementation of Integral technology in the training of a competitive military pilot against the background of pedagogical conditions for the formation of its competitiveness.

Classes in the control groups were conducted according to the standard methodology without taking into account the identified conditions.

The experimental work was carried out in three stages: ascertaining, forming and generalizing. For each stage of the experiment, its own tasks were formulated, and the intermediate results of the experimental work were determined.

At the ascertaining stage, a theoretical and analytical basis for conducting experimental work has been prepared. Diagnostic tools were developed, including methods, tests for diagnosing the level of formation of foreign-language professional and communicative competence (FlPCC), as a component of the competitiveness of a military pilot.

An important task of the ascertaining stage of the experimental work was to determine a set of criteria, indicators and methods for diagnosing the level of formation of foreign-language professional and communicative competence, as a component of the competitiveness of a military pilot in the process of teaching cadets the Aviation English in a military university during the implementation of Integrated training technology.

As indicators that determine the level of formation of foreign-language professional and communicative competence, we have identified personal and educational criteria.

The personal criteria reflects the formation of professional cognitive and operational - technological competencies. The educational criteria reflects the formation of professionally oriented linguistic, socio-cultural, pragmatic and strategic competencies.

Each criteria has a number of indicators. Thus, the indicators of linguistic competence are pronunciation, knowledge of the grammatical structure of the language, and the cadet's vocabulary. The indicator of professionally-oriented socio-cultural competence is fluency of speech. Understanding is an indicator of professionally-oriented pragmatic competence. The indicator of professionally-oriented strategic competence is the ability to communicate.

Indicators of the personal criterion: the ability to set the aim of their own activities and choose an individual educational trajectory; the ability to independently search for professionally relevant information in English; the ability to summarize and highlight key information within the discipline "Aviation English"; the ability to organize cooperation in the preparation, interpretation and presentation of professional information in English; the ability to program their activities: build a plan, anticipate its results; be aware of and justify the actions performed, transfer knowledge to a new professional situation; the ability to reflect on their own activities.

Analysis of the levels of proficiency in professionally-oriented English specified in the ICAO Qualification Scale and in the "STANAG 6001" (NATO Standardization Agreement) derived from the Language Proficiency Scale (ICAO Document 9835: Manual on the Implementation of ICAO Language Proficiency Requirements, 2004; STANAG, 2010), as well as the fact that today the Russian military education system does not have an officially defined clear description of the levels of foreign language proficiency, we have identified four levels of formation of foreign-language professional and communicative competence of a military pilot: critical, reproductive, reconstructive and variable.

Diagnostics showed that 10 % of cadets have a critical, 56% of cadets have a reproductive initial level of FlPCC formation according to the educational criterion; according to the personal criterion, 2% of cadets have a critical and 66% of cadets have a reproductive initial level. This fact indicates an insufficiently high level of formation of cadets ' FlPCC as a component of competitiveness, which is due to the lack of

effectiveness of the traditional approach to the implementation of professional training of future military pilots.

Based on statistical processing of experimental data (Pearson's consent criterion) tested the hypothesis that there is no significant difference in the levels of formation of FIPCC of cadets of experimental and control groups.

At the formative stage of the experiment, the Integral technology of training and pedagogical conditions for the formation of the competitiveness of a military pilot were tested. There were four stages of the implementation of the technology: Analysis of the formation of modules, Practical implementation, Introspective reflection.

At the stage Analysis the formation of modules, a unified system of sub-block structure was adopted (4 classes following in a certain order) and the program of the discipline “Aviation English” was adjusted taking into account the implementation of Integral technology.

The second stage is Practical implementation of the Integral technology. As part of the experimental work, we tested the effectiveness of exposure the totality of pedagogical conditions.

Differentiation of training is based on the identification of cadets with a tendency to different ways of mastering the language, depending on their cognitive style. To determine the cognitive style of the cadets in the experimental groups there was a diagnostic. The result of the diagnostic showed that from 76% to 88% of cadets of experimental groups have equally developed channels of perception of information. But from 6 to 13 % of cadets are kinesthetics, 6-7 % - visuals, 6-12% - audials and 6% of cadets are digitals. These information helped us to achieve to organize the training of cadets more efficiently. Working in small groups allows most of the cadets to study in their preferred style for most of the school time. The ability of cadets to choose a task in accordance with their channel of perception and assimilation contributes to the effectiveness of mastering the educational material.

Professional compliance and motivation of cadets is implemented in the content of the methodological manual “Educational role-playing games in Aviation English classes” (this manual contains tasks that model the future professional activity of a military pilot), as well as in the correlation of grammatical and lexical material with possible situations (or components of situations) its use in the military-professional sphere, which ensures the readiness to use lexical and grammatical means in certain speech situations.

The presence of info-communication support for classes is realized in the wide use of multimedia tools, computer programs and an Aviation simulator in the classroom. During the hours of self-training, cadets can always use the resources of the Information and Educational Environment of the Department of Foreign Languages. Each computer of the

Department is equipped with electronic reference materials, training versions of control works and tests.

Monitoring of success and gradation of knowledge by levels is implemented in the gradation of knowledge (reproductive, reconstructive and variable levels), gradation of the presented educational material and multi-level tasks. To monitor the success of the cadet, the teacher keeps a Control Record Sheet, which notes the success of the cadet in all types of educational activities and educational elements of the sub-block (checking the studied material, learning new material (mandatory level), learning new material (general level), learning new material (advanced level), fixing, control.

The third stage of forming the competitiveness of a military pilot is an Introspective reflection. At this stage, the cadets conducted a self-assessment of the changes that occurred, correlated the results obtained with the planned ones, and made adjustments to the activities carried out.

The purpose of the Generalizing stage of the experimental work is to analyze and evaluate the effectiveness of the formation of the competitiveness of a military pilot by means of integrated technology on the example of the educational field of Aviation English and to develop practical recommendations for the implementation of the results of the experiment.

The task of the stage was to generalize and analyze the final results of the pedagogical experiment.

3. Results

Based on the theoretical analysis of scientific, methodological and pedagogical literature, regulatory documents and existing educational practice, the concept of "competitiveness of a military pilot" was clarified as an integral characteristic, which is a cluster of multicomponent components: professionally important qualities and professional competence that ensure the mastery and successful performance of all types of professional activities that meet the requirements of ICAO. The authors identified the following components of the components of the competitiveness of a military pilot: professionally important qualities - personal, intellectual, psychophysiological, physiological, physical; professional competence - professional mobility, professional independence, personal competence, extreme professional competence, managerial competence, pedagogical competence, autopsychological competence, communicative competence; information competence (Rekhlova, 2018).

The formation of the competitiveness of a military pilot requires the implementation of an Integral technology in the educational process, adapted to the conditions of a military aviation university. By "adaptation of educational technology" we mean making changes

and additions to the technology that do not contradict the conceptual basis of the technology and correspond to the specific conditions of activity of cadets and teachers.

The activities of military university cadets are regulated not only by normative legal acts on education and the status of students, but also by normative legal acts on military service and the status of military personnel. Cadets are active employees of the Air and Space Forces of the Russian Federation, who, in addition to training activities, perform official and professional duties, that is, they are involved in official and professional activities already during their studies at the university, although not in full.

The analysis of the official rights and duties of cadets, as well as the curriculum of the university, allowed us to identify a number of features that distinguish the conditions for training a military pilot. First, the features of training associated with the strict regulation of the educational process of the military aviation university: the separation of cadets from classes and self-training to carry out work orders and perform household chores; the ability to use the services of the library of the military university only at the definite time; lack of time for independent work outside of school hours; limited access to the Internet; an increase in the number of academic disciplines; long breaks in classes (up to 6 months) due to flight practice. Secondly, the peculiarity of subject training, and in particular training in a foreign language, is the professional orientation of training.

The Integral technology adapted by us to the conditions of training a military pilot is a professionally-oriented technology, which is provided by:

- creating conditions for the formation of a number of competencies and professionally important qualities that are components of the competitiveness of a military pilot: communicative, informative, personal and other competencies, professional mobility and professional independence;
- orientation of the educational material to solve the problems of professional training of cadets;
- integration of the discipline "Aviation English" with other professional disciplines;
- performing tasks necessary for the cadet to master the future profession in practical classes;
- taking into account the cognitive characteristics of the cadet.

Developed and tested a Structural and Functional model of formation of competitiveness of a military pilot by means of Integrated learning technology integrates as a component: a Conceptual part, the essence of which is to specify the purpose and objectives of the technology, identify approaches to implementation of integrated technology in the training of a military pilot; the Substantive part defines the didactic content, laid the basis of this technique and elaborate on methodological support of educational process; the Procedural part, which includes a description of the organization of the educational process, as well as the means, forms and methods of training; the Diagnostic and Effective part of the Integrated technology, which assumes the presence of a guaranteed

result. The result of the implementation of this technology is to improve the quality of subject training of cadets, and as a result, they master a certain level of formation of foreign-language professional and communicative competence, which is one of the components of the competitiveness of a military pilot (Rekhlova, 2017).

The experience of practical implementation has shown that this model is characterized by:

- the interconnection of its constituent parts and integrity, since all components are interconnected and work to achieve a higher level of quality of subject training of cadets in the discipline "Aviation English", and as a result, the formation of the competitiveness of a military pilot;
- flexibility, since the technology is a dynamic product that takes into account the realities of the modern development of the global aviation community.

The effectiveness of the implementation of the technology is confirmed by the comparative data analysis of the initial, intermediate and control tests of the level of FlPCC as a component of the competitiveness of a military pilot received during the experimental work.

By the end of the experimental learning, there were no cadets with a critical level of formation of foreign language professional and communicative competence in the experimental groups; the number of cadets with a reproductive level significantly decreased. There is an increase in cadets with reconstructive and variable levels of IPCC formation. In the control groups, the changes occurred are approximately 5-7 %.

A comparative analysis of changes in the level of formation of FlPCC at the beginning and end of the experimental work was carried out using statistical processing of the results according to standard methods of mathematical statistics for psychological and pedagogical research.

The effectiveness of the Integral technology was evaluated using the coefficient of evaluation of the formation of foreign language professional and communicative competence Ke, which was calculated by the formula:

$$Ke = K_e / K_c \ , \quad (1)$$

where Ke is the number of cadets of experimental groups studying using integrated technology adapted to the conditions of training in a military aviation university;
Kc - the number of control group cadets who are traditionally trained.

The value of the coefficient *Ke* = 4.1, which is more than “one”, therefore, the use of Integral technology in the educational process is more effective than the use of traditional training.

The formation of other components of the military pilot's competitiveness during the implementation of the integrated training technology was carried out passively. Changes in the level of formation were checked by the self-actualization test (SAT) technique. This method allowed us to determine the formation of such qualities as creativity, cognitive ability, communication skills, cooperation, flexibility of behavior, self-acceptance, self-esteem, value orientations in respondents, reflecting the formation of the above-mentioned military pilot's professionally important qualities and competencies(Galkina.2001).

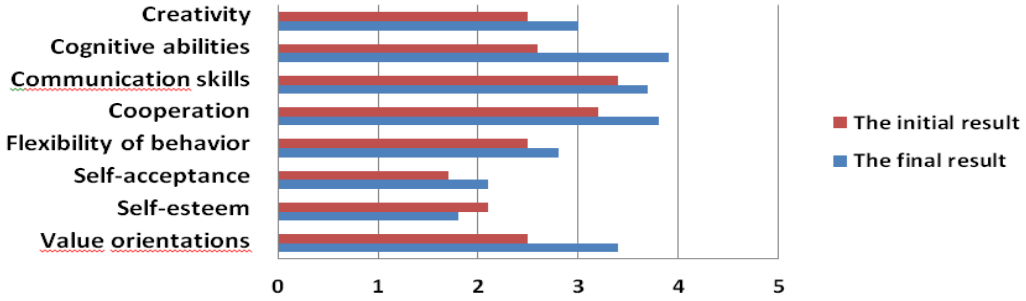


Figure 1. Comparative histogram of data obtained using the SAT technique according to the results of the initial and final tests in the experimental groups

The comparative histogram shows the positive dynamics of the development of qualities that make up such components of the competitiveness of a military pilot as personal and intellectual professionally important qualities, professional mobility and independence, information and autopsychological competence.

4. Conclusions

The study does not exhaust the entire content of the problem raised in it, allowing us to identify possible directions for its further study. However, the scientific novelty of the study lies in the formulation and solution of the problem of scientific justification, modeling and implementation of the process of forming the competitiveness of graduates of military aviation universities. The results of the study complement the theory and methodology of professional education in the field of training a competitive specialist. In the work clarified the concept of "competitiveness of a military pilot" from the point of view of its essence and content; developed Structural-functional model of formation of competitiveness of a military pilot by means of Integral technologies, which develops ideas competence-based education and allows you to model the objectives and content technology, providing a predictable result of formation of foreign language professional communicative competence as a component of competitiveness, in accordance with the current requirements of companies. Developed and theoretically substantiated criteria unit of study that includes academic and personal criteria, levels, and speakers descriptions as their performance.

5. References

Alekseenko, M. S. (2011). Development of the pilot's personal potential in the process of professional formation (PhD thesis, in Russian), MHA, Moscow.

Angelovsky, A. A. (2004). Formation of competitiveness of students in the process of professional training at the university (PhD thesis, in Russian) MSU, Magnitogorsk.

Astasheva, G. V. (2001). Didactic conditions for the intensification of the process of teaching air traffic controllers professionally oriented English (PhD thesis, in Russian) REA, St. Petersburg.

Badmaeva, N. C. (2005). The influence of the motivational factor on the development of mental abilities: monograph, Ulan-Ude: VSSTU Publishing House.

Bibik, I. A. (2010). Organizational and pedagogical conditions for the formation of a competitive university teacher (PhD thesis, in Russian) BSPU, Komsomolsk-on-Amur.

Donina, O.I., Ivanushkina, N.V., Aryabkina, I.V., Zharkova, G.A., Bugreev, V.V., Chernova, Y.A., & Kordon, T.A. (2020). The content analysis of the professional competence formation problem in the higher education theory and practice. Espacios, No 41 (33), pp. 165-176.

Galkina, T. P. (2001). Sociology of management: from a group to a team: Textbook, Moscow: Finance and Statistics.

Gander, D. V., & Alekseenko, M.S. (2015). Features of the pilot's personal potential in the cycle of professional formation. Psychology and Psychotechnics, No 7, pp. 684– 696.

Gerasimova, N. A. (2003). Integral technology of training in physical education of schoolchildren (PhD thesis, in Russian) SPbNIIFK, St. Petersburg.

Gerasimova, O. Yu. (2009). Integral technology of formation of information culture of students (PhD thesis, in Russian) UlSPU, Ulyanovsk.

Grishin, A.V. (2010). Socio-pedagogical concept of development of competitiveness of specialists of secondary vocational school (M. S. thesis, in Russian) NMSTU, Chelyabinsk.

Guzeev, V. V. (2001). Theory and practice of integral educational technology. Moscow: Public education.

International Civil Aviation Organization (2004). Manual on the Implementation of ICAO Language Proficiency Requirements, 2nd ed., Doc. 9835, International Civil Aviation Organization. DOI: https://apcae.files.wordpress.com/2009/04/doc9835.pdf.

Kara, A. N. (2012). Assessment of the competitiveness of specialists in the regional labor market: theory, methodology, practice (M. S. thesis, in Russian) SUM, Moscow.

Khazova, S. A. (2011). Development of competitive personality in the education system (M. S. thesis, in Russian) ASU, Maykop.

Kuznetsov, A.V., & Kuznetsov, Yu. V. (2016). Modernization of professional training of aviation specialists in Russia. Humanities (Yalta), No 2 (34), pp. 48-54.

Lopukhina, A. S. (2007). Integral technology of physical education of high school students (PhD thesis, in Russian) HSPU, St. Petersburg.

Matveeva I. A. (2019). Intensification of the process of teaching phraseology of radio exchange in English. Problems of modernization of modern higher education: linguistic aspects. Linguistic issues and trends in teaching foreign languages at non-linguistic higher school. Materials of the V International Scientific and Methodological Conference, Omsk: Omsk Armored Vehicle Engineering Institute, pp. 302-305.

Ministry of Economic Development of the Russian Federation (2020). Forecast of socio-economic development of the Russian Federation for the period up to 2036, DOI: www.economy.gov.ru

Nabatova, L. B., & Mazilina, N.A. (2017). Effective forms of development of professional thinking of students of professional educational organizations. Contemporary problems of training specialists for enterprises of the nuclear industry. Collection of materials of the All-Russian scientific and practical Conference, Dimitrovgrad: National Research Nuclear University MEPhI, Dimitrovgrad Institute of Engineering and Technology-branch, pp. 193-198.

NATO Standardization Agency (2010). Language Proficiency Levels. NATO Standardization Agency http://www.unob.cz/cjv/Documents/Stanag6001_AJ.pdf.

Nekrasov, S. D. (2016). How to make a psychological portrait of a person: an educational and methodological guide. Krasnodar: Kuban State University.

Nemov, R. S. (2001). Psychology: Studies for students. Moscow: VLADOS.

Prokhorova, M. V., Larina, A. L., & Yamasheva, N. E. (2017). Holistic model of competence of civil aviation pilots, Psychology, No. 6, pp. 40-58.

Rekhlova, A.V. (2018). The content and structure of the competitiveness of a military pilot as the goal of teaching aviation English. Problems of modern pedagogical education (Yalta), 60 (III), pp. 271-275.

Rekhlova, A.V. (2017). Model integrated technology implemented in the formation of the competitiveness of a military pilot. Problems of modern pedagogical education (Yalta), 57 (I), pp. 167-174.

Sazonov, A. A. (2015). Application of the rank concordance coefficient in expert assessments of personnel management. Science and modernity, No. 41, pp. 141-146. URL: https://cyberleninka.ru/article/n/primenenie-koeffitsienta-rangovoy-konkordatsii-v-ekspertnyh-otsenkah-upravleniya-personalom.

Shelkovnikov, V. G. (2014). Murderers in aviation. URL: http://www.shpls.org/old/labour-2/safe-aviation/247-ubijtsy-v-aviatsii

Shcherbakova, E. A. (2011). Personal features of a high-class military pilot. Bulletin of the Adygei State University. Series 3: Pedagogy and Psychology, No. 2, pp. 214-218.

Shirobokov, S. N. (2015). Training of competitive and mobile personnel in modern conditions. Pedagogical education and science, No. 1, pp. 121-124.

Shoshtaeva, E. B. (2003). Integral technology of training as a basis for improving the quality of the educational process (PhD thesis, in Russian) KCSU, Karachayevsk.

Sivash, O. N. (2009). Personality-oriented expertise of professional suitability of pilots (PhD thesis) GAUGH, Moscow.

Sochnev, V. N. (2005). Psychophysiological determinants of the success of professional activity of pilots-instructors (PhD thesis) MMA, St. Petersburg.

Suslova, Yu. V. (2015). Formation of foreign language auditional competence as a component of professional training of cadets of military aviation University. Proceedings of Volgograd state pedagogical University, No. 9-10 (104), pp. 40-45. URL: http://izvestia.vspu.ru/files/publics/104/40-44.pdf

The State Duma (2020). Air Code of the Russian Federation. Moscow: Eksmo.

Vinokurov, A. K. (2008). Pedagogical support of profile differentiation in senior classes by means of integral technology (PhD thesis, in Russian) NEFU, Yakutsk.

DOI: https://doi.org/10.46502/issn.1856-7576/2021.15.02.12

Effect of the pandemic in the training of the lawyer and lawyer employment

Efecto de la pandemia en la formación del abogado y el empleo del abogado

Kuchma Olha Leonidivna
okuchma@ukr.net
https://orcid.org/0000-0002-2206-3286
Universidad Nacional Taras Shevchenko de Kiev

Recibido: 02/05/21
Aceptado: 10/07/21

Abstract

The aim of the article was to explore the challenges which people encountered within deployment for lawyer job and working as a lawyer during the quarantine, transition to distance learning and work, as well as to formulate author's proposal. During the study was used dialectic method of cognition of legal phenomena, method of rational criticism and forecasting. The article analyzes various problems of occurring during distance learning, proposed ways to solve them, offered forms of learning after lift of quarantine restrictions and draws attention to the need to leave distance learning for certain categories of the students. It is proposed to improve legislation in relationship with information law, IT legal regulations, protection of personal data. Attention is also drawn towards the need to study the influence of distance learning and work on mental and physical health of the people.

Keywords: distance education/learning, distance work, lawyer, pandemic, quarantine.

Resumen

El propósito del artículo fue investigar los desafíos que enfrentan las personas para obtener la profesión de abogado y el desempeño del trabajo como abogado en relación con la introducción del confinamiento y la transición a la educación y el trabajo a distancia, así como formular propuestas de autor. En la investigación se utilizaron el método dialéctico de cognición de fenómenos legales y el método de crítica racional y pronóstico. El artículo analiza las causas de diversos problemas en la educación a distancia, sugiere formas de resolverlos, presenta propuestas sobre las formas de educación después de la abolición del confinamiento y llama la atención sobre la necesidad de dejar la educación a distancia para ciertas categorías de estudiantes, se propone mejorar la legislación que regula las relaciones en materia de información, ley de tecnolog ías de la información, protección de datos

personales. También se llama la atención sobre la necesidad de estudiar el impacto del aprendizaje a distancia y trabajar en la salud mental y física de las personas.

Palabras clave: educación a distancia, trabajo a distancia, abogado, pandemia, confinamiento.

1. Introduction

Mankind has not yet encountered such large-scale of pandemic as in 2020. The pandemic has made adjustments to the educational process around the countries in the world and forced to move them to distance learning. However, differences between living standards have intensified the problem of different access to education.

Scientists surveyed 210 students and teachers in India about their attitudes about distance learning and came to next results:

> The study through the online survey reflected as people felt that the face to face interaction can buildthe confidence of learner, however ICT based education could help to explore the new edges of education. Most of the people said that online education has less exposure to real-time implementation for practical knowledge. ... During the investigation, the zoom app was widely used for online education, and the users were concerned about data security and privacy. Poor internet connectivity, student's learning estimation, and lack of concentration during online classes are the major problem faced by the teachers and students. … There were 51.43% of participants never used information communication technology based education before the COVID-19 pandemic that revealed the lack of motivation, training, and engagement of students and teachers (Kumar, Singh, Bhatnagar, Gupta, & Upadhyay, 2020: 7710).

Tools play important role in assimilation of material by students. These include videoconferences, Skype, webinars, Youtube channels etc. Scientists conducted a survey of 50 experts – employee of higher educational institutions about possibilities of videoconferencing in educational and scientific activity, and what preliminary work is needed to carry it out.

> Becauce humans receive most of the information visually, that is why visual contact with a virtual audience must be maintained to create a pleasant atmosphere and conditions for open communication. It is worth mentioning that distance technologies and their innovative tools will certainly be integrated into the educational process and modify it. At the present stage, this process has the following characteristics:-the advantages are determined by the low cost of maintaining; the absence of any geographical and time limits; the great possibilities of using multimedia materials; mobility, a wide range of means of control; easiness of updating content and flexibility.-the constraints are characterized by the duration of the initial development; requirement of a certain level of information

> competence, modern technology and changing of the general culture in the field of education (Golubeva, Ulanova, Kurenkova, Kuprina, Shvetsova, Dmitriyev, 2020: 4238-4239).

Teachers have different opinions about students turning on their cameras during distance learning.

> Emergency remote education has also produced physical problems in students, like eye pain, headache and back pain. Anyway, without a doubt a song sanction that affects mental health and pedagogical interactions in the classroom. In summary, the results show that pedagogical interactions favor passivity of the students, since there is little dialogue between the teacher and the students. Because of this, the cameras tend to be off. The reasons that argue that students are directly related to «Zoom fatigue», «classes in slippers »and structural problems of connectivity, physical health and mental health (Elgueta, 2020: 6).

None the less important is the preservation of electronic documents used in the educational activities and work of a lawyer. Given that this is a huge amount of information, reliable storage is a must have.

> Modern cloud service providers allow you to replace existing data centers, servers, and software applications of higher schools with a "cloud" presence, eliminating thetraditional "physical" presence of this infrastructure in higher education. … The use of cloud computing capabilities in the work of higher education institutions allows not only to structure information and make it available at any time for all participants of the educational process, but also contributes to the organization of rapid collaboration of students in the framework of the project at a distance from each other (Vaganova, Chelnokova, Smirnova, Mukhina, & Ponomareva, 2020: 4846-4847).

Even before the pandemic people actively communicated through social media. With the transition to remote form of education, social media has been since more actively used for educational purposes and communicating between students and teachers.

> The majority of the students think that ease of use has impact on cooperative learning and can increase students' educational achievement. Statistics also show that this variable positively influences other areas, such as interactions between research students and their lecturers and supervisors, the exchange of information, cooperative learning, and knowledge sharing between research students and their lecturers and supervisors (Alhussain, Al-Rahmi & Othman, 2020: 2594).

However, social media is just a resource, which can be used both for educational, or even other purposes, which may be even criminal. Scientists warn of abuse on social networks and vulnerable sites.

> The pursuit of the rapid and inexpensive development and sale of educational services and products leads to many problems -the use of false, fake or inferior content, theft of intellectual property, plagiarism, uncontrolled spam, identity theft and others. Unliketheunfairtrade in ordinary productsand services, which harm only a few members of the society, online training affects large community groups of working age (Kasakliev, Cheresharov, Grancharova & Hadzhikoleva, 2020: 2582).

Social media, internet resources, interactive tools are just the means, for which results people use them, will have such results. Due to the lack of strict control, human qualities (conscience, decency, tolerance, friendliness) come first. Humanity lives in the Internet space and will use IT technologies, so it is important to develop a strong security system.

The pandemic has made its adjustments not only in the activities of educational, but also the professional activity, including the work of a lawyer. Employers have faced the problem of doing business under severe quarantine, which has made near impossible for employees to perform their duties in a normal way. For lawyers, attorneys, notaries, judges, and other legal associated people, quarantine restrictions also changed performance of their official duties as usual. Given that the work of courts is associated not only with the consideration of civil cases (consideration of which has been slowed down in a certain period), but also with the consideration of criminal cases (the court must promptly decide on detention, application of other precautionary measures, etc.), functions of a lawyer in term of suporting the case in court became difficult. Employers reviewed the lawyer's job functions and automated it as much as possible.

Automation of processes in different areas has accelerated due to need to comply with quarantine measures. Scientists paid attention to the following.

> The unique dimension provided by human senses, is gettingreplicated scientifically, bringing far more accuracy. This is surely going to disrupt the human dynamics within industry, causing a potential displacement (employment) of humans. Such future employmentwould mean Human Resource professionals would have to work on creating new chemistry in the organizational culture, where both human intelligence and AI, not only coexist but also compete and collaborate. … The truth is that technology is moving ahead on many skills, whichwas propriety of human earlier, on the other hand creating demand for new skills. Tobe future ready, organizations need to prepare themselves throughthe employmentstrategies of skill enhancement, new skill development and re-skilling of its human intellect, making these an inseparable part of business processes (Khatri, Pandey, Penkar, 2020).

One of the examples replacing human with artificial intelligence is chatbot. Scientists are considering help of chatbots in a professional and educational area.

> Chatbots represent a new type of human-machine interface in natural language. … Chatbot technology can be seen as an important innovation for e-learning: in fact, they are proving to be the most innovative solution to bridge the gap between technology and education (Zahour, Benlahmar, Eddaoui, Ouchra, & Hourrane, 2020: 2479).

Chatbot is useful for providing standard reference information, makes it easier for a person to search the needed information in a large array of information on the website. However, chatbot cannot replace human communication, advice, clarifying questions, alternative solutions, understanding and support that people receive during conversation with a person, not a chatbot.

2. Issue

The pandemic has threatened the normal functioning of entire countries in various fields, including education and providing legal services. The challenge of a pandemic needs to resolved not only by finding alternative options for performing identical functions, but also by preserving (preferably improving) the quality of the results received. In addition, the impact of working and learning conditions in the new environment on people's physical and mental health is important. This article raises a number of problems in the area of education, which are associated with the introduction of distance learning (problems of technical, organizational, psychological, medical areas) and suggests ways to solve them. It also raises questions in the work of lawyers in the new environment, emphasizes the need to develop and improve legislation in the field of regulation of IT technologies and related areas.

3. Methodology

The article is based on research by scientists from around the world on the impact of the pandemic on educational processes, and the impact of digitalization on employment. The study used the method of rational criticism in the analysis of scientific works, the method of forecasting was used in the formulation of author's proposals. the study also used a dialectical method of cognition of legal phenomena.

4. Data analysis and results

In this article we will consider two areas: distance education and distance work as a way to continue the development and formation of a lawyer in non-standard conditions.

5. Distance education

Distance education is a solution for situations where quarantine measures are applied. It is often noted, that the world will not be the same and distance education partially will remain after the quarantine. Researchers have drawn attention to the advantages and

disadvantages of distance education. It is important to understand what the problems are and how they can be solved. The author divides the problems into different areas, which we will consider.

Technical issues: lack of quality internet or hardware, inability to work with new software. With unresolved technical problems, the work cannot be productive. At the same time, problems can be solved in different ways. Inability to work with new interactive tools is eliminated by participation in appropriate trainings or self-education. As for technical problems, in the absence of sufficient financial resources in the family, the issue can be solved by obtaining a loan to solve technical problems, or cooperation with others to purchase the hardware, obtain quality Internet connection, and so on.

Issues in organizing: the teacher must rationally distribute the workload of different types, given that students will perform tasks in electronic form. With the introduction of quarantine, all training went online, which led, first of all, teachers to review work programs, methodological literature for adaptation to new needs. The need to create presentations on lecture topics, the use of other resources and tools contributed to professional development of teachers. The institution must also inform students of the new requirements of the educational process and help students organize their work. How deeply the teacher should be involved in helping the student's self-organization depends on the teacher (his personal attitude to students, admiration for the end result, for the quality of the student's work, etc.).

Issues in psychological area: the success of distance learning depends on the discipline, attitude to learning in new conditions and understanding that because of the form the received knowledge should not deteriorate in quality. Distance learning grinds self-discipline - a psychological attitude to learning, to the fact that the teacher is not able to control as in the classroom and the student's legal consciousness must control it.

Teachers have a different attitude to whether the students camera is on or off during class. Does it affect discipline? In most educational institutions, the switched off camera is considered as absence from classes. However, turning on the on camera (as if a student is present during an offline audience) does not indicate that the student is listening to a lecture rather than doing his or her own business or (when online) is playing a computer game on a nearby monitor. Students may not turn on the camera for various reasons: the desire to sleep or go to other room, but create an illusory presence in lectures, psychological discomfort in front of the camera, complexes about their own appearance, clothing, renovation in the apartment, various family relationships and inquisitive relatives can put student in an awkward position, pets, technical reasons and more. Some of the reasons can be eliminated without unnecessary hassle - to install an attractive background screensaver, choose a classic outfit, train the camera speech, choose an attractive angle. If the family has a tense relationship and other family members do not allow the student to focus and be alone at the time of the study, then under good weather, you can be on the lecture in the park (not very convenient, but there are no nearby conflicting relatives).

In order for a student to explain the real reasons for turning off the camera, it is necessary that he has confidence in the teacher and a desire to discuss this issue. In my practice, there was an offline situation when a student explained to me that he had a problem speaking in front of classmates and he asked to give him independent work or listen to him individually after class. I suggested that we fight with his phobia together, and it was agreed that he would supplement a few sentences on various issues in class. During the classes, I emphasized, as student N have rightly remarked during other speeches, and of course I've mentioned the speeches of other students as well. With each subsequent lesson, student N became more and more involved in the discussions, and after a few sessions there was no difference between his speeches and the speeches of other students (at least in my classes). A student who does not turn on the camera is not always a student who has bad intentions, and not always a student who is willing to openly explain the reasons to the teacher.

Also, distance education involves increasing the time spent by students and teachers in front of the monitor, which can lead to psychological fatigue. The onset of psychological fatigue is influenced by a person's mental attitude to online communication (into the camera).

Problems of medical character: with the continued risk of psychological fatigue, emotional burnout during the time spent by the student and the teacher in front of the monitor increases the load on vision and musculoskeletal system. Therefore, there is a need to separate study of the consequences for health (physical and mental) from distance learning.

Allowance to distance learning for people with health problems requires a separate study. However, for such people, on the contrary, distance learning may be more useful because it will make education more accessible. Educational institutions should develop an educational direction for people who cannot get an education offline (not only because of problems with their own health, but, for example, due to the need to care for a sick family member, etc.) and introduce for distance learning. This requires proper regulation of the list of categories of persons who can receive education at a distance, and the list of specialties for which acquiring knowledge is possible with distance learning.

Also, with the end of the quarantine, it is advisable to partially leave distance education in those subjects where teachers use electronic and paper sources of information in lectures. For most disciplines, the right to lecture remotely is acceptable and even appropriate, as not all classrooms are technically equipped and lecturing via online conference allows the teacher to display the required court decision or law and all students simultaneously read the document, which can't be achieved in the classroom. After all, one student can already read the document twice and get bored, and the other cannot download the document yet, which makes it impossible for everyone in the audience to quickly and efficient process the document and move on.

However, it is not necessary to save up on teachers and it is not necessary to put all of the student groups into one classroom for reading the lecture. This reduces the quality of the lecture, because the student listens passively (like a radio), when reading a lecture to the classroom number of students, the teacher has more opportunities to capture students, discuss with a larger percentage of students and students have more opportunities to ask questions. Training for 500 people and lecture for 80 people are different. It is not necessary to turn lectures into trainings so to not worsen the quality of education.

Subjects where physical objects (for example, in criminology) are studied during lectures and practical classes are necessary for face-to-face classes, as future lawyers must acquire knowledge based on the realities they will encounter in practice. The highest quality computer designs will not convey one hundred percent of the situation, the details that the investigator will encounter in the work. Although computer development is helping law enforcement agencies to solve crimes every year, a lawyer will work not only with computers and robots, but also with people and things. Therefore, the learning process should be as close as possible to actual real-life practice.

b. Distance work

Features of remote work of the teacher are considered in the previous paragraph. In this section we consider the remote work of law related professions (judges, prosecutors, notaries, lawyers, jurists).

The developing use of the Internet in the work of a lawyer took place before the pandemic. Quarantine restrictions have accelerated the process of greater automation and autonomy in work. Due to remote work, electronic documents became more used.

For a lawyer there is an opportunity to develop such areas as information law, IT law. The issue of personal data protection, etc. has become hot topic. However, in addition to the benefits for lawyers, such changes have created new challenges, because in case one party violates the terms of the electronic contract, the lawyer will have to prove in court the violation of his client's rights, including electronic evidence (electronic contract, pre-trial electronic correspondence, electronic signature and belonging to its signatory, etc.). It is therefore important that national legislation clearly regulates the procedure for working with electronic documents.

With the start of quarantine, most businesses switched to electronic document management, which increased the demand for qualified electronic signatures. It is clear that quarantine has made its adjustments for each country, as each country has its own level of development, and, for example, in Ukraine (based on the experience of which the author of this article relies mainly) and in France before the pandemic there was a different level of implementation in education and production of information technologies processes.

Given the fact that there is a relationship in disputes in which the limitation period has lasted or is absent (time limit for applying to court for protection of the infringed right), there is a need to ensure long-term preservation of information in electronic format and protection against viruses, which can block or destroy information that does not have a paper substitute.

If for lawyers-contractors, the transition to distance work was acceptable (it even has a number of advantages - no need to spend time traveling to the office, working in a comfortable environment, although it requires more self-discipline and responsibility), then for lawyers who are accompanying cases in the courts, remote work has become a bigger challenge.

Lawyers and prosecutors found it difficult to handle cases that required a mandatory court appearance. In addition, the pandemic has led to the abuse of rights by parties, in particular if the case needs to be "delayed".

Thus, in one criminal case, during the trial, the defendant's lawyer initially referred to the defendant's ill health and asked to postpone the hearing. When the doctor summoned to court confirmed that the accused was feeling well and that the hearing could be resumed, his lawyer said that he and his wife had taken a COVID-19 test and that his wife had tested positive and that he should go into isolation immediately. The court was forced to take a break, because the lawyer left the courtroom and the accused was left without a lawyer. (Decision № 465/8026/18, 2021)

With the establishment of quarantine restrictions, the number of online trials has been increased. At the same time, court hearings in which parties from home join online court hearing, have become popular. The problem for a lawyer in remote support of the case is to get acquainted with the evidence, which must be examined directly, and not in a photo (even in high-quality 3D format). What was problematic for the court and the participants is the availability of material and technical base. And for certain categories of cases, where the judge has to make sure that the person's true will is expressed in cases that are inseparably related to the person (for example, some family disputes), a face-to-face meeting is important. It is unlikely that the transition to remote work in law enforcement, court, prosecutor's office will be effective (even if it will be possible in the future). After all, it is important for the justice system not to actually consider the case, but to establish the actual circumstances of the case and make a fair decision.

It is difficult for notaries to work remotely, because in order to certify documents they need to verify the validity of the original documents, the authenticity of the will of the person, which cannot be guaranteed by videocall.

Bailiffs can work remotely if an arrest or other action is required via the Internet. However, the actions that need to be taken within visiting the area can only be postponed until the quarantine is eased or taken with increased security measures.

Cybercrime also developed during the period of increased quarantine restrictions. After all, in connection with the online business, information has become more accessible (including that which contains personal data) compared to offline, when a lot of information was on paper. Lawyers investigating cybercrime cases are opening up new types of crimes to study and work with.

Whatever work is done by a lawyer (judge, prosecutor, notary, bailiff, etc.), remote work for some processes during the pandemic may be forced to take place in a admissible amount, in the off-quarantine period - in appropriate amounts.

Remote work creates for the lawyer the need to organize the workplace (not always appropriate "appearance on the air" of family members or pets), good internet connection, self-discipline and self-control. Appropriate technical devices, additional costs for electricity are also required (it is possible to provide in the employment contract compensation by the employer for such costs).

Regarding the replacement of lawyers with chatbots, today it is advisable to use chatbots to provide standard answers to standard questions, which will free lawyers from routine work and allow them to focus on the creative aspects of the legal profession.

In distance work as well as distance learning, it is important that the end result is not inferior in quality to the results achieved by lawyers in offline work.

6. Conclusion

Distance education is suitable for special groups of people with health issues, other social problems and distance learning will allow them to get an education.

After the end of quarantine restrictions, it is necessary to leave a mixed form of education, conducting detailed monitoring of the content of disciplines and through which media students are being taught, and whether those media can be reproduced on the screen without losing the quality of the learning process.

There is an important need in the improving the legislation regarding the mechanism of regulation of relations for the usage of electronic documents, increase the protection of personal data privacy and to determine the relevance and admissibility of electronic evidence in court.
Before making a final decision about the form of education, it is necessary to conduct a large-scale study involving psychologists and other professionals on the impact of distance learning on the mental and physical health of students and teachers. And only after receiving the results of scientific and practical substantiation of the conclusions to

decide on the form of education. Human health (mental and physical) is always the highest priority.

7. References

Alhussain, T., Al-Rahmi, W.M., & Othman, M.S. (2020) Students' Perceptions of Social Networks Platforms use in Higher Education: A Qualitative Research. International Journal of Advanced Trends in Computer Science and Engineering, 9(3), 2589-2603, DOI: 10.30534/ijatcse/2020/16932020

Decision № 465/8026/18, February 10, 2021. Recovered from https://reyestr.court.gov.ua/Review/94884591

Elgueta, M.F. (2020) ¿Hay alguien ahí? Interacciones pedagógicas con cámaras apagadas en tiempos de pandemia. Revista Pedagogía Universitaria y Didác Tica del Derecho, 7(2), 1-7, DOI 10.5354/0719-5885.2020.60556

Golubeva, T.I., Ulanova, K.L., Kurenkova, E.A., Kuprina, N.K., Shvetsova, O.Y., & Dmitriyev, V.A. (2020) Video Conferencing and Webinars: Integration of Online Tools in Traditional Forms of Educational and Scientific Activities. International Journal of Advanced Trends in Computer Science and Engineering, 9(4), 4235 – 4240, DOI: 10.30534/ijatcse/2020/10942020

Kasakliev, N., Cheresharov, S., Grancharova, D., & Hadzhikoleva, S. (2020) Social media in Training -Risks and Challenges. International Journal of Advanced Trends in Computer Science and Engineering, 9(3), 2582-2588, Recovered from http://www.warse.org/IJATCSE/static/pdf/file/ijatcse15932020.pdf

Khatri S., Pandey, D., Penkar, D. (2020). Artificial Intelligence and Future Employment. International Journal of Advanced Trends in Computer Science and Engineering, 9(4), 5272-5277, Recovered from http://www.warse.org/IJATCSE/static/pdf/file/ijatcse158942020.pdf, DOI: 10.30534/ijatcse/2020/158942020

Kumar, G., Singh, G., Bhatnagar, V., Gupta, R., & Upadhyay, S. (2020) Outcome of Online Teaching-Learning over Traditional Education during Covid-19 Pandemic. International Journal of Advanced Trends in Computer Science and Engineering, 9(5), 7704-7711, DOI: 10.30534/ijatcse/2020/113952020

Vaganova, O.I., Chelnokova, E.A., Smirnova, Z.V., Mukhina, M.V., & Ponomareva, E.Yu. (2020) Organizing E-Learning using Cloud Technologies. International Journal of Advanced Trends in Computer Science and Engineering 9(4), 4844-4848, DOI: 10.30534/ijatcse/2020/94942020

Vaganova, O., Ilyashenko, L., Smirnova, Z., Bystrova, N., & Kaznacheeva, S. (2019). Students' creative abilities development in higher educational institution. Amazonia Investiga, 8(22), 701-710. Retrieved from https://amazoniainvestiga.info/index.php/amazonia/article/view/822

Zahour, O., Benlahmar, E.H., Eddaoui, A., Ouchra,, H., & Hourrane, O. (2020) Towards a Chatbot for educational and vocational guidance in Morocco: Chatbot E-Orientation. International Journal of Advanced Trends in Computer Science and Engineering, 9(2), 2479-2487, DOI: 10.30534/ijatcse/2020/237922020

DOI: https://doi.org/10.46502/issn.1856-7576/2021.15.02.13

Higher Education System: Key Subjects of Educational Policy

Sistema de educación superior: temas clave de la política educativa

Tatyana N. Vasyagina
vasyagina_mai@mail.ru
https://orcid.org/0000-0003-2781-3741
https://www.scopus.com/authid/detail.uri?authorId=57212301545
PhD in Social Sciences, Associate Professor, Moscow Aviation Institute (National Research University), Moscow, Russia.
Natalya V. Osipova
osipova.n.mai@mail.ru
https://orcid.org/0000-0002-9795-4534
https://www.scopus.com/authid/detail.uri?authorId=57212301545
PhD in Social Sciences, Associate Professor, Moscow Aviation Institute (National Research University), Moscow, Russia.

Recibido: 02/05/21
Aceptado: 08/06/21

Abstract

The article is devoted to the key subjects of educational policy, on which the quality of the educational sphere depends. One of these subjects is teachers of higher educational institutions as a special social group, which has a leading role in shaping the intellectual, professional and scientific potential of society. A lot of research is devoted to the problems of teachers, but the issues of their self-identification remain relevant and, at the same time, insufficiently studied. The capacity of narrow professionals to solve the complex tasks of social life is insufficient. Another key subject of educational policy is the state as a guarantor of quality higher education. In most European countries, the state, due to historical traditions and resources, remains the main guarantor of the national education system. In the article, on the basis of our own sociological studies conducted in one of Moscow universities among teachers and students, as well as a secondary analysis of sociological research data conducted in a number of regions and universities of the country, some problems were identified that prevent the creation of an effective management model in the field of education.

Keywords: development; higher education system; identity; intelligentsia; resources; soft power; key actors; teachers; students; self-identification.

Resumen

El artículo está dedicado a los temas clave de la política educativa, de los que depende la calidad del ámbito educativo. Una de estas asignaturas son los docentes de las instituciones de educación superior como grupo social especial, que tiene un papel protagónico en la conformación del potencial intelectual, profesional y científico de la sociedad. Se dedica mucha investigación a los problemas de los profesores, pero las cuestiones de su autoidentificación siguen siendo relevantes y, al mismo tiempo, insuficientemente estudiadas. La capacidad de los profesionales estrechos para resolver las complejas tareas de la vida social es insuficiente. Otro tema clave de la política educativa es el Estado como garante de una educación superior de calidad. En la mayoría de los países europeos, el Estado, debido a las tradiciones y los recursos históricos, sigue siendo el principal garante del sistema educativo nacional. En el artículo, sobre la base de nuestros propios estudios sociológicos realizados en una de las universidades de Moscú entre profesores y estudiantes, así como un análisis secundario de datos de investigación sociológica realizados en varias regiones y universidades del país, se identificaron algunos problemas que Impedir la creación de un modelo de gestión eficaz en el ámbito de la educación.

Keywords: desarrollo; sistema de educación superior; identidad; intelectualidad; recursos; Poder suave; actores clave; maestros estudiantes; autoidentificación.

1. Introduction

Society has a serious demand for quality higher education, as sociological studies show. Motivation for this education remained high ratings in youth consciousness at the beginning of the 21st century, despite the life difficulties. At the same time, dissatisfaction with higher education in the country among various social groups and sectors of society, according to researchers, is widespread (Seryakova & Krasinskaya, 2013; Krasinskaya, 2015; Hagurov & Ostapenko, 2015).

According to regional studies in 2016-2017, the pace of modernization of higher education and the radical nature of approaches have not been adequately perceived by the main institutional entities, primarily the teaching community, students and university bureaucracy (Zborovsky et al., 2017).

Relations within the university community, between the main institutional subjects (teachers, students and heads) are controversial. These relations are determined by strict regulation, formalization and corporate secrecy. Such relations do not allow the university to function as a holistic system (Zborovsky et al., 2017).

The topic relevance is due to the destruction threat of the higher education system in the transition to new educational technologies, coupled with the danger of promoting applied technologies for managing mass consciousness. Object of study are teachers, students

and heads as a factor in the replenishment and increment of intellectual potential. The subject of the study is the behavior of key subjects of educational policy and their impact on the educational strategy. The purpose of the study is to identify the dependence of the educational strategy on the self-identification of key actors, primarily the teaching community, students and university bureaucracy; elimination of negative trends in higher education, taking into account the self-identification of key subjects of educational policy. The main tasks arising from the study goal:

- to consider restarting the higher education system, taking into account Russian characteristics;
- to identify the importance of key subjects of educational policy;
- to study the transition features from the governance paternalistic model to the model of mutual and joint responsibility of society and the state;
- to study the attitude of teachers and students towards educational policy.

The important way to obtain sociological information were our own sociological research, held at a Moscow university among teachers and students, secondary analysis of sociological research data conducted in a number of regions and universities of the country, published literature analysis, periodicals, statistical data, personal observations and other open sources.

The work implements sociocultural, systemic approach, including methods of sociological, institutional and comparative historical analysis.

When analyzing the institute of higher education in modern Russia, most authors pay attention to the unpreparedness of the reform of higher education, haste dictated by departmental interests and lack of thought in borrowing, which could not guarantee a positive result.

The sociological tradition in the study of modern problems of higher education is actively developed by the following researchers: G. E. Zborovsky, P. A. Ambarova and E. A. Shuklina (Zborovsky et al., 2017), which comprehend relations within the university community between the main institutional actors, primarily teachers and students. The behavior of university employees under the reform of higher education is studied by M. V. Kurbatova, E. S. Kagan and N.F. Aparina (Kurbatova et al., 2015).

Russian researchers note the importance of the social institution of higher education in the imperial, Soviet and modern periods. The interdisciplinary and systematic approach to education, which in the general form consists in studying educational problems in a sociocultural and historical context, is implemented on the pages of the scientific journals “Sociological Studies” (Kalmykov & Satyr, 2016), “Higher Education in Russia” (Andreev, 2009; Andreev, 2017; Nikolsky, 2009; Gorokhov, 2010; Senashenko & Makarova, 2018; Ivakhnenko, 2018), «Sociology of Education» (Hagurov & Ostapenko, 2015), «Social and Humanitarian Knowledge» (Pusko, 2013), etc.

Discussions about higher education continue for many years on the pages of regional magazines “Kazan Social and Humanitarian Bulletin” (Zelenaya & Utkina, 2016; Minzaripov et al., 2019), collective monographs (Danilchenko & Razdina, 2009; Danilchenko, 2018; Kozlovsky, 1997; Shemeneva, 2017), in the framework of international and scientific conferences (Gromyko, 2019; Magaril, 2019; Chavkina, 2019; Shkarubo, 2018), as well as in periodicals.

Many studies are devoted to the social well-being, content of work and material problems of university teachers (Toshchenko, 2012; Krasinskaya, 2015; Minzaripov et al., 2019).

The authors reveal the reasons for teachers' dissatisfaction with educational policies: such as dissatisfaction with university bureaucracy, academic overload, social inequality, low salaries, over-exploitation and formalization of indicators (Minzaripov et al., 2019).

The studies of A. Yu. Andreev (2009); V. S. Gavrilov, V. I. Kolesnikov, E. V. Olesyuk and A. A. Shulus (2009); V. S. Nikolsky (2009); V. G. Gorokhov (2010); (S. B. Seryakova and L. F. Krasinskaya, (2013); T. A. Hagurov and A. A. Ostapenko, (2015); N. I. Kalmykov and T. S. Satyr (2016); A. L. Andreev (2017), V. S. Senashenko and A. A. Makarova (2018) are of the great interest for understanding the modern problems of higher education and the prospects for its development.

In these works, negative managerial influences on the educational system are actively investigated, which lead to inconsistencies, imbalance in the higher education system and loss of stability. It is revealed that the main type of management in the system of higher education is pressure “from above” and subjective bureaucracy. According to E. N. Ivakhnenko (Ivakhnenko, 2018), external mechanical managerial influence on the educational system in some cases does not bring the expected effect, and in others it destroys previous achievements.

There is a low level of trust among university teachers in the administration of their university and in the reform policy. The level of trust of students in the educational policy of the university and the educational strategy of the Russian Federation in relation to higher education is even lower (Zborovsky et al., 2017).

The purpose of structural renaming and merging of faculties, when former faculties are called "institutes" or "schools” is to neutralize objectionable leaders, namely deans and head of department, which cease to be elected at the competitive basis and which previously could not be fired (Chuykov, 2019).

However, the issues of self-identification of university professors remain relevant and at the same time insufficiently studied. Most of the university professors and scientists referred to the intelligentsia in Soviet times (Toshchenko, 2001).

According to K. Manheim (Manheim, 2000) the expression "educated" allows getting the first idea of the phenomenon of intelligency. “Being educated” means something like being involved in a situation that affects everyone. C. Manheim describes the intelligentsia as an open stratum.

“A huge intellectual proletariat” is what the ideologist of the Vichy government in France Ch. Maurras calls the intelligentsia, who has the fate of which continue wearing “the tatters of what used to be our literature and our art” (Maurras, 2003). The consequences of the erroneous policy of the state in educational strategy in the context of globalization are investigated by the English scientist G. Standing. He introduced the concept of “precariate” into scientific circulation as a new dangerous class (Standing, 2014).

Tough bureaucratic regulation, regulation of university life gives rise to institutional conflicts, problem of management efficiency and undermines the trust of the university community in higher education policies implemented by the authorities. Many people see the meaning of changes in the educational system in activating the processes of self-development, strengthening initiatives “from below”, at the level of the university and social partners through the formation of horizontal connections (Zborovsky et al., 2017).

The vector of educational policy can be aimed at imitation and simulation of educational and research activities, that is, at the destruction of the higher education system and at ensuring the joint responsibility of all participants in the educational space. From bureaucratic subjectivity and self-government, it is necessary to move to university autonomy and self-government.

The social state burdens financial capital with costly social responsibility, therefore it is criticized by the financial oligarchy, hence the attack on the rights of citizens, projects leading to the degradation of education due to the infringement of the creative sphere associated with science, “with full the connivance of consumer hedonism” at the top of society (Panarin, 2003).

The state functions consist in coordinating the interests of key subjects of the educational field and observing the principle of social responsibility in relation to education, one of the main areas of society that determine the quality of the people life. The state must regain the people confidence, which was lost in the nineties. Cooperation between the state and the society is impossible without the confidence of the people in the state.

2. Methodology

The article contains a comparative historical analysis, methodological foundations, interpretation of the results, both of their own sociological surveys conducted by the team of the laboratory of scientific foundations of education at Moscow State Aviation Technological University (Hegel & Osipova, 2006; Bolotin, 2002), and secondary analysis of all-Russian and regional studies. The results of the research are compared with the results of similar research in recent years.

The surveys were conducted during 1998-1999, 1999-2000, 2000-2001 and 2002-2003. with the assistance of MATI students. The sample consisted of 452, 811 and 893 students and teachers. The research concept, program and tools, as well as computer processing of data arrays using the SPSS Statistics program was carried out under the guidance of Doctor of Sociological Sciences, Professor L.A. Hegel (Hegel & Osipova, 2006; Bolotin, 2002; Hegel & Vasyagina, 2003).

Comparative historical analysis shows that the Russian higher education system, conservative in its core, has European origins. The significant influence on its creation had a German university tradition at the initial stage, and the achievements of the French engineering education system were borrowed at the beginning of the 19th century (Senashenko & Makarova, 2018).

The state in tsarist Russia strove to be the guarantor of a high educational standard, which ensured the well-known stability (conservatism) of higher education. This made it possible to maintain traditional values on the one hand (the law of God was taught in higher educational institutions), and to master new areas of knowledge on the other hand. In the XVIII century, Russia borrowed rationalism, ideas of the Enlightenment, liberal ideas, and then Marxism in the West, which became important factors in the further development of civilization.

Higher school of Russia developed very dynamically by the beginning of the XX century. As of January 1, 1917, the country had 65 state universities belonging to different departments, including 28 universities equated to them. At the same time, there were 41 public institutes and 17 private universities (Zmeev, 1998).

However, it was not possible to grow the necessary mass of the intellectual elite, whose moral qualities would have allowed to avoid a national catastrophe during the First World War and subsequent revolutionary upheavals, since the majority of the Russian population (peasantry) was deprived of the efforts of the ruling class elementary education, and therefore was deprived of subjectivity, that is, the ability to participate in the transformation of Russia. After the fall of the Russian Empire, the Philosophical Steamboat took many famous representatives of the educated class from the country.

In the study of the modern higher school in Russia, the results of sociological surveys of students and teachers of one of Moscow aviation universities - MATI named after K. E. Tsiolkovsky. The Student and the Teacher Questionnaire were developed. The survey was conducted in Moscow in May 2002. The research concept, program and tools, as well as computer processing of formation arrays under the Statistical Package for the Social Sciences program was carried out under the guidance of, Doctor of Sociology, Professor L. A. Hegel (Hegel & Vasyagina, 2003; Hegel et al., 2008).

In some cases, the data of surveys of students and teachers of MATI were compared with the data obtained at the Russian State University for the Humanities and Center for

Sociological Research of Moscow State University, as well as in one of the Moscow institutes in 2013, where a study of the value-motivational aspects of the activities of teachers was conducted under the guidance of the academician of the Russian Academy of Natural Sciences S. L. Danilchenko (Ulyanova, 2017).

According to regional surveys of 2016-2017 the level of trust of teachers and students of universities of the Ural Federal District to the administration of their university and to the educational policy of the Russian Federation in relation to higher education was studied, the total number of universities of the Ural Federal District was 51 (Zborovsky et al., 2017).

Russia's accession to the Bologna process was supposed to contribute to the inclusion of Russian education in the international educational space, to advance the higher education system towards the European liberal educational model, however, the reform did not give the desired results, so the return to the Soviet educational model was soon outlined (Senashenko & Makarova, 2018).

The technocratic approach widely used today began to gain strength against this backdrop, which sees the way out in the digitalization of the university environment, in the creation of online courses, etc (Danilchenko, 2018).

Priority is given to the artificial intelligence (AI) creation, the technocracy leadership associated with IT technologies, the “chipization” of the entire population. The question arises: will it be possible to preserve the biosocial nature of man? Humanities warn about danger of creating stricter social control than in a totalitarian society. They insist that the priority is not robotization, but development and education in Russia of wide, highly intellectual class of nationally responsible intelligentsia (Magaril, 2019; Bolotin, 2002; Hegel et al., 2008; Levicheva, 2001; Magaril, 2001).

Much depends on whose strategy prevails. The sociocultural approach connects civilizational and class approaches into a single whole, figuring out a combination of stable structures (anthropological, ethnic and cultural), variable structure (social and personal) and others (Lapin, 2000).

3. Results

Russian Education Separation as a Social System and its Restart: to the Question Fate of the Mass Intelligentsia

Russian higher education system has traditionally been one of the best in the world, although secular higher education institutions have appeared several centuries later in comparison with Europe in Russia. The higher education history in Russia began with the Slavic-Greek-Latin Academy, the first higher educational institution founded in 1687, created on the initiative of Simeon Polotskiy after his death. M.V. Lomonosov studied at the Academy. The next stage is the period of Peter I, when the triad “Academy - University

- Gymnasium" was imported from Prussia to the new Russian capital, St. Petersburg in the first quarter of the 18th century (Shkarubo, 2018).

An example for the developing domestic higher education system has been German institutions since the founding of the Academy in Saint Petersburg in 1725 and the first Moscow University in 1755. However, there are many distinguishing features in the charters of Russian and German universities with similar goals and structures. European education trends have also affected Russian higher education. However, Catherine II considered harmful the knowledge spread among the people, which she openly wrote in a letter to Count Saltykov (Shkarubo, 2018; Magaril, 2019).

The following system of educational institutions was adopted in the 18th century: parishional schools, county schools, gymnasiums and universities. It was emphasized that "Parishional schools should exist primarily for peasants, bourgeois and lower-class industrialists; county schools should exist for merchants, chief officers' children and nobles; gymnasium should be mainly for noblemen" (Bulkin, 2001).

The first university charter appeared in 1804 under Alexander I, and the Ministry of Education appeared for the first time, whose role is quite eloquent, given that less than 10% of the population was literate by the time of the serfdom abolition (Pushkarev, 2008).

The 1804 charter for the first time granted autonomy to Russian universities: the election of rector and professors, its own court, the non-interference of the administration in the university affairs, etc. Since 1819, the gymnasiums was paid, which prevented the entry of children of "ignoble" conditions into them, the nobility sought to further protect children from the "harmful mix", and "noble institutions" were opened in the provinces. In 1864, there were already 51 of them (Kinelev, 1995).

Thus, the educational system was launched at the turn of the 18th-19th centuries, which found its own borders, its own internal organization and cyclicality despite the influence of other national systems, mainly German. There was a separation of the education system from other social systems. The education signs as a system are educational institutions, ministerial and regional governance structures, and layers of officials, teachers, students and gymnasium students (Ivakhnenko, 2018).

The question of measures to limit access to high schools and universities for youth from taxation estates was repeatedly discussed under Nicholas I in the 1940s. The oldest technical higher education institutions in Russia arose at the same time during this period: Moscow Vocational School (MVTU named N. E. Bauman) and Saint Petersburg Technology Institute. A graduate of a technical university, an engineer, was a prominent figure in prerevolutionary Russia (Senashenko & Makarova, 2018).

Universities were the education system core and were designed to ensure its effectiveness. Persons of all classes could enter the university formally, but higher

education did not extend to peasants in reality. This has led to a dramatic split over time: a high European level of higher and secondary education for the privileged and propertied sections of the population on the one hand and a lack of a sufficient number of schools for the people on the other hand (Bulkin, 2001).

Thus, the majority of the Russian population by the efforts of the ruling class was deprived of basic education and therefore was deprived of subjectivity, that is, the ability to participate in the transformation of Russia. The bourgeois reforms of the 1860s in the field of education, which were carried out by the liberal bureaucracy, were no exception.

The new university charter of 1863 was adopted first, which returned the autonomy selected by Nicholas I to the universities. However, students did not receive the right to self-government, which led to the increase in tension between the government and the students, and the strengthening of revolutionary radicalism among students. The counter-reform of Alexander III restored the estate principle in higher education, and the new charter of 1864 deprived the universities of autonomy. It was impossible now to enter universities without a police certificate of trustworthiness. All student organizations were banned, tuition doubled. Higher courses for women were closed for several years. The "Circular about cook's children" was adopted in 1887 to prevent children from the "lower classes" from entering universities (Medynsky, 1929).

The share of the nobility in the composition of students of educational institutions of the XIX century, under the jurisdiction of the Ministry of Public Education, amounted to half of all students. For comparison: in the 1914-1915 academic year, there were 32.4% children of noblemen and officials studied in nine Russian universities, honorary citizens and merchants - 11.5%, clergy - 7.6%, philistines - 24.6%, peasants and Cossacks - 14.6%, others - 4.4% (Kinelev, 1995).

The state contributed to the development of higher education by funding laboratories, classrooms, observatories, and scientific societies. Public opinion also turned to science, making the scientist an almost iconic figure. The success confirmation of Russian science and education by the beginning of the 20th century is the fact that Russia ranked fifth in the world in terms of the number of scientists, scientific journals, publications, universities and discoveries, second only to Germany, the USA, England and France (Ivakhnenko, 2018).

There were thirteen literate people for each of the hundred recruits in Russia on the other hand, in 1916, and eighty five were in Germany. About three quarters of the adult people in Russia could neither read nor write on the eve of October, 1917 (Kozlovsky, 1997).

Many famous representatives of the educated class left the country after the Russian Empire fall. Recognition abroad received aircraft designer I.I. Sikorsky, “father of television” V.K. Zvorykin, director of the United States National Radio Astronomy Observatory O.L. Struve, professor at Harvard University P.A. Sorokin and others (Shlykova, 2017; Shkarubo, 2017).

The events of October 1917 split the intelligentsia into two hostile camps. Bolsheviks were opposed by both individual representatives of the intelligentsia and its public organizations (Shlykova, 2017).

However, the Bolsheviks managed to mobilize scientific knowledge and the mass education system in the framework of their project, despite all the difficulties. Soviet society rejected not only the practice of elitism, but its idea. Particularly noticeable are the transformations of the 1930s, when there was a need for industrialization. Sectoral institutes were created for the development of industry in a short time, which ensured the mass graduation of engineers (Senashenko & Makarova, 2018). About 60 million people became literate during the cultural revolution by 1940, and millions of qualified engineers were trained by 1960 (Magaril, 2019).

The education system was restarted in the society with its own cycles and ways of interacting with the government and society along with other radical changes (Ivakhnenko, 2018). Former empire from a peripheral player in the world economy system has turned into a space superpower, which set the world a high social bar.

We have the opposite picture after the USSR collapse. A significant part of the resources leaves the country. Russia again has an economy built into the world system of labor division as a supplier of raw materials. This was preceded by the socalled “crisis of values” in the late USSR. There was another restart of the national educational system. How did he affect the mass intelligentsia?

In 2002, 33% of MATI students, based on the material wealth of their family and living conditions, considered themselves to be “lower middle”, and 22% - to the “higher middle” layer. The rest were distributed as follows: 28% - found it difficult to answer, 3% - attributed themselves to the "upper" layer, 6% - to the "lower higher", 7% - to the "higher lower" and 1% - to the "lower" layer.

Students 'self-esteem was higher than the teachers' opinion of them, that is, young people had a better opinion of themselves, although they were quite self-critical. 83% of students had a positive opinion about MATI students. But most of them admitted that they “medium” rate “responsibility” (59%) and “morality” (53%) of MATI students. 62% “medium” rated “hard work”, only 24% thought that they were studying “at full strength”.

With intensive work, the material level of teachers' families remained rather low. The meager salary in the 1990s led many to the path of social degradation. According to the results of studies conducted in Moscow at the Russian State University for the Humanities, at the beginning of the XX century, 81% of teachers valued their profession, but two thirds of them believed that in society it was assessed as not promising. More than 80% worked in other places, and it was the main source of income (Levicheva, 2001).

A significant part of the respondents, teachers of MATI, had a positive, although sometimes rather contradictory, attitude to the profession and higher education. 95%, that is, the overwhelming number of teachers, answered that they value their profession, but one in five (20%) thought that his profession in society was rated as “not important and not promising”, 75% - “as necessary but not promising”.

A distinctive feature of this subject is the heterogeneity and ability to respond to "external challenges", based on the capabilities of its internal resource. The intelligentsia, demonstrating the will and considerable potential, relies mainly on itself, but depending on historical traditions and resources it depends on the state.

If the people's intelligentsia as a subject does not find in themselves an internal motivation for action, and delegates its subjectivity to an external regulator that initiates transformations, then it risks losing not only the people's trust, but also its borders as a self-developing organism, and can disappear forever, dissolving into "Precariate" according to forecasts of G. Standing (Standing, 2014).

The social inequality of various layers of Russian society is growing, which inevitably implies an increase in the activity of social forces interested in various scenarios of social development. The decisive role is played by the ability of social actors to respond to the “challenges” of the time, to restrain unwanted and dangerous trends and to promote desirable processes.

Self-Identification of Key Institutional Subjects of the Educational Policy of Modern Russia

The Institute of Nomenclature, which was destroyed during the Yeltsin era, began to be restored from 1995, which led to the return of the principle of gradual advancement in the career ladder in the 2000s. There are almost no cases of a "big leap" in a career. In modern Russia, the Soviet mechanism of bureaucratic promotion of the best personnel is broken, and the new one has not yet formed and does not fully work. Therefore, climbing to elite places is not regulated either by the state or by society. Often such an ascent has a “thieves” or criminal character. At the same time, new social groups emerging in Russian society begin to advance their cadres (Bolotin, 2002).

Today, most researchers understand the subjects of educational policy: state, regional and municipal governments, federal and regional institutions, national educational community that is aware of its problems and resources, administration of educational bodies, parents, family, teachers and students, scientific, cultural and social institutions, departments, mass media, professional, pedagogical communities, each citizen individually and international body education, and world educational community. We can talk about the multipolarity of the subject of educational policy in this case (Kozubenko, 2017).

The multisubjective nature of the educational policy in the conditions of diversification of education (from the Latin diversificato - change, diversity) should not lead to shifting the

responsibility of the state for the results of the educational process to other participants in the educational field: university community, family, parents, regional authorities, local governments or even business.

Today advocates of the technocratic development model have come to the fore in a liberal ideology crisis. The most fashionable trend in the Russian Federation is the creation of a digital economy and AI. At the head of the strategy is Sberbank. The government is ready to spend about 90 billion rubles on these goals. The task is to integrate the Russian Federation into the global governance system. Specialists, engineers and scientists will be engaged in applied tasks beyond the scope of these reforms (Losev, 2019).

Does the intelligentsia have the potential to preserve their identity, value structure, and avoid marginalization and deintellectualization or it will turn into a "precariat" (Standing, 2014)?

The success of higher education reform depends on the self-identification of key subjects of educational policy. The main institutional subjects should be aware of their civilizational values. Relations within the educational community can be divided into two poles. One characterizes the relationship between teachers and students and within the scientific and pedagogical community. The other characterizes the relationship between the leadership of the university and another one. Relations are built on the trust principles in the first case. They are determined by strict regulation, formalization and corporate closeness in the second case. Such relationships are not organic and do not allow the university to function as a holistic system системе (Zborovsky et al., 2017).

The modernization pace of higher education and the radical nature of approaches were not adequately perceived by the main institutional actors, primarily the teaching community, according to regional studies in 2016-2017. Teachers (76.8%) believe that the main type of governance in higher education is pressure “from above” and bureaucratization (Zborovsky et al., 2017).

The newly appointed directors of "schools" and "departments" are in a difficult situation of choice, which will receive more independence in decision-making and even some financial resources, but they can be dismissed by order. It is about building the notorious “power vertical”. The purpose of structural renaming, merging of faculties, when former faculties are called “institutes” or “schools” and university chairs are called “departments”, is to neutralize article 332 of the Labor Code of the Russian Federation, which makes deans and head of department elected on a competitive basis. The goal of renaming is to get rid of leaders who cannot be fired (Chuykov, 2019).

Tight state regulation gives rise to the institutional conflicts and the problem of management efficiency. This problem is identified when considering the phenomenon of institutional trust. For example, the trust level of university teachers in the Ural Federal District to the administration of their university is 47.1% and to the reform policy is 36.4%.

It is even lower the level of students' confidence in the educational policy of the university (34.8%) and the educational policy of the Russian Federation in relation to higher education (27%). The total population included 51 universities of the Ural Federal District (Zborovsky et al., 2017).

External mechanical managerial impact on the educational system in some cases does not bring the expected effect, it destroys previous achievements, leads to inconsistencies, imbalance in the higher education system, and loss of stability in others cases (Ivakhnenko, 2018). Dissatisfaction with higher education is widespread. This refers to assessments of various social groups and sectors of society (Seryakova & Krasinskaya, 2013; Krasinskaya, 2015; Hagurov & Ostapenko, 2015).

A study of the value-motivational aspects of the teachers' activities in one of the Moscow institutes in 2013 was conducted under the academician guidance of the Russian Academy of Natural Sciences S. Danilchenko. Respondents (986 people) are Moscow teachers from 28 to 76 years old. There was a tendency to increase the role of the material factor and to decrease in the internal motivation for creativity in the hierarchy of motivations for creative activity. Moreover, this trend was identified among young teachers. Creativity was not an independent value for them (Ulyanova, 2017).

We should not idealize the relation between teachers and students who put forward serious claims to each other. One of the reasons of this is the time lack for the former and the proper motivation lack for others. We can talk according to researchers about the formation of an opportunism strategy among some teachers under the conditions of a sharp increase in workload (Zborovsky et al., 2017).

The educational strategy vector must be directed from the willfulness of individual officials and departments to university self-government in these conditions, that is, the transformation of the university community from an object of manipulation into a collective subject and a customer of educational policy. Business as the main customer of professional personnel does not cope with its task. It is known that the labor market needs are quite opportunistic, and personality formation is a long-term process.

A significant subject of educational policy is parents and family. However, pension reform has increased the retirement age of grandparents. Is it possible under these conditions to shift the responsibility for the education and upbringing of children? An important subject of educational policy is university graduates from the "Generation Z". These are those who were born from the mid-1990s to 2010 (21.5 million of young people) according to training.ru. These are graduates of the Internet and Youtube (Shestak, 2018).

Computer technologies have both positive and negative consequences, they place high demands on the professional level of a specialist, can contribute to the growth of creativity and the degradation of thinking, and the threat of "digital autism" increases. The technocratic approach, which may prevail due to the enthusiasm of some managers for

the idea of digitalizing the country, leads not only to the destruction of classical education, but also to another violent breaking of traditions.

4. Discussion

It is beneficial for the state to have an expensive egalitarian higher education, since the preparation of the country's nationally-oriented managerial elite depends on this. High-quality education cannot be cheap for the state, but it must be massive and accessible to the people as a subject of culture.

The mistakes of the governing bureaucracy in the field of education can lead not only to the disappearance of a sovereign nation-state, but also to the governing elite when transferring their functions to robotic corporations, owners of Big Data and new digital platforms.

In the XX century. The topic of higher education was actively developed by American scientists, among whom are A. Flexner and T. Veblen with his idea of creating a model of an autonomous higher educational institution of a research type and protest against the management of universities by business (Hegel & Osipova, 2006; Veblen, 2011).

The task of the state is to pay attention to the key subjects of educational policy, on which the elimination of negative tendencies in higher education depends, ensuring the true self-identification of these subjects and their influence on public opinion. The total number of students in Russia studying in higher education programs is about 4.3 million people today, according to statistics. 90% of them study in state educational institutions of higher education. 3.03 million people study at the bachelor's program, 0.51 million people study at the master program, 0.7 million people study at the specialty and 0.09 million people study at the graduate school (Chavkina, 2019).

One of the goals in the field of education proclaims the development of cultural centers outside the territory of the state: the first English-language Russian channel “RussiaToday” was created, the project “Trendline’s Russia” as an application to the world's leading newspapers. This is the “soft power” that attracts foreign students, the future elite, which contributes to the development of international relations and relations (Naumov, 2015).

The development of modern higher education as a social institution during the transition to a new technological order has under itself not only an objective basis, but also represents a subjective process that depends on key actors that have an impact on educational strategy. Underestimating this leads to the "brain drain" and the dispersal of civilizational intelligence.

Tight state regulation gives rise to institutional conflicts, the problem of institutional trust and management efficiency. The main type of management in the system of higher

education is subjective bureaucracy and pressure "from above". Does Russia face a managerial impasse today and is a catastrophe brewing in the system of higher education? What is planned to be done to overcome the lag that, according to the assessment of the President of the Russian Academy of Sciences A. Sergeev, has reached a critical level (Chuykov, 2019)?

The former Soviet top bureaucracy, motivated by enrichment, tried to become a part of the Western elite after the collapse of the USSR. There were calls to "change civilization" instead of the official ideology. An external project is being implemented in Russia today as a result that no one has seen yet, but this does not mean that it does not exist, according to Vladimir Lepekhin, director of the Eurasian Economic Community (Lepekhin, 2014).

One of the areas of modern world cognitive warfare is the introduction of new educational standards and technologies, based on the complete transformation of the humanities: hence the forced introduction of the Unified State Exam, distance education, online testing, overexploitation of teachers and scientists. Therefore, Russia needs a key subject capable of upholding civilizational values.

The vector of the educational strategy must be directed from the willfulness of individual officials and departments to university self-government, that is, the transformation of the university community from an object of manipulation into a collective subject and customer of educational policy.

5. Conclusions

Strict bureaucratic regulation and formalization of university life leads not only to institutional conflicts, reduces management efficiency, undermines the trust of the university community in higher education policies implemented by the authorities, but also gives rise to the problem of self-identification key institutional actors of educational policy in the future. The relations within the university community, between the “tops” and “lower classes”, do not allow the university to function as an integral system (Zborovsky et al., 2017).

The meaning of changes in the educational system is to intensify the processes of self-development, to strengthen initiatives “from below”, at the level of the university and social partners. The vector of educational policy should not be aimed at imitating and simulating the results of educational and research activities, that is, not at the destruction of the higher education system, but at ensuring the joint responsibility of all participants in the educational space. From bureaucratic subjectivity and self-government it is necessary to move on to university autonomy and self-government.

The unpreparedness of higher education reform, the haste dictated by departmental interests, and the lack of thought in borrowing could not guarantee a positive result. However, the higher education system, rooted in the best European, Russian and Soviet

traditions, turned out to be quite stable in the context of the next sociocultural crisis of the beginning of the 21st century. Further transformation of higher education will depend on whether the discussion of educational reform can be transferred from the departmental and corporate levels to the national one. The positions of various subjects of the educational field may clearly contradict each other and differ in mutually exclusive strategies. Therefore, innovations should be combined with traditions in the transition to a new technological structure.

Successful development of the national higher education system is impossible without a deep understanding of its fundamental sociocultural characteristics. Another restart of the updated educational system depends on the self-identification of key institutional actors. To create an updated educational system and an attractive image of the future, the country needs managerial personnel who identify with the people, are able to act, aware of their civilizational responsibility.

6. References

Andreev, A. L. (2017). Society and education: experience of pre-revolutionary Russia. Higher education in Russia, 11, 158-164.

Andreev, A. Yu. (2009). About the “new reading” of the history of Russian universities. Higher education in Russia, 3, 149-159.

Bolotin, I. S. (2002). Elite and intelligentsia in transforming Russia. Intellectuals and modernity. Issue 3. Moscow: Russian State University for the Humanities.

Bulkin, A. P. (2001). Sociocultural dynamics of education: historical experience of Russia. Dubna: Fenix+.

Chavkina, A. Sh. (2019). Socialization management of modern student youth. Scientific-practical conference "Youth of the XXI century: development vectors in the space of a new social reality", Moscow Aviation Institute (National Research University), 53-55.

Chuykov, A. (2019). Interview with President of the Russian Academy of Sciences A. Sergeev. Arguments of the Week, 36(680).

Danilchenko, S. L. (2018). Continuing education system development in Russia, Society, Science, Education: Trends and Prospects for Development: Collective Monograph. Ufa: AETERNA.

Danilchenko, S. L., & Razdina, A. V. (2009). Organization of research activities of young scientists in Russia: History and modernity. Monograph. Moscow: Moscow State Pedagogical University.

Gavrilov, V. S., Kolesnikov, V. I., Olesyuk, E. V., & Shulus, A. A. (2009). To the question of national models of education. Higher Education in Russia, 3, 137-149.

Gorokhov, V. G. (2010). Lessons from the reform of education in Russia at the end of the XIX - beginning of the XX centuries. Higher education in Russia, 5, 147-154.

Gromyko, Yu. V. (2019). Resuscitation of the Russian education system. Challenges and opportunities: Another coordinate system and navigator of a living subject of education. Moscow: Keldysh Institute of Applied Mathematics.

Hagurov, T. A., & Ostapenko, A. A. (2015). Reforms of Russian education through the eyes of the professional community. Sociology of Education, 10, 43.

Hegel, L. A., & Osipova. N. V. (2006). Modern university as a social institution. Moscow: Moscow State Aviation Technological University.
Hegel, L. A., & Vasyagina, T. N. (2003). Sociology of the intelligentsia. Moscow: MATI.
Hegel, L. A., Zubkov, V. I., & Nikolaev, G. G. (2008). Value orientations of Russian students: socio-political and educational aspects. Moscow: Printing house "Paradise".
Ivakhnenko, E. N. (2018). Domestic education as a system and object of management. Higher education in Russia, 27(8), 9-23.
Kalmykov, N. N., & Satyr, T. S. (2016). Russian higher education: view of experts. Sociological studies, 8, 91.
Kinelev, V. G. (1995) Higher education in Russia: an outline of history until 1917. Moscow: Research Institute of Higher Education.
Kozlovsky, P. (1997). Farewell to Marxism-Leninism: on the logic of the transition from developed socialism to ethical and democratic capitalism. Essays on Personalist Philosophy. St. Petersburg: Economic school.
Kozubenko, I. I. (2017). The multipolarity of understanding of the subject of educational policy, Modern Education: Theory and Practice: Collective Monograph. Ufa: AETERNA.
Krasinskaya, L. F. (2015). Higher school teacher: what should he be? (reflections on social expectations and professional realities). Higher education in Russia, 1, 37-46.
Kurbatova, M. V., Kagan, E. S., & Aparina, N. F. (2015). Behavior of university workers in the context of reforming higher education: problem of choice. Sociological Studies, 2, 123-134.
Lapin, N. I. (2000). Russia's Ways: Sociocultural Transformations. Moscow: Institute of Philosophy RAS.
Lepekhin, V. A. (2014). National idea found. Available at http://ria.ru/zinoviev_club/20140731/101812426.html
Levicheva, V. F. (2001). Humanitarian Intelligence: The Foundations of Corporate Identity. Case studies, 2, 57-61.
Losev, A. (2019). About the disappearance of the "oil needle" and magicians of the digital economy. Arguments of the Week, 40(684), 1-3.
Magaril, S. A. (2001). Civil responsibility of the intelligentsia. Sociological studies, 2, 51-57.
Magaril, S. A. (2019). Why does the public consciousness of Russia reject liberal ideas? Actual issues of state, municipal government and the economy: problems, technologies, innova-tions. Materials of the international scientific-practical conference, Moscow Aviation Institute (National Research University), 139-149.
Manheim, K. (2000). Selected: Sociology of Culture. Moscow: University Book.
Maurras, Ch. (2003). The Future of the Intelligentsia. Moscow: Praksis (Series "Ideolo-gies").
Medynsky, E. N. (1929). The history of pedagogy in connection with the economic development of society. Moscow: Education Worker.
Minzaripov, R. G., Fursova, V., & Makhambetova, M. (2019). Material status of university teachers in the context of the problems of social well-being. Kazan Social and Humanitarian Bulletin, 5(40), 9-14.
Naumov, A. (2015). "Soft Power" and the foreign policy image of the Russian Federation. Prospects, Available at http://www.perspektivy.info/book/magkaja_sila_i_vneshnepoliticheskij_imidzh_rossijskoj_federacii_2015-03-30.htmB
Nikolsky, V. S. (2009). How can you not talk about the Russian model of the university. Higher education in Russia, 2, 126-131.

Panarin, A. S. (2003). Strategic instability in the 21st century. Moscow: Algorithm.
Pushkarev, B. S. (2008). Two “Russias” of the 20th century. 1917-1993. Moscow: Posev.
Pusko, V. S. (2013). Humanitarian component of engineering education. Social-humanitarian knowledge, 5, 108-116.
Senashenko, V. S., & Makarova, A. A. (2018). Educational hybrids in higher education in Russia. Higher education in Russia, 27(8), 24-42.
Seryakova, S. B., & Krasinskaya, L. F. (2013). Reform of higher education through the eyes of teachers 6 research results. Higher education in Russia, 11, 22-30.
Shemeneva, A. V. (2017). The system of higher education in France and Russia. Modern Education: Theory and Practice: Collective Monograph. Ufa: AETERNA.
Shestak, N. V. (2018). Lecture at a university in the context of a competency-based approach. Higher education in Russia, 27(8), 43-53.
Shkarubo, S. N. (2017). From the history of Russian scientific emigration to the United States in the 1920-1930. Our Fatherland, pages of history: Collection of scientific papers, issue 13. Moscow: Institute of Scientific and Technical Information.
Shkarubo, S. N. (2018). Gymnasium education in Russia: history and modernity. Ufa: AETERNA.
Shkarubo, S. N. (2018). Research activity of young scientists as an innovative resource of professional socialization. Socio-political and economic problems of modern Russia. Materi-als of the IV All-Russian Scientific and Practical Conference. Makhachkala: Dagestan State Pedagogical University.
Shlykova, L. A. (2017). October 1917 in the fate of the Russian intelligentsia. Our Fatherland, pages of history: Collection of scientific papers, issue 13. Moscow: Institute of Scien-tific and Technical Information.
Standing, G. (2014). Precariate: a new dangerous class. Moscow: Ad Marginem Press.
Toshchenko, Zh. T. (2001). Social status and image of the humanitarian intelligentsia. Series: Intellectual and Modern. Vol. 2. Moscow: Russian State University for the Humanities.
Toshchenko, Zh. T. (2012). New faces of activity: imitation. Sociological studies, 12, 23-36.
Ulyanova, M. V. (2017). Modernization processes in modern education: answers to the challenges of social realities. Modern Education: Theory and Practice: Collective Mono-graph. Ufa: AETERNA.
Veblen, T. (2011). The theore of the leisure class. Moscow: Book House "Librokom".
Zborovsky, G. E., Ambarova, P. A., & Shuklina, E. A. (2017). Is there a higher education system in Russia? Sociological studies, 11, 76-86.
Zelenaya, L. G., & Utkina, A. N. (2016). Diversification of regional universities and educational clusters. Kazan Social-Humanitarian Bulletin, 6, 42-47.
Zmeev, V. A. (1998). Evolution of higher education in the Russian Empire. Moscow: MATI.

DOI: https://doi.org/10.46502/issn.1856-7576/2021.15.02.14

Ph.D training by specialty «Law» in Ukraine (on the example of Zaporizhzhia National University)

Formación de doctorado por especialidad «Derecho» en Ucrania (en el ejemplo de la Universidad Nacional Zaporizhzhia)

Mikhail Larkin
malark777@ukr.net
https://orcid.org/0000-0002-4676-460X
Ph. D., Associate Professor of Department of Criminal Law and Justice of Zaporizhzhia National University.
Svitlana Poliakova
polyana729@ukr.net
https://orcid.org/0000-0002-5138-605X
Ph. D., Vice-Rector for social and humanitarian and proforientation work (Dniprovsky Humanitarian University)
Oleksandr Shamara
alexandr79shamara@gmail.com
https://orcid.org/0000-0002-0571-0437
Ph.D., senior scientific officer, Professor of the Department of Law (Dniprovsky Humanitarian University)
Natalia Ivanova
ins210218@gmail.com
https://orcid.org/0000-0001-8693-3255
Candidate of Political Science, Associate Professor, Associate Professor of the Department of Law, Berdyansk State Pedagogical University.
Iryna Petiahina
petyagina@gmail.com
https://orcid.org/0000-0002-5478-7393
Senior Lecturer at the Department of Law, Berdyansk State Pedagogical University.

Recibido: 23/05/21
Aceptado: 30/06/21

Abstract

The process of training candidates for the degree of Doctor of Philosophy (PhD) in Ukraine, which is aimed at the formation of theoretical and applied competencies, consists of two blocks: theoretical and practical. The authors have considered the main stages of training of applicants. The purpose of this work is to analyze the peculiarities of the training of doctors of philosophy in the specialty "Law" in Ukraine. The object of

research is the peculiarities of the training of doctors of philosophy in the specialty "Law". The subject of the research is the peculiarities of training doctors of philosophy in the specialty "Law" on the example of Zaporizhzhia National University. The following methods were used during the study: analysis and synthesis, extrapolation, modeling, comparison, observation, generalization, the ascent from the abstract to the concrete, induction, and deduction, morphological analysis method, information method, commission method. During the study, the features of theoretical and practical aspects of training doctors of philosophy in the specialty "Law" were analyzed, trends in training doctors of philosophy were identified, relevant areas for further study, and improvement of the process of obtaining the degree of doctor of philosophy were identified.

Key Words: Ph.D., derecho, formación teórica, formación práctica.

Resumen

El proceso de formación de candidatos para el grado de Doctor en Filosofía (PhD) en Ucrania, que tiene como objetivo la formación de competencias teóricas y aplicadas, consta de dos bloques: teórico y práctico. Los autores han considerado las principales etapas de formación de los solicitantes. El propósito de este trabajo es analizar las peculiaridades de la formación de los doctores en filosofía en la especialidad "Derecho" en Ucrania. El objeto de la investigación son las peculiaridades de la formación de los doctores en filosofía en la especialidad "Derecho". El tema de la investigación son las peculiaridades de la formación de doctores en filosofía en la especialidad "Derecho" en el ejemplo de la Universidad Nacional de Zaporizhzhia. Durante el estudio se utilizaron los siguientes métodos: análisis y síntesis, extrapolación, modelado, comparación, observación, generalización, ascenso de lo abstracto a lo concreto, inducción y deducción, método de análisis morfológico, método de información, método de comisión. Durante el estudio se analizaron las características de los aspectos teóricos y prácticos de la formación de los doctores en filosofía en la especialidad "Derecho", se identificaron las tendencias en la formación de los doctores en filosofía, las áreas relevantes para profundizar en el estudio y la mejora del proceso de obtención del grado de se identificaron doctores en filosofía.

Palabras clave: responsabilidad penal, provocación de cohecho, lucro ilícito, provocador, persona provocada.

1. Introduction

Systemic changes in higher education in Ukraine, which are caused by the processes of the global transformation of the world perception, were a natural result of the harmonization of the current legislation. Thus, the new law "On Higher Education" (Law 1556-VII, 2014) adopted in 2014 has conceptually changed the approaches in the educational sphere. This law (part 1 of Article 5) considers 4 levels of higher education: initial level (short cycle) of higher education; first (bachelor's) level; se cond (master's)

level; third (educational-scientific / educational-creative) level. Obtaining higher education at each level of higher education provides for the successful implementation of an educational program by a person and is the basis for awarding an appropriate higher education degree:

1) junior bachelor;
2) bachelor's degree;
3) master's degree, and;
4) Doctor of Philosophy / Doctor of Art (Part 2 of Article 5).

These levels are also regulated by the National Qualifications Framework, which is a systematic and structured description of qualification levels of education, intended for use by executive authorities, institutions and organizations implementing state policy in education, employment and social relations, educational institutions, employers, other legal entities and individuals for development, identification, correlation, recognition, planning, and development of qualifications (Ministry of Education and Science of Ukraine, 2021; Rashkevych, 2020). The principal legislative act regulating the National Qualifications System was the Law of Ukraine “On Education” (Law 2145-VIII, 2017) adopted on September 5, 2017. Thus, following Part 2 of Art. 35 of the Law 2145-VIII states that the National Qualifications Framework is intended for use by public authorities and local governments, institutions and organizations, educational institutions, employers, other legal entities, and individuals for the purpose of development, identification, correlation, recognition, planning, and development qualifications.

The entire European and North American university education system recognizes the Doctor of Philosophy (Ph.D.) degree as the highest level in the academic environment. A feature of the American system is that a higher educational institution decides for itself whom to accept for study, and, therefore, the value of previous diplomas is not so great. Personal reputation and the recommendation of a specific teacher who believes that the applicant can complete the scientific work are mandatory. The research project is also of great importance, the applicant must submit it to the university to be admitted. Since training is paid, this removes the problem of low motivation and formalism. At the same time, there is a developed system of grant support for doctoral programs. After receiving a doctorate, a specialist, as a rule, does not stay to teach at the same university where he studied but looks for a job elsewhere (Panych, 2018).

There is also a doctorate in philosophy in Europe. In particular, in Poland and Germany, admission to the doctoral program is based on a master's degree (Panych, 2017), given that these countries are participants in the Bologna Process, which provides for a two-level cycle (first and second cycle). It is the second cycle that includes, among others, obtaining a doctorate (Stepko, Bolyubash, Shinkaruk, Grubinko & Babyn, 2003).

Common in most European countries are the procedures for training and certification of degree seekers are mostly carried out based on professional self-regulation by

universities themselves with relatively little regulation by ministries or agencies (Panych, 2018).

The degree of Doctor of Philosophy (Ph.D.) abroad does not correlate with the degree of Doctor of Science in Ukraine, because obtaining the specified degree (with rare exceptions) is preceded by the defense of a dissertation of a candidate of sciences, which, in fact, is equivalent to a doctor of philosophy (Ph.D.). However, the system of training doctors of philosophy in Ukraine is qualitatively different from the training of candidates of science.

High-quality training of applicants for higher education for the degree of Doctor of Philosophy is a guarantee of highly qualified scientific and scientific-pedagogical personnel (Onishchuk, 2020).

We would like to analyze the features of the theoretical and practical components of postgraduate studies in the specialty 081 Law based on an analysis of the educational and scientific program of Zaporizhzhia National University at 2021 and individual local regulations.

2. Theoretical framework

During the writing of the article, normative legal acts were used, which regulate public relations in the field of obtaining the scientific degree of Doctor of Philosophy. Another essential element of the study was the study and analysis of legislation in the field of higher education in Ukraine.

The fundamental provisions for studying the peculiarities of obtaining the degree of Doctor of Philosophy in the specialty "Law" are contained in the following regulations: Laws of Ukraine "On Higher Education" (Law 1556-VII, 2014), "On Education" (Law 2145-VIII, 2017), the Cabinet of Ministers Resolution "On Approval of the Procedure for Training Higher Education Degrees of Doctor of Philosophy and Doctor of Science in Higher Educational Institutions" (Resolution 261, 2016), On the practice of third-level applicants for the degree of Doctor of Philosophy at Zaporizhzhia National University (Regulations 184, 2019), on the procedure for carrying out innovative educational activities (Regulations 522/2000). Thus, the Law of Ukraine "On Education" (Law 2145-VIII, 2017) defines the legal status of the National Qualifications Framework, the Law of Ukraine "On Higher Education" (Law 1556-VII, 2014) establishes the legal basis for higher education, in particular, based on its rules drafted internal regulations of higher education institutions governing the degree of Doctor of Philosophy. For example, the right to choose academic disciplines is provided (paragraph 15, part 1 of Article 62 of the Law).

One of the key sources of information about the state of obtaining the degree of Doctor of Philosophy in "Law" were the internal documents of Zaporizhzhia National University, which regulate:

- the order of theoretical training of applicants for higher education, in particular, the Regulations on the realization of the right of applicants for the third level of higher education degree of Doctor of Philosophy to free choice of disciplines at Zaporizhzhia National University defines the order of choice of disciplines;
- the order of practical training of applicants for higher education. This component of obtaining the degree of Doctor of Philosophy is regulated by the Regulations on the practice of third-level graduates of the degree of Doctor of Philosophy at Zaporizhzhia National University. This document defines the procedure for pedagogical, and research practice by graduates of the degree of Doctor of Philosophy sets requirements for its program, content, evaluation of practice results.

The principal part of scientific works is devoted to the general problems of reforming higher education in Ukraine. In particular, relevant for analysis in the context of this study are works devoted to the commentary of the new edition of the National Qualifications Framework of Rashkevych (2020), problematic aspects of training doctors of doctors, scientists, international practice of organizing the process of obtaining the degree of Doctor of Philosophy by Stepko, Bolyubash, Shinkaruk, Grubinko, amd Babyn (2003).

Given the small number of scientific papers on the training of doctors of philosophy, further study is needed to expand the theoretical aspects of the preparation of doctors of philosophy; organizational system of motivation of scientific activity; international cooperation in scientific and educational programs, etc.

3. Methodology

While working on the article, the normative base of Zaporizhzhia National University, scientific and journalistic literature devoted to the pedagogy of education were analyzed. In addition, a set of different scientific methods was used. Among them: observation (in the study of the educational and scientific program, local regulations, which became the basis for the formulation of several provisions of the article), analysis (in the study of legal documents and literature sources on the training of doctors of philosophy in "Law". Thus, the main sources for a comprehensive analysis were the provisions of the Law of Ukraine "On Higher Education" (Law 1556-VII, 2014), "On Education" (Law 2145-VIII, 2017), the Cabinet of Ministers Resolution "On Approval of the Procedure for Training Higher Education Degrees of Doctor of Philosophy and Doctor of Science in Higher Educational Institutions" (Resolution 261, 2016), etc.; scientific works of Panych (2017, 2018), Stepko, Bolyubash, Shinkaruk, Grubinko, amd Babyn (2003), Rashkevych (2020), where important for research provisions which need to be qualitatively and reasonably stated are contained), synthesis (when summarizing some recommendations for the training of doctors of philosophy in the specialty "Law"), extrapolation (in the study of scientific sources on the training of doctors of philosophy in the specialty "Law", namely in the works of Panych (2018), the degree of Doctor of Philosophy is considered a universal concept in characterizing the third level of higher education, which allowed to transfer them to a specialty "Law"), generalization (to formulate conclusions based on a structured and consistent presentation of the material), the method of comparison was used when

comparing systems for obtaining the degree of Doctor of Philosophy in countries such as the United States, Germany, and Poland. In addition, the experimental method for formation as a kind of experimental method is aimed at transforming, improving the quality of the studied object by identifying relevant issues for the further theoretical basis of the third level of higher education.

The method of ascent from the abstract to the concrete helped to find among the small number of doctrines in the field of the degree of Doctor of Philosophy to find among the general provisions specific theoretical and practical aspects of obtaining the degree of Doctor of Philosophy.

Methods of induction and deduction have been useful in formulating the results of the study because in formulating conclusions it is necessary to find judgments that go from general statements to private and vice versa.

When using the modeling method, a model of obtaining the degree of Doctor of Philosophy was revealed on the example of Zaporizhzhia National University as a way to find advantages and improve it by other educational institutions.

The use of the commission method (a variant of the method of expert evaluations) allowed to choose the most objective and substantiated on the basis of a set of different opinions of experts, which in this study was revealed in the disclosure of research and innovation as one of the elements of training at the third level.

The information method made it possible to quickly and efficiently obtain information from various sources on selected issues, such as scientific literature, periodicals, the Internet, etc.

The method of morphological analysis helped to ensure the division of the selected issues into constituent parts (a theoretical and practical aspect of training third-level applicants for higher education).

4. Results and discussion

4.1 Theoretical training of doctors of philosophy (PhD) in the specialty "Law"

Theory and practice are not the same things... However, one must seek a synthesis of theory and practice. It is a synthesis, not just a combination of them. No wonder they say that there is nothing more practical than a good theory (Kornev, 2018), taking into account the social conditionality of law should be expressed by the adequacy of law to social relations, which are regulated by (Trebin, 2010). This is what is taken into account when teaching academic disciplines in graduate school.

The study of academic disciplines within the framework of a four-year course for the preparation of doctors of philosophy in the specialty "Law" consists of two blocks of disciplines:

1) compulsory disciplines (general training cycle and vocational training cycle), and;
2) the discipline of choice.

The choice of disciplines at Zaporizhzhia National University is provided by the Regulations on the implementation of the right of third-level graduates of the degree of Doctor of Philosophy to free choice of disciplines at Zaporizhzhia National University from May 30, 2018, No 190 (Regulations No. 190, 2018).

According to this document, the initial disciplines professional training and account for at least 25% of the total number of ECTS credits of the educational component of the educational and scientific program. Also, disciplines should be selected under the subject of the dissertation research of the applicant. The choice of disciplines is made using the system of electronic learning (Moodle system). It should be noted that the Regulation meets the provisions of the Law of Ukraine "On Higher Education" of July 07, 2014, No. 1556-VII, namely paragraph 15 of Part 1 of Art. 62 (Law 1556-VII, 2014)

Separately, I would like to dwell on the possibility, within the framework of studying the disciplines of general training, the participation of each applicant in grant activities. A survey of applicants showed that each applicant has the opportunity to take part in grant projects. Teachers of individual disciplines pay great attention to drawing up applications for grants and have developed appropriate methodological recommendations.

The Law of Ukraine "On Higher Education" (Law 1556-VII, 2014) provides for the right of scientific institutions to train doctors of philosophy according to their own educational and scientific program following the obtained license for relevant educational activities or educational and scientific program, some elements of which are provided by other scientific institutions and/or institutions of higher education (paragraph 4, part 6, Article 5 of the Law).

According to the Procedure for training higher education candidates for the degree of Doctor of Philosophy and Doctor of Science in higher educational institutions (scientific institutions), approved by the Cabinet of Ministers of Ukraine dated March 23, 2016, No. 261 training for higher education for the degree of Doctor of Philosophy (Resolution 261, 2016):

- in graduate school (postgraduate) of a higher education institution (scientific institution) for full-time (full-time, evening) or correspondence form of education, and;
- outside postgraduate studies (for persons who professionally conduct scientific, scientific-technical, or scientific-pedagogical activities at the central place of work in the relevant institution of higher education (scientific institution).

Given that the training of doctors of philosophy is carried out by higher education institutions, including for their own needs, determining the role and place of research and innovation activities of universities is of particular importance in the context of shaping the content of educational and scientific programs of future doctors of philosophy.

According to the Regulations on the procedure for carrying out innovative educational activities, approved by the Order of the Ministry of Education and Science of Ukraine dated November 07, 2000, No. 522, "innovative activities in the education system are defined as activities aimed at developing and using research results in education" (Regulations 522, 2000).

Research activity is a specific human activity, regulated by the consciousness and activity of the individual, aimed at meeting cognitive, intellectual needs, the product of which is new knowledge obtained per the goal, objective laws, and existing circumstances that determine the reality and achievability of the purpose. Determining specific ways and means of action, through problem statement, isolation of the object of study, experiment, description, and explanation of the facts obtained in the experiment, creating a hypothesis (theory), forecasting and testing the knowledge, determine the specifics and essence of this activity (Zimnyaya, & Shashenkova, 2001).

Research and innovation can be defined as a complex innovation aimed at obtaining new knowledge, their formalization in the form of a specific product, and its practical use to obtain a particular effect for the benefit of society.

In general, research and innovation activities can be divided into stages:

1. Development of the idea of conducting research;
2. Development of new knowledge, and;
3. Creating innovations.

A promising area of further research is to determine the content, types, and forms of research and innovation training at the third level of higher education.

4.2 Practical training of doctors of philosophy (PhD) in the specialty "Law"

The practical component of the preparation of applicants is the most significant element of the learning process and writing a dissertation. Each dissertation is an attempt to solve a practical topical problem (accordingly, the choice of a research topic is considered). Schiller wrote: "Every person is a citizen of his time, just like a citizen of his state; and if it is considered unacceptable and even unlawful to be distinguished by mores and customs from the circle in which you live, then should you consider it equally obligatory for yourself to be guided by the taste and needs of your age in your choice of activity?" (Schiller, 2018).

The use of advanced ideas of legal science is taking into account the well-established legal theories. Interesting in this context is the thought of Chesterfield: "We had to fight for an advanced worldview while preserving all the old prejudices and traditions that have long outlived themselves" (Chesterfield, 2010).

An integral part of the practical training of applicants for the specialty "Law" at Zaporizhzhia National University is the passage of teaching and research practice.

Passage of teaching practice is the most significant stage in the professional growth of an applicant. The bases for passing pedagogical practice are the departments of the Zaporizhzhia National University, to which the applicants are assigned.

The direct supervision of the pedagogical practice of each applicant is carried out by his supervisor.

The program of pedagogical practice provides the following types of work (Regulations 184, 2019):

- acquaintance with the normative documents regulating the rights and duties of scientific and pedagogical workers in the institution of higher education;
- acquaintance with the educational and methodical documentation of the department;
- attending classes of leading teachers of the department;
- development of plans-summaries of bulk classes;
- conducting training sessions with the obligatory presence of the head of the practice;
- participation in the organization or holding outside the training event.

The program of research practice and criteria for evaluating its results are developed by the head of practice, taking into account the research topics and interests of applicants and approved at the meeting of the department to which they are attached.

The results of the passing of pedagogical practice by future doctors of philosophy in the specialty "Law" are discussed during scientific and methodological seminars and meetings of the corresponding department. In 2016, the Academic Council of Zaporizhzhia National University adopted a regulation "On the procedure for submitting and reviewing dissertations in specialized academic councils of Zaporizhzhia National University", which provides for the personal responsibility of the chairman, scientific secretary, expert commissions, supervisors, and consultants of special councils for the quality of dissertations, prevention of academic plagiarism, a high level of demand during the examination of the study. This Regulation has become the direction of specialized scientific councils of the university.

Research practice is designed to expand the complex perception of the scientific problem that the applicant is dealing with. The bases of research practice are judicial and law enforcement agencies, enterprises, institutions, and organizations (there are 24 of them). This practice is managed by a scientific advisor and a representative of the practice base.

Upon completion of both pedagogical and research practice, the applicant prepares a corresponding report.

Based on the above, it is possible to conclude about the structural professional system of training doctors of philosophy in "Law" in Ukraine, in particular, on the example of Zaporizhzhia National University, which provides for the presence of two levels of education, theoretical and practical training at the stage of obtaining the degree of Doctor of Philosophy with certain programs, which are regulated by the internal documents of the higher education institution.

5. Conclusions

The process of training applicants for the degree of Doctor of Philosophy (Ph.D.) in the specialty "Law" at the Zaporizhzhia National University is a conceptually new format, which is aimed at the formation of theoretical and applied competencies consisting of two blocks: theoretical and practical. We have considered the main stages of training for applicants.

Relevant issues for further study are the following:

- search for a balance between educational and scientific elements in the system of training third-level higher education applicants;
- strengthening the inclusion of candidates for the degree of Doctor of Philosophy, in particular, for the specialty "Law" in the life of higher education;
- development of mechanisms of international educational and scientific programs at the third level of higher education;
- institutional possibilities of modernization of the system of obtaining the scientific degree of Doctor of Philosophy for the specialty "Law";
- autonomy of higher education institutions;
- introduction of meaningful scientific achievements into the strategy of each higher educational institution, and;
- strengthening the motivational component for scientific potential in the legal field.

6. Reference

Chesterfield, P. (2010). Letters to the Son. Moscow: World of Books, Literature. Available online. In: http://lingvo.asu.ru/english/texts/chester/chester78.html

Kornev, A. (2018). Theoretical foundations of practical jurisprudence. Bulletin of the University named after O.E. Kutafina, Vol. 4, pp. 20-29. Available online. In: https://vestnik.msal.ru/jour/article/view/458/458

Law 1556-VII/2014 of July 1, about higher education. Bulletin of the Verkhovna Rada of Ukraine, 1 July 2014. Available online. In https://zakon.rada.gov.ua/laws/show/1556-18#Text

Law 2145-VIII/2017 of September 5, about education. Bulletin of the Verkhovna Rada of Ukraine, 38-39, 5 September, 2017, art. 380. Available online. In: https://zakon.rada.gov.ua/laws/show/2145-19

Ministry of Education and Science of Ukraine. (2021). Levels of the National Qualifications Framework. Available online. In: https://mon.gov.ua/ua/osvita/nacionalna-ramka-kvalifikacij/rivni-nacionalnoyi-ramki-kvalifikacij

Ministry of Education and Science of Ukraine. Regulations No. 190/2018, on the implementation of the right of applicants for the third level of higher education of the degree of Doctor of Philosophy to freely choose academic disciplines at Zaporizhzhia National University. Available online. In: http://phd.znu.edu.ua/page/legal/3_znu_pro_v__l__nij_vib__r_PhD.pdf

Onishchuk, Y. (2020). Preparation of philosophy in the conditions of modern educational paradigm. Bulletin of the Academy of Labor, Social Relations and Tourism, Vol. 1-2, Pp. 7-10.

Panych, O. (2017). Preparation of doctors of philosophy: practices and problems / Preparation of doctors of philosophy (PhD) in the conditions of higher education reform. Proceedings of the All-Ukrainian scientific-practical conference, p. 12-17. Available online. In: http://phd.znu.edu.ua/page/img/Tezy_PHD_ZNU.pdf

Panych, O. (2018). Training of scientists: practices and problems. Osvita.ua. Available online. In: https://ru.osvita.ua/vnz/reform/58758/

Rashkevych, Y. (2020). About the new edition of the National Qualifications Framework. National Erasmus+ Office in Ukraine. Available online. In: https://erasmusplus.org.ua/novyny/3022-yu-rashkevych-pro-novu-redaktsiiu-natsionalnoi-ramky-kvalifikatsii-01072020.html

Regulations 184/2019 of April 26, on the practice of third-level applicants for the degree of Doctor of Philosophy at Zaporizhzhia National University. Bulletin of the Verkhovna Rada of Ukraine, 26 April 2019. Available online. In: http://phd.znu.edu.ua/page/legal/4_znu_pol_pro_praktiku_PhD.pdf

Regulations 522/2000 of November 7, on the procedure for carrying out innovative educational activities. Bulletin of the Verkhovna Rada of Ukraine, 7 November 2000. Available online. In: http://zakon3.rada.gov.ua/laws/show/z0946-00

Resolution 261/2016 of March 23, on approval of the Procedure for training applicants for higher education for the degree of Doctor of Philosophy and Doctor of Science in higher educational institutions (scientific institutions). Bulletin of the Verkhovna Rada of Ukraine, 23 March 2016. Available online. In: https://zakon.rada.gov.ua/laws/show/261-2016-%D0%BF#top

Schiller, F. (2018). Letters about the aesthetic education of man. Moscow: Ripol Classic Publishing House. ISBN 978-5-386-10464-1. Available online. In: https://dokumen.pub/9785386104641.html

Stepko, M., Bolyubash, Y., Shinkaruk, V., Grubinko V., & Babyn, I. (2003). Bologna process in facts and documents. Ternopil: Ternopil Volodymyr Hnatiuk National Pedagogical University. Available online. In: http://aau.edu.ua/up/docs/bologna/bol_pr_in.pdf

Trebin, M. (2010). Sociology. Kharkiv: Pravo.

Zimnyaya, I, & Shashenkova, O. (2001). Research work as a specific type of human activity. Izhevsk: Printing house of Udmurt University. Available online. In: https://eanbur.unatlib.ru/handle/123456789/3217

DOI: https://doi.org/10.46502/issn.1856-7576/2021.15.02.15

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.

Recibido: 11/05/21
Aceptado: 10/07/21

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 lingüodidactica; 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.

6. References

Adnan, M., & Anwar, K. (2020). Online Learning amid the COVID-19 Pandemic: Students' Perspectives. Journal of Pedagogical Sociology and Psychology, 2(1), 45-51. Recovered from http://www.doi.org/10.33902/JPSP.202020261309

Asanov, I., Flores, F., McKenzie, D., Mensmann, M., & Schulte, M. (2021). Remote-Learning, Time-Use, and Mental Health of Ecuadorian High-School Students During the COVID-19 Quarantine. World Development, 138, 105225. Recovered from https://doi.org/10.1016/j.worlddev.2020.105225

Berezhna, S., & Prokopenko, I. (2020). Higher Education Institutions in Ukraine during the Coronavirus, or COVID-19, Outbreak: New Challenges vs New Opportunities. Revista Romaneasca pentru Educatie Multidimensionala, 12(1sup2), 130-135. Recovered from http://dspace.hnpu.edu.ua/handle/123456789/3704

Bergmann J., & Sams, A. (2012). Flip Your Classroom: Reach Every Student in Every Class Every Day. Washington, DC: Internal Society for Technology in Education

Bozkurt, A. & Sharma, R. (2020). Emergency Remote Teaching in a Time of Global Crisis due to CoronaVirus Pandemic. Asian Journal of Distance Education, 15(1), 1-6. Recovered from https://doi.org/10.5281/zenodo.3778083

Brammer S., & Clark T. (2020). COVID-19 and Management Education: Reflections on Challenges, Opportunities, and Potential Futures. British Journal of Management, 31(3), 453-456. Recovered from https://doi.org/10.1111/1467-8551.12425

Brooks, S.K., Webster, R.K., Smith, L.E., Woodland, L., Wessely, S., Greenberg, N., & Rubin, G.J. (2020). The Psychological Impact of Quarantine and How to Reduce It: Rapid Review of the Evidence. The Lancet, 395(10227), 912-920. Recovered from https://doi.org/10.1016/S0140-6736(20)30460-8

Burgess, S., & Sievertsen, H.H. (April 1, 2020). Schools, Skills, and Learning: The Impact of COVID-19 on Education. Recovered from https://voxeu.org/article/impact-covid-19-education

Carlsson, M., Dahl, G.B., Öckert, B., & Rooth, D.O. (2015). The Effect of Schooling on Cognitive Skills. Review of Economics & Statistics, 97(3), 533-547. Recovered from http://www.nber.org/papers/w18484

Daniel, S.J. (2020). Education and the COVID-19 Pandemic. Prospects, 49, 91-96. Recovered from https://doi.org/10.1007/s11125-020-09464-3

Dombrovska, S. (2020). Вища освіта в умовах пандемії: сучасні виклики організації освітнього процесу. Реформа освіти в Україні. Інформаційно-аналітичне забезпечення, 216-218 (Higher education in a pandemic: current challenges in organizing the educational process. Education reform in Ukraine. Information and analytical support, 216-218). Recovered from https://iea.gov.ua/wp-content/uploads/2020/11/Zbirnik-tez-dopovidej-konferentsiyi_Reforma-osviti-v-Ukrayini-2020.pdf#page=217

Gurova, T., Riabukha, T., Zinenko, N., & Gostishcheva, N. (2020). Mobile Learning in Developing Phonetic Competence of Future Interpreters. Advanced Education, 14, 66-74.

Hall, O.P. (2020). Editorial: COVID-19 and the Future of Management Education. Graziadio Business Review, 23(1). Recovered from https://gbr.pepperdine.edu/2020/05/editorial-covid-19-and-the-future-management-education/

Holovko, S. (2021). Organizational and Legal Basis of Functioning of the Scientific and Educational Area in Ukraine under the Conditions of the COVID-19 Pandemic. Legal Bulletin, 1(58), 208-215. Recovered from http://jrnl.nau.edu.ua/index.php/UV/article/download/15330/22206/0

Joint letter 1/9-162, About conditions and payment of work of employees of educational and scientific institutions in the conditions of quarantine. Bulletin of the Verkhovna Rada of Ukraine, Kyiv, Ukraine, March 17, 2020. Recovered from https://mon.gov.ua/ua/npa/pro-umovi-ta-oplatu-praci-pracivnikiv-zakladiv-osviti-i-nauki-v-umovah-karantinu

Jones, K., & Sharma, R.S. (April 17, 2020). On Reimagining a Future for Online Learning in the Post-COVID Era. Recovered from https://ssrn.com/abstract=3578310

Kaganovska, T. (2020). Organizational and legal support of the right to obtain (higher legal) education in the conditions of national quarantine. Bulletin of KhNU named after Karazina, 29, 26-28.

Kaparounaki, C.K., Patsali, M.E., Mousa, D.P.V., Papadopoulou, E.V., Papadopoulou, K.K., & Fountoulakis, K.N. (2020). University Students' Mental Health Amidst the COVID-19 Quarantine in Greece. Psychiatry Research, 290, 113111. Recovered from https://doi.org/10.1016/j.psychres.2020.113111

Kharchenko, T., & Gostishcheva, N. (2020). Online resources as tools for implementing blended learning technology in English language teaching. Bulletin of pedagogy. Science and practice, 61(11), 11-14.

Kishchak, T. (August 27, 2020). COVID-19 and distance learning in higher education institutions: an analytical review of scientific publications in international journals. National University of Life and Environmental Sciences of Ukraine. Recovered from https://nubip.edu.ua/node/79877

Klochko, V., Kulynych, T., Chuiko, N., Postolna, N., & Holovanova, O. (2021). Comparison of Distance Education Problems During the COVID-19 Pandemic. ScienceRise, 2, 59-64. Recovered from http://doi.org/10.21303/2313-8416.2021.001776

Lavy, V. (2015). Do Differences in Schools' Instruction Time Explain International Achievement Gaps? Evidence from Developed and Developing Countries. The Economic Journal, 125(588), 397-424. Recovered from http://www.nber.org/papers/w16227

Law 2145-VIII, About education. Bulletin of the Verkhovna Rada of Ukraine, Kyiv, Ukraine, September 5, 2017 Recovered from https://zakon.rada.gov.ua/laws/show/2145-19#Text

Law 676-IX, On Amendments to Section XV "Final and Transitional Provisions" of the Law of Ukraine "On Higher Education" Concerning the Extension of the Term of Completion of Training of Candidates and Doctors of Sciences. Bulletin of the Verkhovna Rada of Ukraine, Kyiv, Ukraine, June 4 2020. Recovered from https://zakon.rada.gov.ua/laws/show/676-20#Text

Law No. 1556-VII, About higher education. Bulletin of the Verkhovna Rada of Ukraine, Kyiv, Ukraine, July 1 2014. Recovered from https://zakon.rada.gov.ua/laws/show/1556-18

Law No. 848-VIII, About scientific and scientific and technical activity. Bulletin of the Verkhovna Rada of Ukraine, Kyiv, Ukraine, November 26, 2015. Recovered from https:// zakon.rada.gov.ua/laws/show/848-19#Text

Lee, K., Fanguy, M., Lu, X.S., & Bligh, B. (2021). Student Learning During COVID-19: It Was Not as Bad as We Feared. Distance Education, 42(1), 164-172. Recovered from https://koasas.kaist.ac.kr/bitstream/10203/282227/1/000616861400001.pdf

Letter 1/9-154, Ministry of Education and Science of Ukraine. Bulletin of the Verkhovna Rada of Ukraine, Kyiv, Ukraine, March 11, 2020.Recovered from https://mon.gov.ua/storage/app/media/news/%D0%9D%D0%BE%D0%B2%D0%B8%D0%BD%D0%B8/2020/03/11/1_9-154.pdf

Letter 1/9-161, Regarding the remuneration of employees of educational institutions during the suspension of training due to quarantine. Bulletin of the Verkhovna Rada of Ukraine, Kyiv, Ukraine, March 13, 2020. Recovered from https://solom-osvita.gov.ua/docs/799/

Letter 1/9-173, Regarding the organization of the educational process in general secondary education institutions during quarantine. Bulletin of the Verkhovna Rada of Ukraine, Kyiv, Ukraine, March 23, 2020. Recovered from https://mon.gov.ua/ua/npa/shodo-organizaciyi-osvitnogo-procesu-v-zakladah-zagalnoyi-serednoyi-osviti-pid-chas-karantinu

Lu, M. (March 9, 2020). Visualized: Where 5G Will Change the World. Technology. Recovered from https://www.visualcapitalist.com/visualized-where-5g-will-change-the-world/

MacIntyre, P.D., Gregersen, T., & Mercer, S. (2020). Language Teachers' Coping Strategies During the COVID-19 Conversion to Online Teaching: Correlations with Stress, Wellbeing and Negative Emotions. System, 94, 102352. Recovered from https://doi.org/10.1016/j.system.2020.102352

Makhmudov, H., Moroz, S., & Kalashnyk, O. (2021). Organization of blended learning under quarantine restrictions: challenges, results and prospects. Modernization of educational activity and problems of quality management of training in the conditions of digitalization, 90-92. Poltava: PDAA

Meo, S.A., Abukhalaf, A.A., Alomar, A.A., Sattar, K., & Klonoff, D.C. (2020). COVID-19 Pandemic: Impact of Quarantine on Medical Students' Mental Wellbeing and Learning Behaviors. Pakistan Journal of Medical Sciences, 36(COVID19-S4), S43–S48. Recovered from https://doi.org/10.12669/pjms.36.COVID19-S4.2809

Moroz, S, Kalashnyk, O., & Kyrychenko, O. (2021). Методичне і педагогічне забезпечення освітнього процесу в електронному середовищі закладу вищої освіти. (Methodical and pedagogical support of the educational process in the electronic environment of higher education institutions) Recovered from http://dspace.puet.edu.ua/handle/123456789/10678

Moser, K.M., Wei, T., & Brenner, D. (2021). Remote Teaching During COVID-19: Implications from a National Survey of Language Educators. System, 97, 102431. Recovered from https://doi.org/10.1016/j.system.2020.102431

Muravlyova, O., Dvornyk, Y., Schpetnyy, O., & Zharin, V. (2021). Програми для дистанційного навчання в умовах COVID-19. (Programs for distance learning in the conditions). Recovered from http://elib.umsa.edu.ua/bitstream/umsa/15024/1/Priority_directions_of_science_and_technology_development.pdf

Oleshko, A., Rovnyagin, A., & Godz, V. (2021). Improving Distance Learning in the Context of Pandemic Restrictions in Higher Education. Governence: Improvement & Development, 1. Recovered from http://www.dy.nayka.com.ua/?op=1&z=1936

Order 946, On amendments to the orders of the Ministry of Education and Science of Ukraine on the activities of specialized scientific councils. Bulletin of the Verkhovna Rada of Ukraine, Kyiv, Ukraine, July 22, 2020. Recovered from https://mon.gov.ua/ua/npa/pro-vnesennya-zmin-do-nakaziv-ministerstva-osviti-i-nauki-ukrayini-shodo-diyalnosti-specializovanih-vchenih-rad

Order No. 406, About organizational measures to prevent the spread of coronavirus COVID-19. Bulletin of the Verkhovna Rada of Ukraine, Kyiv, Ukraine, March 16, 2020. Recovered from https://mon.gov.ua/ua/npa/pro-organizacijni-zahodi-dlya-zapobigannya-poshirennyu-koronavirusu-s-ovid-19

Resolution 607, About modification of the Procedure for awarding scientific degrees. Bulletin of the Verkhovna Rada of Ukraine, Kyiv, Ukraine, July 15 2020. Recovered from https://zakon.rada.gov.ua/laws/show/607-2020-%D0%BF#Text

Riabukha, T., & Nasalevych, T. (2021). Features of the organization of distance learning of a foreign language in high school. Problems of teaching foreign languages in higher education institutions, 1, 190-193. Recovered from http://eprints.mdpu.org.ua/id/eprint/11777/1/tezy-rjabuha-t.-nasalevych-t..pdf

Schlégl, Á.T., Pintér, Z., Kovács, A., Kopjár, E., Varga, P., Kardos, D., Gasz, B., & Füzesi, Z. (2020). Teaching Basic Surgical Skills Using Homemade Tools in Response to COVID-19. Academic Medicine: Journal of the Association of American Medical Colleges, 95(11), e7. Recovered from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7363365/

Tam, G., & El-Azar, D. (March 13, 2020). 3 Ways the Coronavirus Pandemic Could Reshape Education. World economic Forum. Recovered from https://www.weforum.org/agenda/2020/03/3-ways-coronavirus-is-reshaping-education-and-what-changes-might-be-here-to-stay/

Toquero, C.M.D. (2020). Emergency Remote Teaching amid COVID-19: The Turning Point. Asian Journal of Distance Education, 15(1), 185-188. Recovered from https://doi.org/10.5281/zenodo.3881748

Vaganova, O., Ilyashenko, L., Smirnova, Z., Bystrova, N., & Kaznacheeva, S. (2019). Students' creative abilities development in higher educational institution. Amazonia Investiga, 8(22), 701-710. Retrieved from https://amazoniainvestiga.info/index.php/amazonia/article/view/822

Zayarna, I.S. (2020). Features of the application of "inverted classroom" technology in the conditions of distance learning (on the example of teaching a foreign language for special purposes). International Scientific and Practical Conference, Venice, Italy, October 30-31, 303-305. Recovered from http://www.baltijapublishing.lv/omp/index.php/bp/catalog/download/69/1670/3680-1

Zhong, R. (March 17, 2020). The Coronavirus Exposes Education's Digital Divide. The New York Times. Recovered from https://www.nytimes.com/2020/03/17/technology/china-schools-coronavirus.html

DOI: https://doi.org/10.46502/issn.1856-7576/2021.15.02.16

Rethinking Management of the 21st Century: An Approach to Contemporary Business Education

Repensar la gestión del siglo XXI: un enfoque de la educación empresarial contemporánea

Dmitry V. Kuzin
dvkuzin@inbox.ru
https://orcid.org/0000-0002-5223-0719
Doctor of Economics, Professor, Lomonosov Moscow State University, Moscow, Russian Federation

Recibido: 09/05/21
Aceptado: 12/07/21

Abstract

This paper is addressing the issues of modern management thinking which became one of the most critical tasks in contemporary business education. Such thinking must reflect all major changes and challenges in science, technology, economy, politics, culture, and society which took place within the first two decades of the 21st century and especially now in the times of pandemic crisis. It is very important not only in terms of analysis but also as an explanation of the patterns of business and management behavior. It became the topic of serious scientific debate of the most prominent business researchers and consultants. The purpose of the article is to develop the methodological approach for further research of modern management and suggest the conceptual model which could structure the analysis of contemporary business reality. The author suggests the conceptual model for further research which could explain the essence of new management revolution. Such open model could be added and interpreted and is already applied in different educational programs in Russia.

Keywords: management, paradigms, thinking, changes, education.

Resumen

Una de las tareas críticas en la educación empresarial contemporánea es el desarrollo del nuevo pensamiento de gestión que refleja todos los cambios y desafíos importantes en ciencia, tecnología, economía, política, cultura y sociedad que tuvieron lugar durante las dos primeras décadas del siglo XXI. Todos estos cambios significan un serio cambio de paradigma en las formas y modelos de pensamiento y comportamiento, en normas y estándares, en comunicaciones y conducta empresarial, en valores e incluso en

significados de nuestra actividad y vida. El lugar y el papel del liderazgo y la gestión en las organizaciones de hoy están cambiando, así como sus competencias, capacidades, habilidades prácticas esenciales y conocimientos para prosperar en la economía global del siglo XXI impulsada por el conocimiento. Si no entendemos realmente la complejidad y la imprevisibilidad del mundo en el que vivimos, el impacto social de las nuevas tecnologías emergentes y revolucionarias, la esencia y la velocidad del cambio, y nuestro destino real, es muy difícil mantenerse eficaz, antifrágil. y sobrevivir en un entorno hipercompetitivo y dinámico. Varios de los principales pensadores empresariales del siglo XXI han dedicado gran parte de su investigación a estos temas preguntándose sobre los cambios y el futuro de la gestión. Se espera que este artículo contribuya a esta discusión de manera metodológica, abordando varias nociones y conceptos básicos esenciales para comprender la realidad empresarial contemporánea.

Palabras clave: paradigma gerencial, revolución gerencial, pensamiento gerencial, tendencias modernas, complejidad, cambios, educación empresarial.

1. Introduction

The 21st century has changed the foundations of modern societies, business and organizations. This has led to a borderless “flat” world (Friedman, 2007). We are facing the serious paradigm shift in the ways and models of thinking and behavior, in norms and standards, in communications and business conduct, in values and even in meanings of our activity and life. The place and the role of leadership and management in today’s organizations are also changing as well as their competences, capabilities, essential practical skills and knowledge to thrive in the knowledge-driven 21st century global economy. If we don’t really understand the complexity and unpredictability of the modern world we live in, the social impact of new emerging and breakthrough technologies, the essence and speed of change, and our real destination, it’s very difficult to stay effective, “anti-fragile” (Taleb, 2012) and survive in a hyper competitive and dynamic environment.

All these changes are impressive with big challenges, new threats and tremendous opportunities. We have to deal with the post-modern reality with plurality, diversity, non-similarity, uniqueness, difference, etc. Globalization and Fourth Industrial Revolution have transformed technology, society and the way of our life, global economy, markets and competition, industries and organizations, communications, and business models. It also has shrunken product, company’s and strategy life cycles adding high speed of changes (Andersson et al, 2018; Goleman, 1996). Digital transformation is on the way with completely new principles and approaches to business, leadership and management (Kane et al, 2018; Schwab, 2016).

Today’s people as employees, customers, suppliers, investors, creators, team and community members are different. Most of the workers in modern organizations are the “digital natives” (those who grew up with the emerging technologies) as opposed to the “digital immigrants” (the majority populated business and public organizations and born

before the advent of modern technologies and learning to use them) (Prensky, 2001). They care about different things, they are better educated and informed, their expectations are changing and rising, they need personal attention, desire for more flexible, self-directed forms of work that allow better work-life balance, they live and operate in multicultural environment. Client centricity and consumer-driven activity are one of the mail pillars of current digital transformation, enhancing human potential and creativity are the key issues.

The nature and patterns of work have changed and became fundamentally incompatible with hierarchical command and control. We are evidencing dramatic increase in knowledge work; service work displaces manufacturing; digital technologies and virtual businesses transform work and create new jobs which are replacing many traditional; long gone are the days of spending the whole of your career at one company; up-skilling and re-skilling will become even more important than before (Oswald, A., Müller, W., 2017).

New assets (knowledge, intelligence, talents, etc.) became the key competitive advantages. New values of creativity, innovations, relationships, quality, social responsibility, and others are the drivers of changes and further development. Globalization, diversity, and ethics have forced management of all types of organizations to totally rethink their approaches to operations, human resources and interactions. Because of such paradigm shift, organizations are now more responsive to both their external and internal environments

The purpose of the article is to develop the methodological approach for further research of modern management and suggest the conceptual model which could structure the analysis of contemporary business reality. Such a model could also be used in the education process as, on the one side, the structured and clear tool of research, and, on the other side, as an adaptive model open for additions and interpretations.

2. Literature Review

A number of leading business thinkers of the 21st century have devoted much of their research to the topics mentioned above asking about the future of management. The paradigm shift is the key ingredient in understanding change (Barker, 1993). It means fundamentally altering the way of thinking – of stable beliefs, assumptions, generalizations, behavior and practice, of the way things are done. Paradigms are “rarely analyzed, rarely studied, rarely challenged—indeed rarely even made explicit." (Drucker, 1998).

As soon as many authors have started talking about management paradigm shift at the beginning of the 21st century management the theoretical research has focused on new management mind-set. Management thinking became one of the key notions frequently mentioned in contemporary business theoretical papers, articles and books. Different types of management thinking - systems, creative, innovation, design, outstripping, multi-

dimensional, value-based, global, strategic, client centricity, digital and other - are widely explored and analyzed. One thing is doubtless – real today's leaders and winners have different thinking.

Speaking about management paradigm shift different authors suggest different names of such transformation – "management DNA M2.0" (Hamel, 2000), "agile M3.0" (Apello, 2011; Oswald and Müller, 2017), "radical management" (Denning, 2010), "conscious management" (Mackey and Sisodia, 2014), "freedom-based management" (Nobles and Staley, 2010), etc. Whatever it is called, it is radically different from the dominant management mindset of most top managers, from the practices usually advocated by leading consulting firms, and from the majority of management practices taught in today's universities and business schools (Denning, 2013). Actually each of these concepts suggest multi-shifts (multi-changes) in values, in organizations, in humility and people at work (as employees/stakeholders, decision-makers, customers, communicators, creators, individual investors, etc.), in knowledge base, in competition, strategies and operations, in business-society relations and corporate social responsibility. All basic principles of Management 1.0 – rationality, measurement, standardization and universality, specialization, hierarchy, control, predictability, and extrinsic rewards are being questioned and rethinked.

Actually we are facing new management revolution. In the history of management from the ancient times such revolutions were attributed to major qualitative shifts of paradigms and prevailing administrative practices, which eventually have led to significant social transformations, changes in organizations and roles of their members have to be reconsidered and explored. Since the beginning of the 20th century management thinking, ideology and practice have changed dramatically. With Industrial Revolutions 3.0 (and currently with 4.0) for the first time in the human history the management activity has shifted from the real (physical) to virtual world with virtual organizations, jobs, communications, management, leadership, education, new digital thinking and values which really means the new management revolution.

3. Methodology

This article generalizes the major ideas and concepts of several influential business thinkers of the 21st century. The issues and problems for further research which were put forward and are worthy of business discussing and education are presented. The author suggests to start with several notional dichotomies laying in the heart of this discourse which could provide the background for general contemporary management thinking of students. Also the notional conceptual model describing current management revolution is suggested. Each of the notions in the model as well as related topics must be analyzed in details to build the holistic vision of modern management.

4. Results and Discussion

4.1. Barriers of Changes and New Thinking

Changes as well as new paradigms usually are initially opposed by many people due to various reasons. New management paradigm is also the case. Such resistance is related to mental models and several types of common barriers.

First barriers are connected with the “Paradigm Effect” (Barker, 1993). People tend to filter out information that doesn't fit their or conventional paradigm. This can block creative solutions to problems and the ability to see the future.

Second barriers emerge when people resist change when they operate within old paradigms. These paradigms establish boundaries and provide the rules for success. But this is an old experience and success with no guaranties and guidelines for the same future achievements (Gharajedaghi, 2006; Rosenzweig, 2007).

Third barriers are related to human relations. The people who create new paradigms (the pioneers) are usually outsiders and by nature contrarians (Barker, 1993; Hamel and Breen, 2007). They are not part of the established paradigm community or mental model.

Forth barriers have individual psychological character: fear of new and unknown, fear of mistakes, standard thinking, behavior, decision making, and interactions, denial of new and different, etc. (O’Connor and McDermott, 1997).

Fifth barriers are related to conventional rational thinking (or mainly left- brain thinking) with desire to split the whole and analyze parts, to analyze linear processes, consequences and effects, to implement clear logical schemes, solutions, etc.

Sixth barriers, are also quite typical since we are trying to solve tasks but not the problems which are often far deeper than it could be seen at the first glance, more complex, or even latent. It is a problem of “seen but not visible”. Moreover, sometimes we are solving wrong problems due to the lack of knowledge, skills, abilities or will to reveal and analyze the real ones.

Seventh barriers emerge as a result of lack of complex understanding of human behavior with ignorance of meaningful, moral, emotional, spiritual, and creative side of activity.

All these barriers are interrelated and can be referred to what is called different “mental traps” (Kukla, 2007). Overcoming them means opening a door to “unknown”, “new” and “different” which will eventually lead to advantages and success.

4.2. Basic Dichotomies in Modern Management

To understand all current transformations business students, have to start with several notional dichotomies (or dilemmas) which could help them to understand the essence of these shifts and to build the new thinking. In conventional meaning dichotomy is a division or contrast between two things that are represented as being opposed or entirely different. In case of management they coexist in one way or another with dominance of each part either in prevailing ideology or in particular practices and contingencies. Let's address to some of them.

Order vs Chaos is probably the fundamental one which lies in the heart of management despite its different forms. The basic meaning of management is to establish and preserve some kind of order in the system and to avoid disorder. Economics and complexity theory have identified two fundamentally different forms of order—the controlled order on which management by hierarchical control has relied (M1.0) and self-organized spontaneous order (Adam Smith's "invisible hand"), the arranging of activities and resources in a manner that produces desirable results without any direct influence, force, or action by management. In classical M1.0 paradigm chaos is absolute threat, in M2.0 it is essential, acceptable or even sometimes necessary being deliberately designed and somehow controlled in organizations to stimulate creativity and innovations. This shift in new understanding of chaos in management has started in 1980-s (Peters, 1988) and the theory of chaos is developing since we are facing more and more chaotic processes in organizations and in society.

All this lead to increasing complexity which became a keyword at the cutting edge of modern thought. It is a new paradigm of knowing, or, rather, a new way of conceptualizing knowledge. The world increases in complexity, it begins to display new properties that had never existed before. Complexity need knowing and understanding of the whole, it acquires new properties, it is related to spontaneous behavior and self-organization (Tasaka, 1999).

Control vs Freedom is related dichotomy. If you go back 100 years when scientific management was invented the ideology of management was "controlism". Traditional assumptions underlying hierarchical control were following: freedom for employees produce disorder and chaos; control of property and business processes requires control of employees, etc. But such prevalence of control undermine freedom, adaptability, creativity, and engagement. This contradiction is well stated by Richard Florida: "The biggest issue at stake in this emerging age is the ongoing tension between creativity and organization" (Florida, 2004).

Thus the freedom-based principles on the other hand, produce an environment within which management can take advantage of "self-organized spontaneous order" by earning employee commitment to the vision for success, aligning their interests with those of the business, harmonizing their needs with those of the business, and giving them primary

responsibility for organizational control and accountability. Individuals who share the intrinsic satisfactions and financial rewards of business success are self-motivated to do their best to help the enterprise succeed, to develop themselves, to self-control and self-coordinate their activities guided by the many indirect influences within their freedom-based culture. Different dimensions of freedom add special business value inside organizations: freedom to develop; freedom to make mistakes and to fail; freedom to question and to investigate; free of information; freedom to decide and to act; freedom from boundaries; freedom from arbitrary limitations such as work hours, location, dress, etc. (Nobles and Staley, 2010).

Linearity vs non linearity is the next dichotomy related to the first one. Actually more chaotic world due to its complexity is nonlinear by nature with no strict causality, nonlinear and rather cyclical continuity, with uncertainty and contingencies ("The Black Swans" (Taleb, 2007), with no strict predictability, and with variety of unexpected and difficult for evaluation consequences. The examples of nonlinearity in management are numerous. In marketing it is consumer behavior (De Langhe et al, 2017). In corporate governance practices more rules, norms, procedures, etc. doesn't necessary mean better, effective or ethical conduct and performance. A business itself is more than just a sum of individual stakeholders but their complex integration, interrelations and interdependence which lead to new synergy. The dominant linear method was the PDCA – Plan Do Check Act. Then, the fixed stages disappeared; the imbalance was permanent, hatching the management of the complexity mitigating the linear approaches (Farooq, 2017). The uni-directional value chain—the very core of 20th Century management thinking—is now a problem, not a solution (Denning, 2013).

Instead of working in linear mode, agile management is established in iterative experiential mode (Apello, 2011; Denning, 2018). In a nonlinear world only different and nonlinear ideas (out of incremental logic) and radical innovations will create wealth, complexly new market space, escape the ruthless hyper competition, past experience and imagine entirely novel breakthrough solutions (Hamel, 2012).

Stability vs change. Stability in the rapid modern world is a big illusion and often even threat. Actually we are facing the ongoing changes everywhere. As it is being stated, probably changes are the only constant in development but their vector, character, content, and pace have changed (Hamel, 2012). Stability, at least in our perceptions, is also often referred to order, constancy, and predictability. But, as it is suggested by Nassim Taleb, it is the contrast of "fragile" and "antifragile" where the first one is outwardly stable, controlled and sustainable, but internally very vulnerable to different external impacts, shocks, uncertainty, and stressors and thus very fragile (Taleb, 2012). Antifragile is about changes, it suggests solutions how to gain from disorder, instability and changes to survive and flourish.

Rational vs Irrational. As we have stated above pure rationality of Management 1.0 is currently being questioned by several influential thinkers. Dan Ariely refutes the common assumption that we behave in fundamentally rational ways. He examines some of the

positive effects of irrationality on our lives, decisions, and work (Ariely, 2008; Ariely, 2010). A man is no more just an “economic man” (A. Smith) - we are also social, emotional, spiritual persons. We are both left- and right-brain thinkers and sometimes it’s difficult to say which side is dominant in our decision making, choices, expectations, perceptions, preferences, and behavior (Pink, 2006). We have multiple intelligence besides just the rational one (Gardner, 1983). Later on this concept was extended by several other researchers who suggested emotional, spiritual, creative, design, change intelligence needed for leaders and managers to be really effective dealing with today’s people (Akerlof and Shiller, 2009; Goleman, 1996; Zohar and Marshall, 2000).

Egoism vs Altruism (or Money vs Moral). These are the basic ethical dilemmas in business because they address the meaning of business purpose. Today it is quite obvious for many thinkers that self-interest, money and shareholder’s profit maximization are not the only purpose and measure of business. Delivering goods and services, and making money are the finite goals. With egocentricity vision any means justifying the goals with unethical behavior often became “normalized”, and it’s a big danger for any society. But management in the 21st century must be grounded on different ethical system based on value creation for all stakeholders, it is about the infinite goal of delivering such value to society, building the “new normality” and new moral thinking. Hence this goal is inherently sustainable (Denning, 2010; Mackey and Sisodia, 2014). Such multiple value has different perceptions – physical, economic, social, cultural, intellectual, emotional, environmental, spiritual. Humility encourages giving credit to others, it creates a mindset of serving the needs of associates, it reinforces the need for continual improvement. A vision for success provides what Deming called “constancy of purpose,” a critical element missing from many hierarchically controlled companies. It provides the need to self-control and self-coordinate different activities, and focuses attention outward on customers and the marketplace instead of upward toward management (Nobles and Staley, 2010).

All these issues became even more evident and relevant nowadays during the Covid-19 pandemic when we are facing the new reality and the new risks and when we have to rethink much of our traditional approaches and practices.

4.3. The Conceptual model for New Management Thinking and Education

As we have stressed above, the concept of new management revolution was discussed by several influential thinkers (Drucker, 2001; Kemp et al, 2013). Therefore, the following conceptual model for further business studies could be suggested the and it is called the REVOLUTION (Kuzin, 2014). This is an open model which means that each letter in this word is related to a number of definite notions which are widely used and analyzed in business literature and all of them are interrelated. They must be addressed in more detail if we would like to build the holistic view of modern management.

Reality. To develop the new management thinking first of all we have to understand, properly describe and analyze the reality and contemporary business environment. But, unfortunately very often we don't really understand the world we live in. Then how could we effectively manage? Our limited knowledge and understanding of many contemporary complexities, events, interdependencies and their consequences, very often doesn't allow effective dealing with this uncertain, unpredictable and rather risky reality. To make sense of this reality, we rely on assumptions, on stable mental models, on what Luc de Brabandere and Alan Iny call "boxes" (De Brabandere and Iny, 2012). If we are thinking within the old "boxes" usually we simplify the reality. When people think in "new boxes", they learn how to ask the right questions in order to open up the most promising doors to creativity, innovation, and opportunity. Such type of thinking suggests to doubt everything, to explore options, to generate many new and exciting ideas, to converge, and to reevaluate everything. Thus our new plans destroy old principles and structures and create new reality and it is very energy intensive process.

Effectiveness/efficiency & Ethics. Therefore, we have to reconsider the traditional meaning and criteria of effectiveness in terms of corporate purpose, long-term goals and returns, agility, strategy implementation, competitiveness, sustainability, as well as different technological, production, social and ecological impacts of business activity. Quite often ineffectiveness is related to standard way of thinking and behavior, with psychological fare of new and different, with inertia and searching for stability is which is actually often an illusion in a very dynamic and changing world.

Rethinking of effectiveness criteria put forward the issue of measurable and non-measurable (less measurable) in management and it also is related to management and leadership goals within different paradigms and transformations. If we state this goals as amplification and then aggregation of human efforts by providing them with new values, appropriate tools, incentives, working conditions, by their involvement in different processes, then the whole set of criteria is changing.

The other side is business ethics which is still a big question mark. Probably one of the major problems of contemporary society is normalization of unethical behavior and the necessity to build new normality with lower selfishness, unfairness, corruption, fraud, greed, etc. and with higher morale, responsibility, consciousness, and the sense of social purpose.

Value & Variety of Values. The previous one is connected with new set of meanings and values. Both of them determine the goals and objectives and respectfully the ways of behavior. The perception of value and values has changed especially when we are more sinking into virtual reality. A shift in values from a preoccupation with efficiency to a broader set of values ("doing right things") will change the vision and foster continuous innovation. Conscious management focuses on shared human values, not just shared economic value. The last one lacks the intangible but critical emotional and spiritual motivators that give extraordinary power. "Management-by-values" which is comparatively new concept of the 21st century has supplemented and partly supplant the

previous concepts - “management-by-instructions” (MBI) and “management-by-objectives” (MBO) (Dolan and Garcia, 2006). Another previous concept “value-based-management” (VBM) on one hand side deals more with the shift in the financial thinking, analysis and business evaluation, and on the other side with strategic issues and corporate governance in terms of stakeholder’s approach.

Obligations. The changing perception of business purpose extend obligations of managers and leaders with more ethical and social focus – both inside and outside the organizations. These obligations presume corporate social responsibility (CSR) which became the mainstream in contemporary corporate strategic activity (Smith and Lenssen, 2009). But “conscious capitalism”, in Mackey & Sisodia (2014) view, is not just CSR. A good business doesn’t need to do anything special to be socially responsible. When it creates value for its major stakeholders, it is acting in a socially responsible way.

Leadership. At least over the last 70 years leadership is the top issue in management studies, discourse and practice. But still the transformation of leaders’ knowledge, competencies, roles, behavior and responsibility are addressed by many authors and new vision of leadership is presented. Such new tendencies in leadership like intellectual and emotional, ethical and virtuous, virtual and digital are more and more explored. Leadership mindset change the pattern of control. Leadership design is no more about just skills and style but more about meanings and values, character and consciousness, emergence and empowerment in organizations. It is about shared traits as trust, accountability, transparency, integrity, loyalty, fairness, personal development, care, etc. (Denning, 2018). Leading in today’s knowledge-driven and highly competitive business environment requires practical experience and skills to motivate followers to achieve organizational objectives and create value added in the organizations. It is new “level three leadership” focusing on what managers can do to influence the thinking and feeling of others (3d level) –rather than focusing on changing behavior (1st level) and conscious thinking (2nd level) (Clawson, 2012; Dike et al, 2015).

Uncertainty & Unpredictability became the core notions in contemporary business language when we are facing the reality with market, financial, information, professional, behavioral, regulatory, environmental and other non-simplicity and complexity. Nassim Taleb is one of those who has fundamentally addressed this issue and various aspects of managing risk and uncertainty in his great cycle of works named Incerto (2001-2018). The humans are hardwired to learn specifics when they should be focused on generalities. We concentrate on things we already know and very often fail to take into consideration what we don’t know, don’t see or don’t understand. We are, therefore, try to simplify and categorize everything, and unable to truly estimate threats and opportunities. Thus we restrict our thinking. Taleb stands uncertainty on its head, making it desirable, even necessary, and proposes that things be built in an antifragile manner.

Trust is currently also one of the core values, the focus of research and discussions in business, management, and society. After the global 2008 crisis this issue became even

more addressed not just from the social or ethical sides as core framework of developed society (Fukuyama, 1995) but also as a complex contemporary problem of distrust due to the lack of transparency, manipulations, corruption and other unethical behavior, unfairness, violations of obligations, etc. Besides being the fundamental value creating the social capital, trust is the economic value - "hidden tax" and costs, dividend and multiplier, factor of investment attractiveness and changes, strategic asset and force of knowledge (De Brabandere and Iny, 2012; Lesser and Prusak, 2004). It is also one of the major attributes of modern global leaders capable to build such trust in their organizations and worldwide. We could also add here the well-known R. Florida's 3T creativity concept (talents, tolerance, technology) (Florida, 2004) as well as transparency.

Intelligence & Innovations. Both notions are quite obvious if we are talking about knowledge and digital economy, creativity, radical technological and commercial breakthroughs, new leadership and management, excellence and superiority, competitiveness and future economic success in the digital age (Andersson et al, 2018; Hamel, 2000; Hamel, 2012). They are in the core list of contemporary business values and are symbols of M3.0 revolution.

Organizations have transformed due to the changes mentioned above. They need to be more open and transparent, more collaborative and participative, more agile, team-based and client-oriented, more networking and less hierarchical, bureaucratic, and conservative. This will bring changes in leadership and management, in the place of people in organizations, in the way they relate to one another, how they communicate as well as changes in their skills, competencies, and careers. It will change the purpose of organizations, their contribution to creation of wealth, their forms of "coopetition" in new ecosystems and regulation of activities, etc. (Apello, 2011; Denning, 2018; Laloux, 2014).

Needs. Finally, we have to understand various new human needs; interests, needs, and expectations of different stakeholders; we have to address them and respond in a more efficient and effective ways. We need changes and new radical innovations, new leaders with new capabilities and vision, we need healthy organizations, interesting and creative jobs, we need better and more just, transparent, safe and healthy world, eventually, we need more humility in our relationships. Thus again we have to rethink the reality and the ways of doing business, managing and living.

5. Conclusions

The evolution of management thinking is ongoing process and it takes time and it can't happen overnight. It is related to contradictions, misunderstanding, dissonance, and "mental traps". But the future managers of the 21st century must overcome all these difficulties to be more effective in the coming digital age. The suggested study model obviously doesn't pretend to be neither complete, nor sufficient. It could be supplemented with other related notions and topics. But anyway, in my view, it could provide some grounds for new management thinking.

Besides new management thinking which is the basis of activity modern business students will need plenty of practical exercises in using the 21st century knowledge and skills such as critical thinking and problem solving, digital communication and self-development skills, etc. (Trilling and Fadel, 2009).

The basic ideas and concepts addressed in this article were included and extended in the text book “Contemporary Management Concepts: The Paradigms Shift” (Kuzin, 2021) suggested as the reading for master degree students.

6. References

Akerlof, G., and Shiller, R. (2009) Animal Spirits. How Human Psychology Drives the Economy, and Why It Matters for Global Capitalism. Princeton and Oxford: Princeton University Press.

Andersson, P., Movin, S., Mähring, M., Teigland, R., and Wennberg, K. (2018) Managing Digital Transformation. Stockholm School of Economics Institute for Research (SIR): BrandFactory, Göteborg.

Apello, J. (2011). Management 3.0. Leading Agile Developers, Developing Agile Leaders. New Jersey: Addison-Wesley.

Ariely, D. (2008). Predictably Irrational. N.Y.: Harper Collins.

Ariely, D. (2010). The Upside of Irrationality. N.Y.: Harper Collins.

Barker, J.A. (1993). Paradigms: The Business of Discovering the Future. Harper Business.

Clawson, J. G. (2012). Level Three Leadership: Getting Below the Surface. Prentice Hall.

De Brabandere, L., and Iny, A. (2012). Thinking in New Boxes. A New Paradigm for Business Creativity. The Boston Consulting Group, Random House.

De Langhe, B., Puntoni, S., and Larrick, R. (2017). Linear Thinking in Non Linear World. Harvard Business Review, May–June 2017.

Denning, St. (2010). The Leader's Guide to Radical Management. Re-inventing the Workplace for the 21st Century. Jossey-Bass.

Denning, St. (2013). The Management Revolution That's Already Happening. Forbes, May 30, 2013.

Denning, St. (2018). The Age of Agile: How Smart Companies Are Transforming the Way Work Gets Done. Amakom

Dike, V.E., Odiwe, K., and Ehujor, D.M. (2015). Leadership and Management in the 21st Century Organizations: A Practical Approach. World Journal of Social Science Research, 2 (2), 139-159.

Dolan, S.L., and Garcia, S. (2006). Managing by Values. A Corporate Guide to Living, Being Alive, and Making Living in the 21 st Century. London: Pretext.

Drucker, P. F. (1998). Management's New Paradigms. Forbes, October 5, 1998.

Drucker, P. F. (2001). Management Challenges for the 21st Century. N.Y: Harper Business.

Gharajedaghi, J. (2006). Systems Thinking: Managing Chaos and Complexity. Second Edition. Elsevier.

Gardner, H. (1983). Frames of Mind: The Theory of Multiple Intelligences. N.Y.: Basic Books.
Goleman, D. (1996). Emotional Intelligence. Why It Can Matter More Than IQ. Bantam Books.
Farooq, U. (2017). What's New in Business Management at the Beginning of 2018. Human Resource Management, November 29. 2017.
Florida, R. (2004). The Rise of the Creative Class. N.Y.: Basic Books.
Friedman, T. L. (2007). The world is flat 3.0: A brief history of the twenty-first century. N.Y.: Picador.
Fukuyama, F. (1995). Trust: The Social Virtues and the Creation of Prosperity. Free Press.
Hamel, G. (2000). Leading the Revolution. HBR Press.
Hamel, G., and Breen, B. (2007). The Future of Management. Harvard Business School Press, Boston.
Hamel, G. (2012). What matters now: How to win in a world of relentless change, ferocious competition, and unstoppable innovation. John Wiley & Sons.
Kane, G.C., Palmer, D., Phillips, A.N., Kiron, D., and Buckley, N. (2018). Coming of Age Digitally. MIT Sloan Management Review and Deloitte Insights, June, 2018.
Kemp, J., Witzel, M., and Schotter, A. (2013). Management Frameworks: Aligning Strategic Thinking and Execution. Routledge.
Kukla, A. (2007). Mental Traps. The Overthinker's Guide to Happier Life. Anchor Canada.
Kuzin, D. (2014). Different Management. The Metaphysics of Modern Management. International University in Moscow (in Russian)
Kuzin, D. (2021). Contemporary management concepts: a paradigm shift (textbook). Moscow: Knorus (in Russian).
Laloux, F. (2014). Reinventing Organizations. A Guide to Creating Organizations Inspired by the Next Stage of Human Consciousness. Nelson Parker.
Lesser, E., & Prusak, L.(eds) (2004). Creating value with knowledge: Insights from the IBM Institute for Business Value. N.Y.: Oxford University Press.
Mackey, J. and Sisodia, R. (2014). Conscious Capitalism: Liberating the Heroic Spirit of Business. Harvard Business Review Press.
Nobles, B., and Staley, P. (2010) Freedom-based Management, http://www.42projects.org/docs/FreedomBasedManagement.pdf
O'Connor, G., McDermott, I. (1997). The Art of Systems Thinking. Essential Skills for Creativity and Problem Solving. Thorsons.
Oswald, A., and Müller, W. (eds). (2017). Management 4.0. Handbook for Agile Practices. Kindle Edition.
Pink, D.H. (2006). A Whole New Mind: Why Right-brainers will Rule the Future. Penguin.
Peters, T. (1988). Thriving on Chaos: Handbook for a Management Revolution. Harper Perennial.
Prensky, M. (2001). Digital natives, digital immigrants. On the Horizon, 9(5), 1-6, https://doi.org/10.1108/10748120110424816
Rosenzweig, P. (2007). The Halo Effect: …and the Eight Other Business Delusions That Deceive Managers. Free Press, Simon&Schuster, Inc.

Schwab, K. (2016). The Fourth Industrial Revolution. World Economic Forum.

Smith, N.G., and Lenssen G.(eds). (2009). Mainstreaming Corporate Responsibility. Glasgow: Wiley.

Taleb, N. (2007). The Black Swan: The Impact of the Highly Improbable. N.Y.: Random House and Penguin Books.

Taleb, N. (2012). Antifragile: Things That Gain from Disorder. N.Y.: Random House.

Tasaka, H. (1999). Twenty-first-century Management and the Complexity Paradigm. Emergence, 1(4), 115–123.

Trilling, B., and Fadel, C. (2009). 21st Century Skills: Learning for Life in Our Times. San Francisco: John Wiley & Sons, Inc.

Vaganova, O., Livshits, Y., Aleshugina, E., Smirnova, Z., & Kutepova, L. (2019). Experience in developing electronic glossary in a higher education institution. Amazonia Investiga, 8(22), 247-253. Retrieved from https://amazoniainvestiga.info/index.php/amazonia/article/view/421

Zohar, D., and Marshall, I. (2000). Spiritual Intelligence. The Ultimate Intelligence. London: Bloomsbury.

DOI: https://doi.org/10.46502/issn.1856-7576/2021.15.02.17

Creative self-presentation skills among students in the educational process of a higher education institution

Habilidades creativas de auto-presentación entre los estudiantes en el proceso educativo de una institución de educación superior

Olga A. Poselennova
diskprof@list.ru
https://orcid.org/0000-0003-0035-4397
Lecturer, Automechanical Technical School, Ulyanovsk State University (Russia)
Margarita A. Kovardakova
diskprof@mail.ru
https://orcid.org/0000-0002-6624-8477
Candidate of Pedagogical Sciences, Dean of the Advanced Teachers Training Faculty, Ulyanovsk State University, (Russia).
Irina V. Aryabkina
aryabkina68@mail.ru
https://orcid.org/0000-0002-8765-2153
The doctor of pedagogical sciences, professor of the Ulyanovsk State Pedagogical University, professor of the Ulyanovsk State University (Russia).
Yulia A. Chernova
yu.chernova@mail.ru
https://orcid.org/0000-0002-6775-4566
Candidate of Pedagogical Sciences, Docent of the Department of mathematics and physics of the Ulyanovsk State Agricultural University named after P.A. Stolypin, Russian Federation
Kirill O. Ravodin
ravodinkiril@yandex.ru
https://orcid.org/0000-0002-8375-9527
PhD in Physics and Mathematics, Associate Professor, Head of the Development of Innovations and Entrepreneurship Department of the Ministry of Economic Development and Industry of the Ulyanovsk Region (Russia)

Recibido: 02/05/21
Aceptado: 28/06/21

Abstract

The purpose of the study is theoretical and methodological justification and modeling of the process of formation of creative self-presentation skills among future specialists in the field of mass media at the university. A list of skills that determine the effectiveness of

creative self-presentation is based on the analysis of works on self-presentation and professional standards of specialists in the field of mass media. The study revealed the specifics of the process of forming these skills at the university. The paper describes a developed by the authors model for the formation of creative self-presentation skills, the effectiveness of which was tested experimentally, a system of technologies and pedagogical conditions for its implementation is proposed. The results obtained in the course of the study are of practical importance, both for educational institutions of higher education, which train specialists in the field of mass information activity, and directly for specialists, whose integral part of work is the creative component.

Keywords: self-presentation, creative self-presentation, specialist in mass information activities, professional communication, formation of skills, creative self-presentation.

Resumen

El propósito del estudio es justificación teórica y metodológica y modelización del proceso de formación de habilidades creativas de autopresentación entre los futuros especialistas en el campo de los medios de comunicación en la universidad. Una lista de habilidades que determinan la efectividad de la autopresentación creativa se basa en el análisis de trabajos sobre autopresentación y estándares profesionales de especialistas en el campo de los medios de comunicación. El estudio reveló los detalles del proceso de formación de estas habilidades en la universidad. El artículo describe un modelo desarrollado por los autores para la formación de habilidades creativas de autopresentación, cuya efectividad fue probada experimentalmente, se propone un sistema de tecnologías y condiciones pedagógicas para su implementación. Los resultados obtenidos en el transcurso del estudio son de importancia práctica, tanto para las instituciones educativas de educación superior, que forman especialistas en el campo de la actividad informativa masiva, como directamente para los especialistas, cuya parte integral del trabajo es el componente creativo.

Palabras clave: autopresentación, autopresentación creativa, especialista en actividades de información masiva.

1. Introduction

At present, various innovations are being implemented in the educational sphere regarding the content of education, its organization, methods, forms, etc. They have a significant effect on the system of training specialists at a higher education institution for future professional activities and are determined by the requirements of the labor market. Today, those specialists are in demand who have aptitude for self-development developed at a high level, an aspiration for self-actualization, with a system of competences required for the implementation of professional activities at a creative level. But even if a specialist has creative potential and motivation to be creative, this does not

mean that such a specialist can be successful. A form of expression appropriate to the professional field is needed to manifest creative potential.

Professional self-presentation is an inseparable part of a person's positioning as a specialist. There are a number of definitions of professional self-presentation. In particular, A.K. Kasatkina treats it as a positive presentation by the subject of such qualities which, in his opinion, are relevant to perform professional actions in this field. In this connection, the study of specific ways of professional self-presentation seems to be important (Kasatkina, 2011). However, the mechanisms of creative self-presentation are still poorly studied.

There are a number of works on the problem of teaching a person successful self-presentation is represented by the works that offer fairly holistic didactic systems: methods, technologies, models of teaching self-presentation at almost all levels of education in Russia: preschool, primary and general secondary, primary and secondary vocational, higher education. But there are no works devoted to the formation of creative self-presentation skills among future specialists in mass information activity, with the exception of the work of L.M. Semyonova, concerning PR specialists. The specificity of their activities, aimed at collecting, processing and disseminating relevant social information in press, on radio, television, in cinema periodically, requires a number of special professional skills from specialists in this field. Starting communication with a person who possesses the required information, a specialist in mass information activities should be able to win the interlocutor's favor, position himself as an expert in a certain topic, problem. This is always a non-standard personality, charismatic, capable of attracting the attention of the audience, arousing its interest and trust (Pochkai, 2016).

The foregoing emphasizes the need for a deep study of the problem of the formation of creative self-presentation skills in students preparing for professional activity in the studied area, and the solution of obvious contradictions:

- between the social order for training a specialist's personality who is able to find creative ways for self-expression, and the lack of a methodological basis for the formation of a future specialist who meets these requirements in the educational process of a higher education institution;
- between the need to train future specialists in mass information activity to perform professional functions, the positive outcome of which depends on the degree of mastering skills, techniques and methods of self-presentation by students, and the insufficient level of readiness, the degree of preparation of pedagogical means that should be used in the educational process of a higher education institution, forming students' readiness for creative activity and creative self-presentation.

The indicated contradictions made it possible to formulate the problem of research as follows: what are the theoretical and methodological foundations, technological approaches and pedagogical conditions for the formation of creative self-presentation

skills among students - future specialists in the field of mass information activities in the educational process of the university?

In the main part of the paper in the theoretical framework block the professional communication of specialists of the mass media profile is considered in the problem field of a competent approach, the degree of development of the problem in domestic and foreign literature is described, the essence of creative self-presentation as an element of professional communication of a specialist in the field of mass media is revealed, the specifics of the formation of creative self-presentation skills of students in the educational process of the university is described.

The methodological framework block of the paper describes a model of the process of developing creative self-presentation skills of students, pedagogical technologies, as well as criteria, indicators and dynamics of the formation of creative self-presentation skills of students - future specialists in the field of mass information activities.

The results block summarizes the results of the study, proving the effectiveness of the selected methods.

2. Theoretical Framework

In domestic science, self-presentation as an independent phenomenon has been studied since the early 1990s. Research into the process of formation of readiness for self-presentation in Russia began in the 2000s. One can distinguish two research approaches in this scientific area: socio-psychological (the psychological foundations of teaching self-presentation are studied) and socio-pedagogical (didactic aspects of teaching self-presentation are considered) (Koryagina, 2012). Let us give a brief description of the works related to the first area. Socio-psychological training is proposed as a means of teaching self-presentation in the context of improving the image of commanders of cadet sub-units (Savateyev, 2001). In the fundamental work of Yu.M. Zhukov “Training as a method of improving communicative competence”, this form of activity is considered as an effective way of developing self-presentation skills, since it stimulates the activity of its participants (Zhukov, 2003).

The author’s techniques have been proposed to teach adolescents the methods and techniques of self-presentation for solving psychological problems at this age (Gretsov, 2003). The characteristics provided by E.V. Mikhailova of methodological aspects of doing exercises during the training is valuable for our research (Mikhailova, 2006). There is a study of the specific features of communicative actions during self-presentation among female employees in a military group (Ponomarenko, 2008). E.Yu. Krylov’s work is devoted to teaching various self-presentation tactics of students during communication in a virtual environment. (Krylov, 2012). E.V. Kazantseva, considering educational psychologists’ self-presentation as a professional meta-skill, uses the methods of brainstorming, group discussions, game modeling of professional activity for its

development (Kazantseva, 2013). The authors such as N.G. Novitskaya and I.N. Barash propose to conduct communication training in a situation of intercultural communication. Researchers taught students self-presentation at foreign language (English) lessons (Novitskaya, Barash, 2014).

In the study undertaken by E.E. Glotova it was proved that training contributed to the expansion of students' ideas about the chosen profession and it is an effective means of developing the skills of self-presentation and managing the impression of oneself (Glotova, 2015). Thus, one can draw a conclusion that representatives of the socio-psychological area of teaching self-presentation are considered as a new subject area of psychological theory and practice, they choose socio-psychological training as its means and associate the learning process with the development of communicative competency. The socio-pedagogical area of self-presentation is represented by the following research. Self-presentation is considered as a certain behavior of the subject, therefore, teaching self-presentation should be pragmatic in character and reduced to shaping students' experience of a certain type of behavior, developing a conditioned reflex in students, appropriate behavior models. Such teaching methods are proposed as 30-second self-presentations, group presentations on specific topics, writing a CV, etc.

In the thesis research carried out by I.B. Zakharova theatrical pedagogy is offered as a pedagogical means of developing self-presentation skills, and as methods - counseling, preparing a CV, conducting rehearsals, acting out interview situations in a recruiting agency. The author has developed a complex of communicative-verbal games, socially significant situations of self-presentation. In the author's opinion, "the effective orientation of a student's personality towards successful self-presentation is determined by the development and implementation of the author's program of socio-pedagogical orientation of the student's personality towards successful self-presentation; "the enrichment of the student's personal experience of self-presentation by means of theatrical pedagogy; the creation of socially significant real situations of self-presentation of the student's personality by communicative verbal means" (Zakharova, 2003). The specific features of self-presentation of preschool children with speech development disorders were studied by K.E. Panasenko. "Learning through experience" was chosen in various types of children's activities as a form of teaching self-presentation (Panasenko, 2005). O.V. Sheverdina, in her research, studied teenage behavior at a summer camp. To teach self-presentation, the author used situations in which teenagers and adolescents can communicate freely and naturally, expressing themselves and their interests (Sheverdina, 2006, p. 23).

The thesis research conducted by L.M. Semyonova is devoted to the formation of readiness for self-presentation of future specialists in public relations. The author substantiated a complex of pedagogical conditions for raising the readiness level of future specialists in public relations for self-presentation. This complex implies the creation and enrichment of the educational environment with professional values in accordance with the main parameters of students' readiness for self-presentation, as well as the implementation of a comprehensive program for the development of students' readiness

for self-presentation in educational and extracurricular activities, development of a monitoring system to determine the level of readiness of a future specialist in public relations for self-presentation (Semyonova, 2008). Considering the specific features of the formation process of readiness for self-presentation among students studying at a higher education institution of tourism, A.Yu. Brigadnova offers a theoretical course that reveals the basics of self-presentation "in the process of active lectures, which use questions, case analyses, fragments of discussions, audio and video materials. In practical classes, various elements of self-presentation are tried out in a variety of professional situations (Brigadnova, 2012).

The paper by M.G. Shishkova is devoted to teaching self-presentation of future workers in the process of their professional development. In the learning algorithm, the author distinguishes the following steps: introductory and evaluative ones implemented through the development of communicative and praxeological skills of self-presentation by the student; a factual one, directed at honing self-presentation actions; an organizational and activity one, associated with the development of self-presentation skills. The learning process ends with a public creative self-presentation in a team format (Shishkova, 2013). V. A. Savin's dissertation research is devoted to the study of didactic conditions for the development of self-presentation among high school students. During the experiment, students were asked to solve "meaning-making tasks". Such tasks motivated the subjects to find solutions based on their personal aspiration to present themselves in a certain (positive) way (Savin, 2012). Self-study work is considered as a means of developing students' self-presentation skills in the educational and methodological manual "Developing practical skills for life safety, success in employment and career" by such a team of authors as S.P. Budnikova, S.A. Radchenko, N.V. Prosperova and others. As self-study work, students are offered such tasks as writing an essay, preparing for a discussion, a debate, business games, preparing a presentation on a topic, a project, solving cases (Budnikova, Radchenko et al., 2016).

Among the works of the second area, one cannot help mentioning the textbook published in 2018 by A.A. Klimenko, S.A. Khazova, S.A. Karasyova about self-presentation competency, its content and the bases of formation. Self-presentation activity is considered by the authors as a modern direction of training specialists, and self-presentation competency is called the personal quality of university graduates competitive on the labor market. The authors substantiated the didactic principles of the formation of self-presenting competency in a higher education institution, characterized the stages of the formation of self-presenting competency (Klimenko, Khazova et al., 2018). One of the latest works in the social and pedagogical direction is I.I. Mishina's thesis dedicated to the design and implementation of a professionally oriented model that ensures the formation of readiness for speech self-presentation of students studying in non-humanitarian areas. In the author's opinion, "the effectiveness of the designed model of teaching speech self-presentation is determined by the introduction of interactive methods and forms, as well as the integration of pedagogical and andragogical teaching models" (Mishina, 2018, p. 71).

Defining the professional communication of a future specialist in mass information activity as a constituent part of his professional competency, in this paper we consider specific features of the process of creating a system of actions for a future specialist's creative self-presentation in a certain field in the educational process of a higher education institution. Any activity of a person can be performed only with the skills and abilities. Professional activity, as a more complex form of knowledge and behavior, requires a special increased level of their command. The assessment of the professional activity of a specialist is carried out proceeding from the quality of his application of the knowledge and skills acquired. It is known from psychological science that skills are formed as a result of repeated, systematic, purposeful repetitions of certain actions, which brings their performance to automatism (Avdeeva, 2009, p. 365). Automatism is required to reduce the time used to perform an action and reduce the mental burden on the performer. However, it is inappropriate to speak about the elimination of the controlling function of the subject's consciousness: a change in any parameter of work entails the instantaneous activation of awareness.

Skills refer to specific ways of doing things. Automatic performance of actions frees the mind of control over mental, sensory, motor operations that provide the implementation of a specific action. From an operational point of view, such an action becomes automatic, which allows consciousness to pay more attention to the ultimate goal of the action being performed, its conditions and results. From this it follows that the degree of awareness of actions becomes higher, therefore, it can be concluded that training leads to "the inclusion of a skill in the structure of a person's conscious activity" repetitions of certain actions, which brings their performance to automatism (Avdeeva, 2009, p. 367). Skills, as well-formed and stabilized modes of action, include several components: motivational, cognitive (building modes of action, conditions, image of the space in which the activity is carried out), executive, volitional, etc. Intellectual, sensory, motor (motor), sensorimotor and other types of skills are identified. The requirements for the learning process organization also change depending on what skills are formed in learners. But their interest in activities, demonstration, explanation, creation of attitudes to master skills are general conditions for the formation of any skills. The skill formation process is largely determined by learning technology.

The process of the skill formation is described in detail in N.A. Bernstein's work "On the construction of movements". The skill formation process is made up of four stages:

1. *Preliminary, or introductory*. A certain skill acquisition program is being formed. Actions are broken down into components, they are repeated several times in a test mode. Even with a clear understanding of the goals, there are numerous mistakes in actions.
2. *Analytical or preparatory*. A person analyzes the various parameters of the implementation of elements. Separate actions are formed, their alternation appears. Actions are characterized by a high level of focused attention.

3. *Synthetic, or standardizing*. The person has a clear idea of the skill. The individual elements of a holistic action are combined into a single whole. The quality of actions is improved. There is a shift of attention from action to its result.
4. *Automatic, or situational*. The person adapts the action to the situation, arbitrarily regulates it. All unnecessary elements of the action are removed. The action assumes an expedient character (N.A. Bernstein, 2012, p. 35).

In the theory and practice of teaching skills there are different approaches. With respect to the formation of professional skills, the most appropriate one is the activity approach (Abulkhanova-Slavskaya, 1991, Davydov, 2004, etc.). In accordance with it, in the learning process, it is necessary:

- to plan the characteristics of the professional activity being formed as a specific work skill;
- create conditions that allow the learner to accept the learning task;
- to design a program of activities contributing to the formation of an orientation basis of professional skills in the given characteristics, to create a regulated orientation in the process of their mastering;
- to organize the mastering of activity as a process of its internalization, forming the required characteristics at each stage of this process;
- to provide control over the process of formation of activities and its correction. When organizing the process of forming the creative self-presentation skills among future specialists in mass information activity, the ideas of the concept of the mental action development were relied on, since the first attempts to form skills systematically were made on its basis (Galperin & Talyzina, 1972. According to this theory, the sequence of learning based on the activity approach consists of five stages: the formation of an orientation basis for future action; practical mastering of mental action, which is carried out using objects; mastering a given action without relying on real objects; a shift of the action performance of external speech entirely to internal speech; performing an action completely in the internal plan with appropriate reductions and transformations, with the transfer of the performance of this action from the sphere of consciousness (that is, constant control over its implementation) to the sphere of intellectual skills.

Proceeding from the characteristics of the activities of specialists in the field of information and communication activities the composition of skills and qualities of creative self-presentation were determined as follows:

- skills and abilities of establishing contacts, keeping the listener's attention;
- the ability to win other people's favor, demonstrating respect and trust in the interlocutor, sincerity, spontaneity, interest;
- introspection skills (quickly and accurately recognize the qualities and state of the interlocutor, orientation in communication to the interlocutor's reaction);
- skills of self-reflection (to take an "external" position in consciousness in relation to "one's own Self" and thinking);

- self-regulation skills (management of one's psycho-emotional state);
- skills of verbal communication (accurately formulate thoughts, express them in a language accessible to the interlocutor, have one's own speech style, master various speech tactics, skills of speaking and writing, good diction, intonational expressiveness of speech, a large vocabulary, etc.);
- skills of civilized psychological influence (well-reasoned open influence, addressed to the intellectual abilities of a person, free from force and deceit);
- skills of non-verbal communication (control of facial expressions, gestures, movements, visualization of one's own qualities and merits (visual image);
- possession of various tactics of creative self-presentation;
- the ability to concentrate on a person, his emotions and feelings (social intelligence);
- skills of mobilization and adaptation to the communication situation;
- artistic skills (improvisation, persuasiveness, the ability to transform);
- business etiquette skills (identifying the topic, drawing up a plan for self-presentation, greeting, answering questions, completing communication).

A theoretical model that has a process nature was developed to form the listed skills of creative self-presentation. It gave an opportunity to consider the process under study comprehensively identifying the following interrelated blocks.

The target block comprises the goal and objectives of the process under study. The goal is to develop students' skills of creative self-presentation as a component of professional communication. The goal breaks down into the following objectives: the formation and development of a student's motivator system; stimulation of self-development and self-actualization of the student; encouraging attempts of the subject of education at creative self-expression; development of such important qualities as creativity, openness, tolerance, sensitivity, courage, etc. in a student.

The methodological block of the model reflects the approaches and principles to the formation of students' creative self-presentation skills as an element of professional communication in the process of training a future specialist in mass information activity.

The process of forming self-presentation skills is built in accordance with a number of methodological approaches: culturological, axiological, systemic, personality-activity, competence-based, content-related and poly-artistic, and relied on the principles of cultural conformity, productiveness, multiculturalism, unity and harmonization of rational and emotional factors, the relationship of sociocultural and educational values, integrity, variability, activity, complexity, etc.

The content block of the model is represented by such disciplines as the basics of communication theory, communication management, professional ethics, intercultural communication and the media, speech technology, psychology and labor psychology.

The discipline that deepened and generalized the knowledge and skills of students in the field of self-presentation was the special course “Technology of creative self-presentation within the professional communication of a specialist in mass information activities”. The purpose of the special course is to master the mechanisms of creative self-presentation and business communication by students as a component of the professional activity of a specialist in mass information activities. During the special course, the following objectives are achieved: deepening and expanding students’ knowledge about the essence of self-presentation, the specificity of creative self-presentation, mastering various strategies and tactics of self-presentation, improving the skills of verbal and non-verbal communication in the context of business communication; study of national and gender characteristics of verbal and non-verbal communication in business communication of a specialist in the field of mass media; the formation of the skills of introspection and self-reflection, the acquisition of skills in the methods of creating a positive image.

The special course provided the formation of such competences as:

- universal (the ability to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign language (s));
- general professional (the ability to create media texts, media products, communication products that are in demand by society and the industry in accordance with the norms of Russian and foreign languages, the characteristics of other sign systems; the ability to use modern technical means and information and communication technologies in professional activities);
- professional (the ability to choose adequately the form of work with opponents based on the goals of communication, initiate and maintain contact with the audience, use modern information technologies and media to raise the effectiveness level).

The content of the special course is structured into the following sections: “Models and methods of business communication of a specialist in mass information activities”, “Self-presentation as a factor in the formation of a positive image of a specialist in the mass information sphere”, “A resume and an interview: a method of preparing and conducting”, “Adaptation methods in a new team in the field of mass media”, “Career planning for a specialist in mass information activities”.

The activity block is represented by pedagogical technologies for the formation of creative self-presentation skills among students in the process of training a specialist: lectures (traditional and innovative lectures), games (role-playing game), interactive technology (case studies, portfolio, storytelling). Pedagogical technologies were selected according to such criteria as conceptuality (reliance on a specific scientific concept); consistency (possession of all the features of the system), controllability (opportunities for goal-setting, planning, educational process, monitoring, variation of methods and means of teaching in order to correct its results), efficiency (efficiency in terms of results and optimality in terms of costs, guaranteed achievement of the planned learning goal),

reproducibility (the possibility of repetition by another teacher) and providing comfortable conditions for all the subjects of the educational process.

The criterion-diagnostic block includes a criterion apparatus, the characteristics of the formation levels of creative self-presentation skills.

The motivational-value criterion implies the formation of the motives of self-presentation (demonstration of one's belonging to the profession, raising one's own professional attractiveness, uniqueness, obtaining approval, professional self-assertion, professional self-identification, etc.), awareness of the values and significance of the chosen profession, professional culture, professional creativity.

The cognitive criterion allows establishing the completeness and depth of knowledge about business interaction, business etiquette, professional communication, about the structure of creative self-presentation, its strategies and tactics, as well as an idea of the meaning and functions of creative self-presentation in the professional activity of a specialist in mass information activities, the formation of thinking processes (analysis, generalization, synthesis, judgments and inferences, etc.), allowing the individual to develop stable ideas about himself.

The regulatory (emotional-volitional) criterion is connected to the formation of emotional sensitivity, the development of a sense of empathy, possession of the skills of tolerant communication in the process of professional communication, emotional-volitional self-control, management of one's psycho-emotional state in the course of self-presentation.

The activity criterion reflects the possession of skills and methods in the field of preparation, implementation, correction of self-presentation activities and involves the determination of the goal of self-presentation, the selection of the content for creative self-presentation, the choice of its form, strategy and tactics, presentation of selected information using verbal and non-verbal means, analysis of self-presentation and the need for its correction.

The introspective criterion provides for the presence and content of self-analysis and self-reflection about self-presentation, i.e. the development of the ability to conduct self-analysis, the search for one's strengths and weaknesses, the level and adequacy of self-esteem, the aspiration for self-development, the ability to recognize the emotional state of another person, recognition of the reaction of the recipient (an individual or collective subject who receives a message in the media communication process), orientation towards it.

The ability to attain creative self-presentation passes through the following levels in its development: critical, imitative, productive, situational-creative ones.

The block "Pedagogical conditions". In the course of the study, we formulated three groups of pedagogical conditions that ensure the success of the formation of creative self-presentation skills of students preparing for work in the field of mass communication.

Organizational and pedagogical conditions embrace: scientific and methodological support of the process of forming creative self-presentation skills; technical equipment of the pedagogical process aimed at developing the skills of creative self-presentation; integration of the process of forming the ability to represent oneself in a holistic educational system for training specialists in the field of the mass media; pedagogical monitoring of the formation of creative self-presentation skills; the partnerships available between the university and various media; the transition from knowledge-based to competence-based approach in training specialists.

The group of *psychological and pedagogical conditions includes*: the development of a creative sphere in the process of education; subject-subject relations in the systems: "teacher-student", "student-student"; the development of positive motivation for the formation of creative self-presentation skills; creating a situation of success in the process of preparing creative self-presentation; individual approach to the student's personality; professional competence of the teacher, his mastery of the skills of creative self-presentation; the formation of the value attitude of students to the creation of their own positive image as a future specialist in mass information activities and his creative self-presentation; pedagogical support for the formation of creative self-presentation skills; demonstration of the prospects and significance of creative self-presentation skills in future professional activities.

The group of *didactic conditions* incorporates: the use of a variety of active and interactive technologies for the formation of creative self-presentation skills; modeling in the educational process situations that require the use of creative self-presentation skills; the use of modern educational technologies in the learning process that correspond to the goals and objectives of the formation of creative self-presentation skills; strengthening the integration of the subject content of such disciplines as the basics of communication theory, communication management, professional ethics, intercultural communication and mass media, speech technology, psychology and labor psychology; organization of collective forms of activity and various forms of cooperation of students in the process of developing creative self-presentation skills.

3. Methodological Framework

The experimental verification of the effectiveness of methodological and technological approaches to the formation of creative self-presentation skills was carried out at Ulyanovsk State University, I.N. Ulyanov Ulyanovsk State Pedagogical University and FSBEI VE Ulyanovsk State Technical University in 2016-2020. The experiment was carried out with students studying in such courses as "Journalism" and "Public Relations".

One hundred and ninety-four students participated in the study: 96 people in the control group, and 98 people in the experimental group.

The experimental work was carried out in three stages.

Stage I - ascertaining. Its purpose was to identify the initial level of the formation of creative self-presentation skills among the students of I.N. Ulyanov Ulyanovsk State Pedagogical University and FSBEI VE Ulyanovsk State Technical University (courses: “Journalism” and “Public Relations”).

Stage II - formative, included the implementation of a developed process model for the formation of creative self-presentation skills. A set of traditional for higher education at the university pedagogical technologies was used to ensure the successful formation of creative self-presentation skills of students mastering professional mass information activities (problem lecture, double lecture, lecture-visualization, lecture with pre-planned errors, lecture-conversation, lecture-discussion, lecture with analysis of specific situations, lecture-consultation, lecture-press conference) and innovative interactive technologies (role-playing, case-study, portfolio, storytelling, training)united by a common goal and meeting criteria such as conceptuality, systematics, manageability, results efficiency and cost optimality, assurance of achievement of the planned training goal, reproducibility.

Stage III - control, included re-diagnostics of the formation of creative self-presentation skills; generalization of the results of the pedagogical experiment to test the effectiveness of the approved model for the formation of creative self-presentation skills among students - future specialists in mass information activities.

To assess the formation of creative self-presentation skills during the ascertaining and control stages of the experiment, the motivational structure of the students’ personality was explored, diagnostics of students’ readiness to use creative self-presentation skills in professional activity was carried out; the levels of communication skills of students as future specialists in mass information activities, their creativity, reflexivity were determined.

The following diagnostic tools are of interest:

- diagnostics of personal creativity developed by E.E. Tunik (2006), used to assess riskiness, curiosity, level of imagination and a tendency to choose complex, non-standard ideas;
- diagnostics of introspection by A.V. Karpov (2003), which determines the level of development of introspection among students.

Cluster analysis of the obtained experimental data was carried out to identify the level of formation of creative self-presentation skills among future specialists in mass information activities at the ascertaining and control stage of the experiment.

Cluster analysis allows one to simplify the process of data processing and decision making by applying its own analysis method to each cluster. When analyzing the results of the work, the analysis was carried out using the methods of a hierarchical agglomerative family, namely the Ward method, in which the minimum variance is optimized within the clusters, as a result, clusters of approximately equal sizes are created (Mandel,1988).

The uniform standardization of measurement scales of objects is the condition of obtaining objective data in cluster analysis, in other words, bringing all the indicators to a single range of change.

The procedure of bringing the scales of indicators to one scale ensures the equivalence of all indicators when calculating the distance between individual measurements and conducting cluster analysis. To this end the coefficients of dimensions were introduced for each of the indicators: the formation of the motivation and value component (indicator B_1), the cognitive component (indicator B_2), the emotional and volitional component (indicator B_3), the activity component (indicator B_4), the introspective component (indicator B_5) The coefficient of each indicator (K_i) was calculated by means of dividing 10 by the maximum point. The derived point was calculated according to the formula: $P_i = K_i * B_i$.

The data were calculated for each subject separately. The result was a matrix with dimensions 194x5 (194 – the number of respondents, 5 – the number of indicators). Numerical results were subjected to cluster analysis in accordance with the previously described technique. As a result, 4 clusters or groups with a reliability rate of 92% were obtained:

Level 1, critical – four indicators, for example, B_1, B_2, B_3 B_4 have very low values, and one indicator (B_5) – a low or a very low value;

Level 2, imitative – two or three indicators, for example, (B_1, B_2 and B_3) or (B_1 and B_4) have only low values, and the rest of the indicators (B_5) or (B_4 and B_5) – an average or a low value;

Level 3, productive – three or four indicators, for example, (B_1, B_2, B_3 and B_4) or (B_1, B_2 and B_3) have an average value and the rest of the indicators (B_5) or (B_4 and B_5) – an average or a high value;
Level 4, situational-creative – three or four indicators, for example, (B_1, B_2, B_3 and B_4) or (B_1, B_2 and B) have a high value, and the rest of the indicators (B_5) or (B_4 and B_5) –an average or a high value.

Accordingly, the formation levels of creative self-presentation skills among future specialists of mass information activities are in the following ranges of values:

- from 0 to 50 – very low;
- from 51 to 149 – low;
- from 150 to 213 – average;
- from 214 to 255 – high.

Based on the characteristics of the data for clusters and the range of values, we have identified four formation levels of creative self-presentation skills among students - future specialists in mass information activities:

The critical level: the motives of self-presentation are not formed, the student is characterized by a weak awareness of the value and significance of the chosen profession, professional culture and creativity; knowledge about business interaction and professional communication is fragmentary, unclear, inaccurate, there is false knowledge, the idea of the importance and necessity of applying the skills of creative self-presentation in professional communication is insufficient; ideas about the structure, strategies and tactics of creative self-presentation are incomplete; a low level of thinking processes, which does not allow the student to develop stable ideas about himself; emotional sensitivity is poorly developed, a sense of empathy is rarely manifested, the skills of tolerant communication and emotional-volitional control are not demonstrated in the process of professional communication; the ability to use introspection is not developed, self-esteem is inadequate; recognition of the emotional state of other people is hindered, the recipient's reaction to his self-presentation is interpreted incorrectly; self-presentation activity is not very successful.

The imitative level: the motives of self-presentation are partially formed, the most often manifested is the motive of obtaining the teacher's approval; the values of professional activity, professional culture, professional creativity are realized, but their rank in the hierarchical structure of values of the student's personality is low; knowledge of business interaction and professional communication, strategies and tactics of creative self-presentation are superficial, the idea of the importance and necessity of its application in professional communication is partially formed; emotional sensitivity and a sense of empathy are manifested episodically, the skills of tolerant communication and emotional-volitional self-control in the process of professional communication are rarely demonstrated; introspection skills are poorly developed, self-esteem is not optimal; the qualities and state of a particular person are not always independently recognized, the student uses the methods of winning somebody's favor through verbal and non-verbal communication channels with diffidence; demonstrates typical ways of building self-presentation, at this level, the student builds it according to the model, imitating the teacher, other students; does not always correctly interpret the reaction of the recipient to his self-presentation.

The productive level: a person realizes the value and significance of the chosen profession, professional culture, professional creativity, the range of motives for self-presentation is quite wide; knowledge about business interaction, business etiquette, professional communication, about the structure of creative self-presentation, its

strategies and tactics, as well as an understanding of the meaning and functions of creative self-presentation in the professional activity of a specialist in mass information activities are accurate and complete, thinking processes are sufficiently developed; emotional sensitivity and a sense of empathy are manifested when it is necessary, the skills of tolerant communication and emotional-volitional self-control in the process of professional communication are used in a stereotyped manner; the student quickly and accurately recognizes the qualities and state of a particular person, actively uses the methods of winning somebody's favor through facial expressions, intonations, studied during the course of training, quite successfully carries out self-presentation according to the proposed plan, algorithm, recognizes the recipient's reaction to his self-presentation, but he cannot always successfully correct it.

The situational-creative level: the motives of creative self-presentation are fully formed, a high rank of values of professional activity, professional culture, professional creativity in the hierarchical structure of values of the student's personality; knowledge about business interaction, business etiquette, professional communication, about the structure of creative self-presentation, its strategies and tactics, as well as an understanding of the meaning and functions of creative self-presentation in the professional activity of a specialist in mass information activities, is systemic and complete; thinking processes that allow a person to develop stable ideas about themselves are formed in a certain way; the ability to use introspection is developed, the assessment of one's strengths and weaknesses is adequate; the person possesses the skills of tolerant communication and emotional-volitional self-control at a high level in the process of professional communication; the student is characterized by the desire for self-development, the ability to understand the emotional state of another person; quickly recognizes the recipient's reaction, focuses on it, finds new means for building self-presentation, his creative manifestations are unique, self-presentation is effective.

4. Results and Discussions

The distribution of respondents by the levels of creative self-presentation skills convincingly testifies to the significant positive dynamics in the formation of creative self-presentation skills among students of the experimental group (see Table 1).

Table 1. Distribution of respondents by the levels of the skill formation of creative self-presentation in the experimental and control groups

Groups	Experimental group				Control group			
	Stage I		Stage III		Stage I		Stage III	
Levels	People	%	People	%	People	%	People	%
Critical	26	26,5	10	10,2	30	31,3	25	26
Imitative	53	54,1	30	30,6	48	50	53	55,2
Productive	15	15,3	33	33,7	13	13,5	12	12,5
Situational-creative	4	4,1	25	25,5	5	5,2	6	6,3

A comparative analysis of the obtained data at the recording and control stages of the experiment suggests that the results of the students of the experimental group are significantly higher. The number of students who achieved the situational-creative level of formation of creative self-presentation skills increased by 21.4% (from 4.1% to 25.5%), in the control group this indicator increased by only 1.1% (from 5.2% to 6.3%). The number of students with a productive level of formed skills in the experimental group increased by 18.4% (from 15.3% to 33.7%), in the control group decreased by 1% (from 13.5% to 12.5%). The percentage of respondents with imitative level decreased in the experimental group (by 23.5%), and increased in the control group (by 5.2%). The number of students remaining at the critical level in the experimental group decreased by 16.3%, in the control group this indicator decreased not so significantly - by 5.3%.

The results of experimental work were confirmed using the method of mathematical statistics, such as the multifunctional statistical F-criterion by Fisher, which is designed to compare two samples by the frequency of occurrence of the effect under study. Using it, the validity between the initial and final quantitative data (in%) obtained at the ascertaining and control stages of the experiment was checked. The obtained data (2,304) is higher than the corresponding critical value for the level of 1%, differences between groups are significant already at the level of 1%.

Thus, the results of experimental testing of the process model and the pedagogical conditions for the formation of creative self-presentation skills among students - future specialists in the field of mass information activities indicate their effectiveness.

In general, our research results can be divided into theoretical and practical ones. The theoretical ones include a more precise definition of such concepts as “professional self-presentation”, “creative self-presentation”, the definition of the basic set of creative self-presentation skills and a description of the conditions for their formation. We refer an increase in the level of mastery of creative self-presentation skills among students, future specialists in mass information activity to the practical results, which will significantly raise their competitiveness level on the labor market.

5. Conclusion

Summarizing the materials presented in the paper, one can draw the following conclusions:

1. Professional mastery and competence of a specialist in the field of mass information activities is assessed by what creative skills and abilities he possesses. The quality of labor activity of a specialist of this profile, his professional success and demand on the labor market depend on the degree of their development.
2. Professional self-presentation is an important component required in the professional activity of a specialist in mass information activities. Professional self-presentation is an uninterrupted process that the communicants may not be aware of, but, nevertheless, serves to convey information about the personality of the subject as a

professional in his field. This can comprise both personal qualities that, in the opinion of the subject, are relevant to work in this field of activity, and information about the knowledge, experience, skills of the subject, which, in his opinion, are important for this profession.

3. Creative self-presentation of a specialist in mass information activities represents such communicative actions that help the subject to reveal his creative potential, through regulatory actions to find his place in the chosen area and a specific team, through reflection to continue self-development in the chosen professional area.
4. Creative self-presentation skills as well-formed and stabilized modes of action include several components: a motivational, cognitive, emotional-volitional, activity and introspective one. The skills of creative self-presentation of specialists in the field of mass information activities embrace: skills in establishing contacts, keeping the listener's attention; the ability to win other people's favor demonstrating respect and trust in the interlocutor, sincerity, spontaneity, interest; introspection and self-reflection skills; self-regulation skills; skills of verbal and non-verbal communication, civilized psychological influence; possession of various tactics of creative self-presentation; the ability to focus on a person, his emotions and feelings; skills of mobilization and adaptation to the communication situation; artistic skills; business etiquette skills.
5. In the course of the experiment to ascertain the facts, it was found that students do not sufficiently possess the skills of creative self-presentation as an element of the professional communicative culture of a specialist in the field of mass media, have a poor understanding of the strategies and tactics of self-presentation, demonstrate a low level of formation of creative self-presentation skills, which confirms the need for purposeful work on their formation in the educational process of a higher education institution.
6. The process of forming the skills of creative self-presentation among future specialists in mass information activities should be carried out in two parallel directions: socio-pedagogical (the acquisition of knowledge underlying effective self-presentation, teaching self-presentation skills through the creation of a set of didactic conditions) socio-psychological (development and improvement of creative self-presentation skills carried out in the conditions of group educational and training activities).
7. Teaching creative self-presentation in the educational process of a higher education institution contributes to: the formation and further development of the student's motivational sphere; activation of self-development and self-actualization of the personality of the future specialist in mass information activities; realization of the student's creative potential; encouraging the student to represent creatively his own "Self"; the development of existing personal characteristics and evolvement of new qualities, such as initiative, critical mind, openness to new things, the need to find new ways to solve professional problems, independence in choosing the necessary methods to achieve professional goals and solve professional problems.
8. The process model of the formation of creative self-presentation skills developed in the course of the research among students - future specialists of mass information activities in the educational process of a university made it possible to consider the process under study comprehensively and mentally reflect its goals, content,

structure, connections and results, combining the target, methodological, content, criterion-diagnostic blocks, as well as a block of pedagogical conditions into a holistic system.

9. The use of a complex of pedagogical technologies contribute to attaining the goal of forming the creative self-presentation skills of a future specialist in mass information activities in the process of studying at a higher education institution. These technologies meet such criteria as conceptuality (reliance on a specific scientific concept); consistency (possession of all the features of the system), controllability (opportunities for goal-setting, planning, educational process, monitoring, variation of methods and means of teaching in order to correct its results), efficiency (efficiency in terms of results and optimality in terms of costs, guaranteed achievement of the planned learning goal), reproducibility (the possibility of repetition by another teacher) and providing comfortable conditions for all subjects of the educational process.
10. The results of the experimental work confirm the effectiveness of the model of the process of forming creative self-presentation skills among future specialists in mass information activities during their training at a higher education institution and pedagogical conditions of their implementation. The statistical significance of positive changes in the state of the studied skills among students of the experimental groups, which occurred, as a result of the formative experiment, was established on the basis of the selected criteria at the stage of the control experiment.
11. Promising areas for further research into the problem of forming creative self-presentation skills of future specialists in mass information activities are: studying the ways of developing creative self-presentation skills formed previously, searching for new pedagogical technologies that contribute to the development of creative self-presentation skills, studying the features of using creative self-presentation skills in the context of remote interaction.

6. References

Abulkhanova-Slavskaya, K. A. (1991). Strategy of life. Moscow: Mysl.

Avdeeva, N.N. (2009). Big psychological dictionary. Moscow: AST; St. Petersburg: Prime-Evroznak.URL:https://spbguga.ru/files/03-5-01-005.pdf.

Bernstein, N.A. (2012). On the construction of movements. M.: Book on demand.

Brigadnova, A.Yu. (2012). Technology of forming readiness for self-presentation in the process of practical training. Bulletin of the RMAT, No. 2-3 (5-6), pp. 114-119.

Budnikova, S. P., Radchenko, S. A., Prosperova, N. V., Lukienko, L. V., Pazukhina, S. V., Radchenko, S. S., Ryabov, R. G., Petrova, M. S., (2016). Developing practical skills for life safety, improving employment and caree. Tula: Tula State Pedagogical. University named after L. N. Tolstoy. ISBN 978-5-87954-997-3.

Davydov, V.V. (2004). Problems of developing learning: the experience of theoretical and experimental psychological Research. Moscow: Academy

Galperin, P. Ya., Talyzina, N.F. (1972). Guiding cognitive activity of students. Moscow: Moscow State University. URL:https://search.rsl.ru/ru/record/01007077471.

Glotova, E.E. (2015). Self-presentation of a university graduate as one of the ways of effective employment. Problems of pedagogy, No. 2 (3), pp. 178-181.

Gretsov, A.G. (2003). Emotional relationships with peers and psychological problems of adolescents (the abstract of the thesis for PhD in Psychology), The Herzen State Pedagogical University of Russia, St. Petersburg. URL: https://search.rsl.ru/ru/record/01002648113.

Karpov, A.V. (2003). Reflexivity as a mental property and the method of its diagnosis. Psychological journal, № 5, pp. 45-57. ISSN 0205-9592.

Kasatkina, A. Yu. (2011). The ways of self-identification and self-presentation of the subject of professional activity. Bulletin of ChelSU, No. 24, pp. 235-237.

Kazantseva, E.V. (2013). The formation of self-presentation skills as professionally required qualities of future educational psychologists. Concept, No. 5, pp. 1-3.

Klimenko, A. A., Khazova, S. A., Karaseva, S. A. (2018). Self-presentation competence: the content and formation bases: textbook. Krasnodar: KubSAU. ISBN 978-5-00097-571-8-164.

Koryagina, N. A. (2012). Research problems of socio-psychological factors of self-presentation. Modernization of Russian education: trends and prospects. Book 3: monograph, Krasnodar: Center for Social and Political Research “Premier”, pp. 24-44.

Krylov, E. Yu. (2012). The formation of tactics of purposeful self-presentation among students in a virtual environment: (the abstract of the thesis for PhD in Psychol). Sciences: spec, Herzen State Ped. University, St. Petersburg.

Mandel, I.D. (1988). Cluster analysis. Moscow: Finance and statistics.

Mikhailova, E. V. (2006). Teaching self-presentation: textbook: [for students and graduate students studying psychology]. Higher School of Economics. 2nd ed., Moscow: SU HSE. ISBN 5-7598-0433-2.

Mishina, I.I. (2018). Professionally oriented model of the formation of readiness of students of non-humanities programs for speech self-presentation (the abstract of the thesis for PhD in Pedagogy). Peoples’ Friendship University of Russia, Moscow, http://www.dslib.net/teoria-vospitania/professionalno-orientirovannaja-model-formirovanija-gotovnosti-studentov.html

Novitskaya, N. G, Barash, I. N. (2014). Self-presentation in foreign language communication and teaching technology in English lesson. Bulletin of Mozyr State University named after I. P. Shamyakin, Mozyr, No. 2 (43), pp. 117–120.

Panasenko, K.E. (2005). Specific features of self-presentation among preschoolers with speech impairment: the thesis for PhD in Psychology, Federal State Autonomous Educational Institution of Higher Education «Belgorod State National Research University», Belgorod. URL: https://www.dissercat.com/content/osobennosti-samoprezentatsii-doshkolnikov-s-narusheniem-rechevogo-razvitiya.

Pochkai, E.P. (2016). Amateur journalism as a means of self-realization. International research journal, No. 1(55), Part 3, pp. 136-139.

Ponomarenko, I.V. (2008). Socio-psychological features of self-presentation of women in the military (the abstract of the thesis for PhD in Psychology), The Military University of the Ministry of Defense of the Russian Federation, Moscow. URL: https://www.dissercat.com/content/sotsialno-psikhologicheskie-osobennosti-samoprezentatsii-voennosluzhashchikh-zhenshchin.

Savateyev, A.V. (2001). Psychological conditions for improving the image of the commander of the cadet sub-unit (the abstract of the thesis for PhD in Psychology), Military University, Moscow. https://www.dissercat.com/content/psikhologicheskie-usloviya-sovershenstvovaniya-imidzha-komandira-kursantskogo-podrazdeleniya

Savin, V. A. (2012). Didactic basis for the development of self-presentation as a component of the professional success of a future specialist. Russian psychological journal, Vol. 9, No. 2, pp. 55-61. Text: electronic. URL: http://www.rpj.ru.com.

Semyonova, L.M. (2008). The formation of a professional image and readiness for self-presentation among future specialists in the field of mass communication: monograph. Chelyabinsk: South Ural State University Publishing House.

Sheverdina, O.V. (2006). Pedagogical conditions for the formation of the experience of a teenager's self-presentation in a temporary summer association (the abstract of the thesis for PhD in Pedagogy), Nekrasov Kostroma State University, Kostroma. URL: https://www.dissercat.com/content/pedagogicheskie-usloviya-formirovaniya-opyta-samoprezentatsii-podrostka-vo-vremennom-letnem-.

Shishkova, M.G. (2013). Organization of self-presentations of future skilled workers in professional development. International research journal, No. 6 (6), pp. 66-67.

Tunik, E.E. (2006). Diagnosis of creativity. E. Torrens test: adaptive. St. Petersburg: Speech, 175 p. - ISBN 5-9268-0461-2.

Vaganova, O., Ilyashenko, L., Smirnova, Z., Bystrova, N., & Kaznacheeva, S. (2019). Students' creative abilities development in higher educational institution. Amazonia Investiga, 8(22), 701-710. Retrieved from https://amazoniainvestiga.info/index.php/amazonia/article/view/822

Vaganova, O., Livshits, Y., Aleshugina, E., Smirnova, Z., & Kutepova, L. (2019b). Experience in developing electronic glossary in a higher education institution. Amazonia Investiga, 8(22), 247-253. Retrieved from https://amazoniainvestiga.info/index.php/amazonia/article/view/421

Zhukov, Yu. M. (2003). Training as a method of improving communicative competency. (The thesis for Doctoral Degree in Psychology). Moscow State University, Moscow. URL: https://www.dissercat.com/content/trening-kak-metod-sovershenstvovaniya-kommunikativnoi-kompetentnosti.

Zakharova, I.B (2003). Socio-pedagogical orientation of the student's personality to successful self-presentation in the educational process. (The thesis for Doctoral Degree in Pedagogy). Reshetnev Siberian State University of Science and Technology, Krasnoyarsk. URL: https://www.dissercat.com/content/sotsialno-pedagogicheskoe-orientirovanie-lichnosti-studenta-na-uspeshnuyu-samoprezentatsiyu-.

DOI: https://doi.org/10.46502/issn.1856-7576/2021.15.02.18

The features of the formation of ethno-value consciousness in the modern Kazakh Pedagogical University

Las características de la formación de la conciencia del valor etno en la universidad Pedagógica Moderna de Kazaj

Aipova Ainash
pgu@tou.edu.kz
https://orcid.org/0000-0002-8428-8018
Doctoral Candidate in the specialty "Pedagogy and Psychology», Senior lecturer, S. Toraighyrov Pavlodar State University, Kazakhstan.
Apaeva Sofiya
kkf_knu@mail.ru
https://orcid.org/0000-0002-8145-8579
Candidate of Philological Sciences, Associate Professor, Decan of Kyrgyz National University named after J. Balasagyn. Kyrgyz-Chinese faculty.
Temirgalinova Assel
kkf_knu@mail.ru
https://orcid.org/0000-0001-9202-1885
Doctoral Student in the specialty 6D010300 «Pedagogy and Psychology», S. Toraighyrov Pavlodar State University, Pavlodar, Kazakhstan.
Shabambaeva Anara
shabambaeva.anar@mail.ru
https://orcid.org/0000-0003-3663-1368
PhD student in 6D020300-History, L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan.
Karabulatova Irina
Radogost2000@mai.ru
https://orcid.org/0000-0002-4228-3235
Doctor of Philology, Professor, Department of Foreign Languages, Faculty of Philology, Peoples' Friendship University of Russia (RUDN-university), Moscow, Russian Federation.

Recibido: 18/05/21
Aceptado: 02/07/21

Abstract

The specifics of the conditions for the formation of the ethno-value consciousness of future teachers based on a comprehensive approach to mastering their ethnic knowledge

and skills in the process of competence and activity approaches is the goal of study. The authors used a synergistic approach based on competence-based and activity-based approaches. These approaches include the following methods: interiorization of internal cognitive activity with cross-cultural, cross-competent, cross-linguistic analyses, the method of emotional experience; frame modeling method, competence approach, psycholinguistic and pedagogical experiments. The results the essence of the ethno-value consciousness of the individual is determined; the types of values reflected in the ethno-value consciousness of the individual in the mental form are described, its specificity is revealed; the definition of the ethno-value competence is given and its components are clarified; it is proved that the main methods of forming the ethno-value consciousness of the individual is the event-activity method of reproducing the cultural scenario in order to actualize the cultural space. The results of the study can make a certain contribution to the theory and practice of ethnopedagogical education of students.

Keywords: consciousness, competence, modeling, interiorization, ritual.

Resumen

El objetivo del estudio es la especificidad de las condiciones para la formación de la conciencia de valores etnológicos de los futuros maestros, basada en un enfoque integral para dominar sus conocimientos y habilidades étnicas en el proceso de enfoques de competencia y actividad. Los autores utilizaron un enfoque sinérgico basado en enfoques basados en competencias y actividades. Estos enfoques incluyen los siguientes métodos: interiorización de la actividad cognitiva interna con análisis transculturales, transcompetentes y translingüísticos, el método de la experiencia emocional; método de modelado de marcos, enfoque de competencias, experimentos psicolingüísticos y pedagógicos. En los resultados se determina la esencia de la conciencia etnovalorial del individuo; se describen los tipos de valores reflejados en la conciencia etnovalorial del individuo en la forma mental, se revela su especificidad; se da la definición de la competencia de etnovalor y se aclaran sus componentes; Está comprobado que el principal método de formación de la conciencia etnovalorial del individuo es el método evento-actividad de reproducir el escenario cultural para actualizar el espacio cultural. Los resultados del estudio pueden hacer una cierta contribución a la teoría y la práctica de la educación etnopedagógica de los estudiantes.

Palabras clave: conciencia, competencia, modelado, interiorización, ritual.

1. Introduction

The urgency of the problem is due to the need to resolve the increasingly acute contradictions that are observed in all spheres of public life and, first of all, in the field of culture and education, in which there are processes of dehumanization, spiritual crisis. The entry of the post-Soviet educational system into the European education system and the formation of a global educational space can, according to Ya. A. Banks, "change the understanding of people, themselves and the world, it helps them to transform themselves

and the world in the most harmonious, authentic and coordinated way. This will naturally manifest itself in the transformation of the values and identity of students and students" (Banks, 2013).

On the one hand, the transformation of values in the context of globalization will help to expand the value consciousness of students by including in its framework the values that spread in the process of cultural expansion of American culture, which expands the space of its positive and destructive values and behaviors. It is no coincidence that globalization is also considered by scientists as a process of universalization of the world due to increased contacts.

Thus, R. Robertson notes that globalization is "a historical process of increasing contacts between different parts of the world, which leads to a growing similarity and uniformity in the lives of the peoples of the planet" (Robertson & White, 2003). Today, due to the intensification of cultural expansion, the American standard of values is invading all countries of the world, while globalization is transforming the traditional values of ethnic cultures under the slogan of humanistic progress of humanity, and the main step towards this is the simplification and worldwide standardization of human values (Karabulatova, Vildanov, Zinchenko, Vasilishina, Vassilenko, 2017).

Along with globalization, there is also a process of disintegration of cultures and languages of peoples who seek to preserve their identity, preferring to localize the development of language and culture within the living environment. At the same time, the interest of researchers in the study of ethnic cultures, the empirical experience of the people used by them in the education of the younger generation increases. The pedagogical culture of the people and the socio-cultural experience accumulated by them were the basis for a new branch of knowledge – ethnopedagogy.

In the works of the founders of ethnopedagogy K. Zh. Kozhakhmetova (1998), K. B. Zharikbaev and S. K. Kaliev (1992), G. M. Khrapchenkov & Khrapchenkov (1998), etc.), the methodological foundations of this science are developed, the content of education within the framework of ethnopedagogy is considered, which includes the system of knowledge about the ethnic picture of the world in its historical development, recorded in such types of knowledge as ethnophilosophical knowledge, scientific knowledge, ideological knowledge (principles, worldview), ethical knowledge (the system of moral and ethical norms and rules), aesthetic knowledge, etc.

Experts define ethnopedagogy as the science of the experience of the masses in educating the younger generation (Kozhakhmetova, 1998). Scientists attach particular importance to the ethno-pedagogical training of future teachers by introducing students to national values, forming the foundations of ethno-pedagogical culture (K. Zh. Zharikbaev and S. K. Kaliev (1992), L. K. Grebenkina & Kopylova (2008), N. M. Khadikova, V. K. Kochisov, O. U. Gogitsaeva (2016) et another). This culture is presented by them as "a complex system-personal education, consisting primarily of

moral and spiritual values, general pedagogical professional education, ethno-cultural knowledge, developed individual-ethnic self-consciousness, aspiration and readiness for ethno-pedagogical activity" (Khadikova, Kochisov, Gogiczaeva, 2016: 197).

2. Literature Review

We used a variety of literature, grouped by the following topics: 1) contradictions in the educational system in the era of globalization and dehumanization of students' consciousness, changes in their value orientations (Ya. A. Banks, 2013, Zharikbaev & Kaliev, 1992), the formation of spiritual beliefs and value orientations of young people by introducing them to ethnic values, the role of ethnopedagogy in the formation of value views of young people (Abisheva, 2013; Abisheva et al., 2021; Zharikbaev, & Kaliev, 1992; Khrapchenkov & Khrapchenkov, 1998); 2) the essence of value consciousness (Nakisbayev et al, 2017), language consciousness (Karabulatova, Shaimerdenova, Avakova, Niyazova, 2009); conditionality of ethnic consciousness by the culture of the people (Leontiev,2001; Koctyleva et al, 2020; Privalova, 2006); 3) ethno-pedagogical competence (Kharitonova, 2010); 4) characteristics of the languages of consciousness (Barabash et al, 2019; P. Ekman, 2011); 5) ethno-pedagogical and ethno-value competence (Kharitonova, 2010) 6) ways to increase the ethno-value competence and the formation of value consciousness; interiorization as a method of actualization of internal cognitive activity and a way of assigning ethnic values to a person by developing personal values in the process of experiencing and their emotional perception (Bakhtin, 1986; Fernandez-Martinets and P. Faber, 2019; Kelly, 2007; Bandura, 2007; Rime et al, 2010); 7) complex (method of event actualization + activity approach + the activity component of the ethno-value competence). This complex method is based on the principle of eventfulness (Yakushkina et al, 2019; Nijiati et al, 2020); 8) experimental methods, psycholinguistic and pedagogical experiments (Minaeva, et al, 2007; Sidenko & Khmeleva, 2008; Glukhov, 2005; Rakisheva et al, 2017), etc.

3. Materials and Methods

Currently, ethnopedagogy has accumulated a huge experience of moral education of future teachers and identified the main components of the system of university training of future teachers (content), but still poorly studied are the orientation-target and activity components. Therefore, we consider the formation of the ethno-value consciousness of future teachers on the basis of mastering their ethnic knowledge and skills in the process of the activity approach. This goal is achieved by the following tasks: 1) identification of the essence of the ethno-value consciousness; 2) definition of ethnocentric competence and clarification of its components; 3) development of methods for updating the internal cognitive activity of the individual-interiorization; 4) improvement of the method of creating pedagogical and event conditions for the implementation of cultural space.

We used a pedagogical formative experiment; 2) a formative pedagogical experiment.

The experiment serves to test the hypothesis, to clarify certain conclusions of the theory (empirically verifiable consequences), to establish and clarify the facts (Minaeva et al, 2007: 127). The second type of experiment was aimed at testing the pedagogical innovation and assessing its impact on the studied example – the ethno-value consciousness of future teachers.

The place of the experiments is S. Toraighyrov Pavlodar State University (2019-2020). Experiment timing: 3 stages. The first stage: analytical screening and preparation of the experiment program. The program content includes information about the purpose, objectives, and hypothesis of the experiment. The aim of the experiments was to attribute the effectiveness of the use of competence and activity approaches in the formation of the ethno-value consciousness of future teachers. The main tasks solved during the experiments were two, namely: 1) analytical monitoring of the problem of forming the ethno-value consciousness of future teachers; 2) determining the effectiveness of competence and activity methods in the formation of ethno-value consciousness.

The research is based on the hypothesis about the nature of the formation of the ethno-value consciousness of future teachers. We proceeded from two points: 1) if various methods are actively used that contribute to the development of the students ' ethno-value consciousness; 2) if the methods of the cultural approach are used to form such consciousness.

In the second stage – the executive stage-the place and time of the experiment and its scope were determined. The experiment involved 160 students who were involved in an experimental situation where a relationship was found between the dependent ("Response", the variable measured in the experiment) and the independent (experimental impact) variables.

During the experiment, the assessment of the state of the participants of the pedagogical impact on their consciousness was carried out, the criteria for the effectiveness of the application of the methods of interiorization, the method of forming ethnocentric competence, the modeling method, the method of event organization of the educational field, the cultural scenario, and the recording of data during the experiment were formulated.

During the experiment, the subjects were influenced by modeling the situation of interiorization of values by the individual, creating conditions for their emotional experience by the individual, for example, the values of "home". The respondents were involved in the cultural and event processes of implementing cultural scenarios of national traditions and rituals (kymyz, muryndyk). In this case, the individual is involved in the group empathy of emotions, participates in the event itself, or joins it by sharing social emotions with the group. At the final stage, attention was focused on the description of the results (the level of ethnocentric consciousness of the trainees), descriptions of the conditions of the subjects of experimental influence).

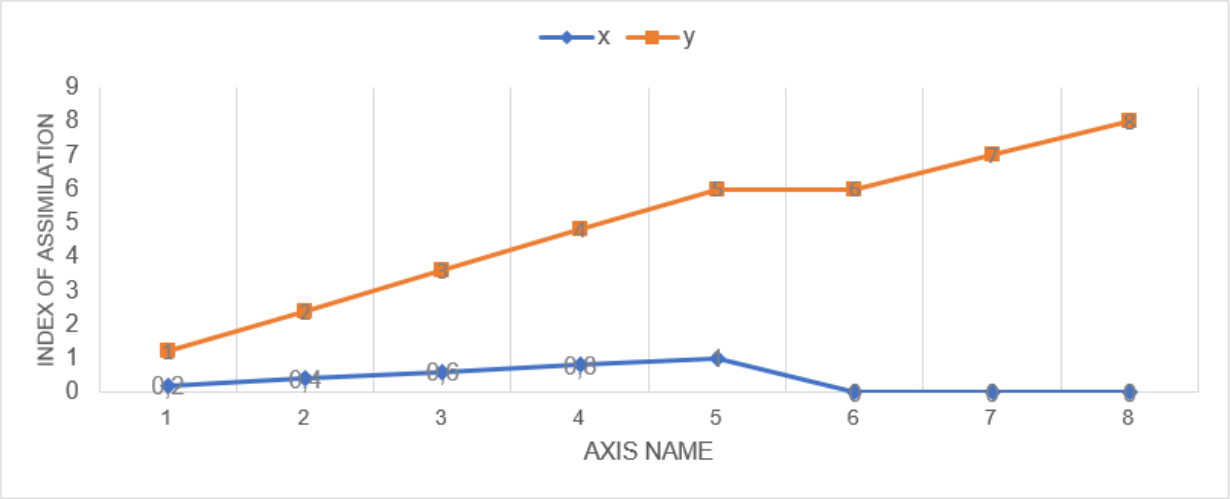


Figure 1. The dynamics of the formation of the ethno-value consciousness of future teachers is shown in the following diagram.

Table 1. Ethnocentric consciousness of future teachers

Methods	Interiorization	Competence-based	shaming	Event-based	Synergistic	Personal constructs	Cross-cultural	Empathy
Assimilation of values	1 Personal values	2 Knowledge about values	3 Model stereotypes Values	4 Group emotions experiences	5 Confluence of Medieval and archaic meanings of value Development of personal meanings: good - evil	6	7 National values	8 Feeling

: ■ - Experimantal group.
: ■ - Control group.
1,2, 3,4,5,6,7,8 – numbers of learned values that form the basis of the future teacher's ethno-value consciousness.

Simultaneously with the pedagogical experiment, a questionnaire was conducted (repeated), during which information was revealed about the state of change in the ethnic consciousness of the respondents by evaluating their reactions to the words-stimuli, answers to the questions asked. The questionnaires contained three blocks: a) demographic, in which the subjects answered questions about their nationality, level of education; b) a content block with instructions and tasks; c) an analytical block with data on processing the results of the experiment.

4. Results

In pedagogy, "value consciousness" is understood as one of the categories of personality education, which includes three interrelated components: "the image of the world", "the

way of thinking", "the image of the Self", in connection with which these categories most accurately characterize the individual as a subject of consciousness, "consciousness creates activity, and, therefore, the person himself" (Rakisheva et al, 2017; Nakisbayev et al, 2017; Baiburin, 1993). D. V. Nakisbayev connects value consciousness with the picture of the world, with values significant for the individual, and with value relations, emphasizing the importance of using ethnopsycholinguistic methods in teaching language, literature, and culture (Nakisbayev et al, 2017).

At the same time, T. Kattsina and I. Karabulatova emphasize the need for social control in the educational process of students in the context of the formation of various types of identities (2020).

One of the types of value consciousness is the ethno-value consciousness, which we define as the image of the world of ethnic culture mediated by the national language. Russian-Kazakh ethnolinguists, considering language consciousness as a conglomerate of perceptual, conceptual knowledge of the world, linked to their processality, argue that the basis of any ethno-linguistic consciousness is knowledge (empirical, conceptual, and procedural), objectified by language (Karabulatova et al, 2009).

A. A. Leontyev considers the invariants of language consciousness, to which he refers "the invariant image of the world, correlated with the peculiarities of national culture and national psychology" (Leontyev, 2001). Researchers, emphasizing the external cultural conditionality of consciousness, speak about the national conditionality of consciousness, since each nation develops its own scenario approach to the transmission of the foundations of the worldview, which is in good agreement with the principles of ethnopedagogy and ethnolinguistics, ethno-oriented social stereotypes and is included in the ethno-cultural scheme of the worldview and worldview of each ethnic group (Koctyleva et al, 2020). In Privalova considers ethno-linguistic consciousness as an invariant of the image of the world, arguing that "ethno-linguistic consciousness is an ensemble of cognitive-emotive and axiological structures, the national marking of which ensures their variability from one culture to another" (Privalova, 2006).

Ethno-value consciousness is an invariant of ethno-linguistic consciousness. It is understood by us as a mental reflection in the consciousness of the people of their socio-cultural experience, developed over many generations in the course of understanding the significance for the ethnos of prescriptions, norms, stereotypes that regulate behavior, the accumulation of knowledge, judgments about the value of cultural artifacts of traditional behavior programs (customs, rituals, traditions) that are important for the existence of the collective, knowledge about ideas, worldview attitudes, value relations.

Recently, researchers from different countries are increasingly talking about significant changes in the ethno-cultural and educational preferences of modern youth (Entina, et al., 2021).

To form the ethno-value consciousness of future teachers, it seems appropriate to form their ethno-value competence, i.e., knowledge about universal and ethnic values, skills, and abilities of their use in the process of learning and entering into certain ethnic relations (value orientations and postulates of communication), regulation of behavior and socialization in the ethnic community with the help of norms and stereotypes of behavior using a scenario approach (Karabulatova et al, 2009).

The concept of "ethno-value competence" is a significant part of the ethno-pedagogical competence aimed at the assimilation of ethno-pedagogical knowledge, skills and abilities, activities aimed at the assimilation of the pedagogical heritage of the ethnos, ethno-pedagogical training of future teachers. Researchers interpret ethno-pedagogical competence as an important, professionally determined attribute of the teacher's personality. Such a teacher has deep ethnopedagogical knowledge, skills, and relevant experience of ethnopedagogical activity (Karabulatova et al, 2009; Leontyev, 1993; Kharitonova, 2010).

Ethno-pedagogical training of future teachers should be carried out in different directions, focusing on such main components of university training of students as: 1) orientation-target-instilling "awareness of eternal" spiritual attitudes as primary basic values; 2) content-based (selection, systematization, methodological refraction of educational ethnopedagogical materials); 3) activity-based (assimilation of traditional values in the course of the educational process, the formation of practical skills and abilities); 4) performance-evaluation (questionnaires, testing, organization of cultural events) (Khadikova et al, 2016; Rakisheva et al, 2017; Nakisbayev et al, 2017).

Ethno-value competence as a part of ethno-pedagogical competence is considered by us as a key competence, which includes the following components:: 1) "knowledge" (knowledge about the highest values of an ethnic group, universal values, general cultural knowledge of an ethnic group); 2) "functional literacy", aimed at the formation of knowledge, skills and skills of using value-knowledge, identifying their ethnic and ethno-didactic functions in the course of organizing ethno-pedagogical conditions for the actualization of knowledge; 3) "external and internal activity", which involves the formation of the ethno-value competence of the individual in the course of its active internal and external cognitive activity for the development of values, familiarization with the socio-cultural experience of the people in the course of familiarization with cultural scenarios of rituals, traditions, participation in carnivals, holidays and obtaining information by verbal-nonverbal (copying) way "do as I do", when mental images of consciousness are objectified using verbal and nonverbal means.

V. V. Barabash refers to them the language of the body and brain, the language of movements, the language of gestures, the language of facial expressions, the language of images, sign languages, symbolic languages (Barabash et al, 2019). P. Ekman believes that the languages of consciousness are the language of movements, gestures, manipulations, emotions (Ekman, 2011). A group of Russian-Kazakh ethnolinguists

considers the language of motor movements (for example, ethnooriented gestures, folk dances, etc.) as an invariant of the language of consciousness (Karabulatova et al, 2009).

Internal activity of the individual-interiorization is characterized as a mental activity that contributes to the development of the individual, when the individual translates into internal activity external factors (values of the ethnic group, norms) that manifest themselves in the process of implementing external actions of people (communication, performing actions, etc.).

In the internal value-cognitive activity, a person who has a need for awareness and understanding of the values of society and the development of personal values, identifies the cognitive features of the interiorized value and on their basis models a personal fragment of experience, based on the socio-cultural experience contained in the interiorized external object, traditionally understood as "being in the world" (Bakhtin, 1986).

Values that are reflected in the ethnic consciousness of the people as mental entities are objectified with the help of linguistic units, so they can be considered as "being in the world", which contributes to the formation of" being in the idea", when values external to a person fall into the sphere of anthropocentric energy and begin to be experienced by the individual (Fayzullina et al, 2016).

The perception of social values in the process of their interiorization is impossible at the level of consciousness since emotions as experiences play an active role in this process. It is the experiences that express the inner attitude of the individual to the person, to values, to any moment of reality, so the process of development of the individual is associated with the mastery of experiences. Emotions and experiences observed in the internal activity of the individual are characterized as cognitive internal emotions of the individual. Such emotions are defined by us as internal, according to the criteria of Bally, who proves that the emotive layer is analyzed within the framework of a specific episode, unfolding in the internal picture of the world due to social, cognitive, psychophysiological, and other characteristics (Belli et al, 2010).

In the process of interiorization, the individual also uses the cross-cultural method, when comparing the values of different ethnic communities, identifying similar and different things in them, and applies cross-linguistic analysis, characterized by N. O. Fernandez-Martinez and P. Faber as a method of comparing linguistic ways of objectifying values in different languages and cultures (Fernandez-Martinez & Faber, 2019). During interiorization, the individual also uses the method of cross-cultural competence, aimed at forming knowledge about ethnic values, ways of their objectification in the process of mastering various types of competencies (Abisheva, 2019; Rakisheva et al, 2017; Nakisbayev et al, 2017; Baiburin, 1993).

The process of interiorization is considered by us as a complex internal cognitive activity that contributes to the appropriation of the values of society in the course of a number of operations such as: the translation of external factors into internal activity; their emotional perception; understanding them in the process of " experiencing their experiences and expressing emotions " (Fayzullina et al, 2016), using the method of empathy, the method of cross-cultural comparison of assimilated values, conducting cross-linguistic analysis to identify similarities and differences in the means of objectifying the values of different ethnic communities, as well as identifying the value significance and cultural meaning of value-knowledge about an artifact or its name.

For example, a comparative analysis of the words *dom* and *kiiz uy* in different ethnic communities helps to identify their cultural meanings related to the mentality of the peoples, their associations. Thus, the concept of home in Russian ethnoculture means "shelter", "safe space", "native home". The concept of home is associated with a positive experience. In the Kazakh ethnic culture, *kiiz uy* is also associated with positive experiences. The house for Kazakhs is a cosmic model of the world. The *shanyrak* of the yurt (home of the nomades) is the *Kok* (sky) where the *God (Tengri)* resides, it is associated with the sun, it is the Upper World. The *uyks* that connect the walls of the yurt with the dome are the rays of the sun associated with the Middle World, where people live. *Tuurluki*-the lower *koshmas* (koshma, felt is a traditional piece of furniture, specially made wool felt) of the yurt are interfaced with the Lower World, where the *Aruakhi* (the world of the dead) lives. Cross-linguistic analysis helps to identify similarities and differences in the names of these concepts that are significant for members of ethnic communities.

The development of personal meanings of personal values is carried out during a conceptual fusion of meanings: 1) the meanings of archaic eternal values passed down from generation to generation; 2) the personal meanings of the individual that arise while entering the values of society into the sphere of anthropocentric energy, where the individual experiences and expresses emotions. In the process of internal linguistic and cultural activity, the individual experiences them and defines in personal values his attitude to the world, his vision and experience, and this is expressed in the personal sense associated with the personal values generated by the individual in his activity since the assignment of values (Yakushkina et al, 2019; Sidenko, Khmeleva, 2008; Parkinson, 2011).

Modeling the process of assigning the highest values of society to a person during interiorization allows us to build a frame model of an individual's internal cognitive activity. The frame model consists of a terminal that provides basic information and slots that provide additional information.

Table 2. Frame-model of an individual's development of personal values

Terminal			
Personal appropriation of the values of society in the course of interiorization of internal cognitive activity			
Slot 1 **External factor of the value of society**	**Slot 2** The needs of the individual in the appropriation of the values of society by developing personal values on their basis	**Slot 3** Social perception of the values of society	**Slot 4** Interiorization

Slot 5 **The method of empathy - "experiencing your experiences" + emotions**	**Slot 6** Cross-cultural method	**Slot 7** Method of linguistic cross-cultural analysis	**Slot 8** Spreading the values of society	**Slot 9** Objectification of personal meaning in personal values by an individual

Developing their own worldview, value orientations, personality, according to J. Kelli (2000), uses conceptual systems," personal constructs", through which he comprehends values in the terminals of similarity and contrast, for example, such as "good-evil", "good-bad", regulates his behavior using the ability to self-regulate.

According to A. Bandura, human behavior is influenced by the environment, it is partly a product of the activity of a person who regulates his behavior due to the personal norms developed by him (Bandura, 2007).

The second method used by us to introduce future teachers to values is the method of event organization, based on the combination of the event method and the competence approach (using the activity component of the ethno-value competence).

With such an organization of the educational field, the way of education becomes a series of events that follow each other. Delving into the events that have occurred in life, visually getting acquainted with them, the person seems to take part in them, fills the event space mentally and joins the people who perform the action in this space.

A. Nijiati draws attention to the effectiveness of the event, arguing that people perceive the word as an event, which allows them to actively use the language game in modeling reality (Nijiati et al, 2020).

M. S. Yakushkina, Z. S. Zhirkova, N. A. Amburtseva consider it necessary to organize an educational space based on the event principle, when in the process of forming an event network, its participants create special conditions for the development of a multi-age community, provide the support necessary for the effective interaction of the subjects of

their event meeting, the principle of eventfulness in a joint event and joint activities of equal individuals, achieve positive results in the joint design of individual socio-cultural meetings, events, that is, events based on the creative ideas of the participants in the interaction (Yakushkina et al, 2019: 532).

Since the event principle, it is possible to develop a method of complex analysis based on the combination of the event method and the competence approach (the use of the activity component of the ethno-value competence). Using this method, a variable event semantic network is modeled, in which various events are embedded, and contributes to the reproduction and construction of cultural scenarios of traditions and customs. Analytical immersion in ethno-cultural traditions, rites, and rituals is of great importance for the education of students, since they, acting as social programs of behavior, are mechanisms for the accumulation and spatial-temporal transmission of the social experience of generations. These cultural scenarios, which conditionally reflect the phenomena and processes of social life, carry moral ideas and patterns of behavior. Such a cultural scenario, as a model of the world, contributes to the regulation of human behavior (Koctyleva et al, 2020; Glukhov, 2005), and the very reproduction of the cultural scenario, tradition, ritual contributes to the introduction of the individual to the assimilation of the ideas laid down in the framework of this social program of behavior, when the participants of the educational space take part in the preparation of the scenario, delve into the meaning of each episode, obtaining for themselves cultural and moral knowledge and information about patterns of behavior. The scenario pattern of the ritual acts as a tool for inducing ethnic consciousness, representing a dynamic structure consisting of a chain of episodes following each other, as well as sets of participants performing certain roles.

Ritual is a symbolic form of custom. Its symbolism consists in the execution of procedures:

1) metaphorical analogy (a way of likening a symbol to an object); 2) personification (symbolic representation of an object); 3) reification (reification of an object); 4) metonymic identification (Fayzullina et al, 2016; Baiburin, 1993). Let us consider how, based on the creation of an ethnopedagogical condition – the involvement of the students in the actions reproduced in the cultural scenario of the ritual, they are introduced to the traditions of the people, the emotional perception of information transmitted by verbal and non-verbal ways.

Thus, the cultural scenario of the *kymyz muryndyk* food ritual includes the following episodes:

1) Preparation for the reception of guests. Sociocultural situation: the family as a kind of institution. Location: the owner's house. Social roles of participants: host, hostess, guests taking part in the ritual, host's assistants, stirring kumis in a special dish – *saba*, preparing the main *dish-beshbarmak* from horse meat; nationality-Kazakhs; language-Kazakh;
2) Treat the guests. Guests are served beshbarmak dish, spread kumis. Updating knowledge about the etiquette of receiving guests: a) people's knowledge that according

to the Kazakh tradition, a guest brings good. The invited guests, according to the ritual, perform two procedures: a) the symbolic representation of the mythical elder *Kydyr-ata*, who brings *kut* to the house (literally: happiness, abundance (personification); b) the reification of the object-the representation of the mythical hero (reification); c) knowledge about the ritual of treating guests (the presentation of beshbarmak from horse meat: the horse carcass is prepared entirely and all its parts are distributed to guests), as an act of a joint meal of the hosts and guests for the regulation and approval of social relations, the resumption of friendly ties.

The joint meal provided protection and assistance to the host, during the meal there is an invisible connection of all the participants of the treat in an unstable integrity that needs constant repetition. A. K. Baiburin noted the important role of joint ritual food in strengthening social relations (1993). The distribution of meat parts to the guests symbolized an anthropomorphic model of society – 24 horse ribs symbolized society, and 12 right and 12 left ribs distributed to the guests seemed to contribute to the new creation of society. Treating guests to the first *kumys* during the meal embodies the unity of society. This ritual, transmitting information in a nonverbal form, encourages the participants of the scenario to follow the example of do as I. V. Parkinson justified the concept of social assessment as an attribution of the specifics of the emotional state of another with the definition of the impact on the emotions and cognitions of the subject of assessment, which makes it possible to experience group emotions (Parkinson, 2011). Transmitting patterns of behavior of the hosts and guests, the ritual regulates the psychological mood of the participants, expresses positive group emotions.

B. Rime, F. Martinets express an opinion on the social division of emotions. According to the theory, emotions are social in nature, and a person almost always shares his experiences with others (2010). The ritual not only translates patterns of behavior, but also promotes the return of the forgotten, regulates the psychological mood of the participants of the event space, promotes the manifestation of a sense of emotional experience of situations.

5. Conclusion

Thus, the following scientific results were obtained in the process of studying the features of the ethno-value consciousness of future teachers:

- The essence of ethno-value consciousness is defined as one of the invariants of value consciousness, considered as a set of cultural values reflected in the mental form of a nation, which include values as the most important life guidelines that guide the formation of value representations that are significant for ethnic groups, have an existential cultural meaning and are aimed at accumulating knowledge about the world, socio-cultural experience, worldview attitudes, the creation of social behavior programs (traditions, rituals, stereotypes), serving to regulate the behavior of

members of an ethnic group., meeting their needs in communication and knowledge of the world, socialization in the ethnic community;

- the specificity of the ethno-value consciousness of ethnic groups is revealed. To this end, we carried out a psycholinguistic experiment according to the method of V. P. Glukhov (2005), while considering the rules of the experiment, given in the works of Russian and Kazakh psycholinguists (Karabulatova et al, 2009; Rakisheva et al, 2017; Abisheva, 2013 - 2021). During the experiment, the subjects (200 people), studying in different groups and selected by nationality (Kazakhs, Russians, English), were offered tasks aimed at identifying the specificity of national consciousness.

The role of ethno-value competence in the development of the ethno-value consciousness of the individual is shown; it is proved that for its formation, efforts should be directed to improving the competence in ethnic knowledge, skills, and abilities.

As a result of the experiment, it was revealed that the level of ethno-value competence is high in the control group and is 80%.

During the actualization of such activities, the individual performs various cognitive-evaluative operations. It is established that the personality develops its personal values in the course of the process of the external values of the ethnos in the sphere of the anthropocentric energy of the personality experiencing the values of society in the process of "experiencing their experiences" and their emotional perception in the internal activity, the expression of empathy towards these values, the use of cross-cultural comparison of the values of different peoples and the identification of similarities and differences between them, as well as the use of the method of cross-linguistic analysis aimed at identifying similarities and differences in the ways of objectification of the values of different ethnic groups.

Thanks

This publication was supported by the RUDN University Strategic Academic Leadership Program

Reference

Abisheva, K.M. (2013). Questions of cognitive linguistics: Publishing house: All-Russian public organization "Russian Association of Linguists-Cognitologists" (Tambov), 2 (35), 21-30, ISSN: 1812-3228. (in Russian)

Abisheva, K. et al. (2019). Cross-Cultural Competence of Communicators as a Way to Create a Positive Ecoinformational Environment. Space and Culture India, 7:2, https//doi.org/10.20896/saci.v7i2.460

Abisheva, K. M. et al. (2021). INTEGRATIVE METHOD OF MULTILINGUAL SEMANTICS OF PHRASEOLOGY. Norwegian Journal of Development of the International Science, No. 54-4. URL: https://cyberleninka.ru/article/n/integrativnyy-metod-poliyazychnoy-semantizatsii-frazeologii (accessed: 12.07.2021).

Bandura, A. (2007). Social-cognitive theory of personality. Theory of personality. St. Petersburg: Piter, 473-410 (in Russian)

Baiburin, A.K. (1993). Ritual in traditional culture. SPb.: Nauka, 1993, 240 (in Russian).

Banks, J. A. (2013). Introduction to Multicultural Education, An (2-downloads) (New 2013 Curriculum & Instruction Titles), 5th Edition. Kindle Edition, ISBN-13: 978-0132696333

Bakhtin, M.M. (1986). The aesthetics of creativity. M.: Nauka, 1986. 400 (in Russian)

Barabash, V.V. et al. (2019). The confrontation between the Eastern and Western worldviews in the conceptual space of the information war against Russia: the genesis and evolution of the terminological apparatus. Amazonia investiga, 8(19), 246 – 254. https://amazoniainvestiga.info/index.php/amazonia/article/view/226

Belli, S., Harré, R., Ìñiguez, L. (2010). What is love? Discourse about emotions in social sciences. Human Affairs, 20 (3), 249-270.

Entina, T., et al. (2021). Tourism Industry Management in the Global Transformation: Meeting the Needs of Generation Z. Polish Journal of Management Studies, 23(2), 130-148. DOI: 10.17512/pjms.2021.23.2.08

Glukhov, V. P. (2005). Fundamentals of psycholinguistics: a textbook. Moscow: AST: Astrel, (in Russian).

Grebenkina, L.K., & Kopylova N.A. (2008). Pedagogika sotrudnichestva: vchera, segodnya, zavtra (teoriya, opy`t). Ryazan`, 101-105. (in Russian)

Ekman, P. (2011). Psychology of life. Deceive me if you can. St. Petersburg: Peter, 3044 (in Russian).

Fayzullina, G.Ch., et al. (2016). The Anthropomorphous Dolls-Patrimonial Idols of Attanay and Their Place in the Language Picture World of the Siberian Tatars. The Social Science, 11, 4448-4456.

Fernandez-Martinez, N.J., & Faber, P. (2019). Who stole what from whom? A corpus-based, cross-linguistic study of English and Spanish verbs of stealing. In: Languages in Contrast. Available online [5, Sept, 2019]: DOI: https://doi.org/10.1075/lic.19002.fer.

Karabulatova, I.S., Shaymerdenova, N. Zh., Avakova, R.A., & Niyazova, G.M. (2009). Ethnolinguistic of Eurasian continuum: The Theory & Practice. Textbook. Moscow: RUDN, 2009. – 368 p. (in Russian)

Karabulatova, I., Vildanov Kh., Zinchenko A., Vasilishina E., & Vassilenko A. (2017). Problems of transformation matrices modern multicultural identity of the person in the variability of the discourse of identity Electronic Information Society. Pertanika Journal of Social Science & Humanities, 25(S), 1-16. https://www.cclbsebes.ro/wp-content/uploads/2021/03/Terra-Sebus-12-13_T_Kattsina_I_Karabulatova.pdf, https://www.cclbsebes.ro/terra-sebus-12-2020/

Kattsina, T., & Karabulatova, I. (2020). Social control of offenses minors: perception and interpretation in Soviet Russia at an early stage (1917-1921). Terra Sebus, №12, pp. 243-262. https://www.cclbsebes.ro/wp content/uploads/2021/03/Terra-Sebus-12-13_T_Kattsina_I_Karabulatova.pdf, https://www.cclbsebes.ro/terra-sebus-12-2020/

Khadikova, N.M., Kochisov, V.K., & Gogiczaeva, O.U. (2016). Formation of ethno-pedagogical readiness of future teachers in the educational and educational space of the university, Baltic Humanitarian Journal, 5, 2 (5), 196-198

Kharitonova, F.P. (2010). Content and structure of the teacher's ethnopedagogical competence. Pedagogical education and science, 12, 80-84. (in Russian)

Khrapchenkov, G.M., & Khrapchenkov, V.G. (1998). Istoriya shkoly` i pedagogicheskoj my`sli Kazakhstana. Universitet «Kajnar», (in Russian) https://docplayer.ru/44093892-Istoriya-shkoly-i-pedagogicheskoy-mysli-kazahstana.html

Kelli, Dzh. (2000). Cognitive theory of personality. Theory of personality. St. Petersburg: Rech, 248 (in Russian) ISBN 5-9268-0007-2

Koctyleva, T.A., Karabulatova, I.S., & Danilova, A. D. (2020). Scenario approach in modern education. The world of science, culture and education, 5 (84), 130-132. (in Russian).

Kozhakhmetova, K.Zh. (1998). Kazakh ethnopedagogy. Methodology, theory, practice. Almaty: Fylym, 304 p (in Russian)

Leontiev, A. A. (2001). An active mind (Activity, Sign, Personality). Moscow: Sense, 380 p.; ISBN 5-89357-106-1 (in Russian)

Minaeva, N.S., Pivovarov, D.V., & Bodnar, E.L. (2007). Methods of social psychology. M.: Akademicheskij proekt, 2007. (in Russian)

Nakisbayev, D., Dubinina, N., Karabulatova, I., Levshits, A., & Krivoshlykova, L. (2017). Actual ethnopsycholinguistic methods of foreign languages teaching in higher education. Man in India, 2017, (23), 389-396.

Nijiati, A., Karabulatova, I., Yuan, Lin and Sautieva, F. (2020). Problems of cognitive distortions in cross-cultural communication when using automatic translation in the Russian Chinese dialogue. SHS Web of Conferences, Vol 88, DOI https://doi.org/10.1051/shsconf/20208803004

Parkinson, B. (2011). How social is the social psychology of emotion? British Journal of Social Psychology, 50 (3), 405-413.

Privalova, I.V. (2006). Linguistic consciousness: ethno-cultural marking. Moscow, 50 p. (in Russian)

Rakisheva, G., Karabulatova, I., & Abibulaeva, A. (2017). Ethno-Sociocultural deviations in the educational environment of the modern Eurasian Higher education institution as a reflection of transcultural globalization factors. Man in India, 97 (23), 115-131.

Rime, B., Páez, D., Basabe, N., & Martínez, F. (2010). Social sharing of emotion, post-traumatic growth, and emotional climate: Follow-up of Spanish citizen's response to the collective trauma of March 11th terrorist attacks in Madrid. European Journal of Social Psychology, 40 (6), 1029–1045

Robertson, R., & White, K. E. (2003). Globalization: Specialized applications and resistance to globalization. Taylor & Francis, 497.

Sidenko A.S., V. S. Khmeleva (2008). Pedagogical experiment: the concept and stages of activity. Experiment and innovation in school, 2, 21–25.

Zharikbaev, K., & Kaliev, S. (1992). From the history of Kazakh folk pedagogy. Almaty: Kitap. (in Russian).

Yakushkina, M.S., Zhirkova, Z.S., & Amburczeva, N.I. (2019). The use of ethno-cultural traditions in the modeling of social networks in the structure of the educational space of the region. Prospects of science and education, 5(41), 529-548 (in Russian).

DOI: https://doi.org/10.46502/issn.1856-7576/2021.15.02.19

Gloss discourse as a gender tool of consumer motivation in the era of digital communications

El discurso del brillo como una herramienta de género para la motivación del consumidor en la era de las comunicaciones digitales

Aleksandra A. Vorozhbitova
alvorozhbitova@mail.ru
https://orcid.org/0000-0003-0023-5582
Doctor of Philology, Doctor of Pedagogy, Professor, Honorary Worker of Higher Professional Education of the Russian Federation, Professor of the Department of Romano-Germanic and Russian Philology, Sochi State University, Sochi, Russia.
Zulima Z. Bzegezheva
zulima@yandex.ru
https://orcid.org/0000-0001-8299-1263
Ph. D. of Philology, Associate Professor, Associate Professor of the Department of Romano-Germanic and Russian Philology, Sochi State University, Sochi, Russia.
Anastasia A. Buryanova
steisy_adel@mail.ru
https://orcid.org/0000-0001-9066-2822
Senior lecturer of the Department of Romano-Germanic and Russian Philology, Sochi State University, Sochi, Russia.
Lyudmila V. Prus
idetvolna@mail.ru
https://orcid.org/0000-0003-2149-724X
Ph. D. of Pedagogy, Associate Professor, Associate Professor of the Department of Romano-Germanic and Russian Philology, Sochi State University, Sochi, Russia.

Recibido: 23/05/21
Aceptado: 09/07/21

Abstract

The purpose of the article is to characterize the glossy magazine discourse (GMD) of the early 21st century as a powerful tool for influencing the recipient in a situation with prevailing digital communication and electronic advertising, as a special discursive process that acts as an explicit tool of globalization.
The phenomenon of creating consumer motivation for predictable purchasing behavior, which is influenced by print and electronic glossy magazine discourse, is analyzed from the standpoint of the Linguistic and Rhetorical (L&R) Paradigm of the Sochi scientific

school. The authors suggest an original synergetic methodology combining the methods of linguistics, new rhetoric, pedagogy, psychology and economic management emphasizing the novelty of this discourse in the context of its influence on the formation and transformation of the modern linguistic personality.
It is concluded that this type of discourse, the latest in terms of chronology of the historical process, actualizes the polyethnic sociocultural & educational space of the early 21st century at a new level (on the example of Russia).
It is proved that GMD stimulates transformations in line with the leading trend of the formation of a "planetary linguistic personality" with the value orientations of the "philosophy of glamour".

Keywords: Linguistic and Rhetorical (L&R) Paradigm, Sochi L&R School, glossy magazine discourse (GMD), consumer motivation.

Resumen

El artículo considera que el discurso de las revistas de moda de principios del siglo XXI es una poderosa herramienta para influir en el destinatario en una situación en la que prevalecen la comunicación digital y la publicidad electrónica. Los autores analizan el fenómeno de crear motivación del consumidor para un comportamiento de compra predecible, que está influenciado por el discurso de las revistas impresas y electrónicas (GMD), considerado desde el punto de vista del Paradigma Lingüístico y Retórico (L&R) de la escuela científica de Sochi. Este tipo de discurso es un proceso discursivo especial que actúa como una herramienta explícita de globalización. Los autores proponen una metodología sinérgica original que combina los métodos de la lingüística, la nueva retórica, la pedagogía, la psicología y la gestión económica, enfatizando la novedad de este discurso en el contexto de su influencia en la formación y transformación de la personalidad lingüística moderna. La relevancia de la investigación se enfatiza por el hecho de que el discurso de las revistas de moda es el más reciente en términos de cronología del proceso histórico. Además, el artículo actualiza el espacio sociocultural y educativo poliétnico de principios del siglo XXI, basándose en el ejemplo de los discursos de las revistas electrónicas en Rusia. Por primera vez, el papel del discurso de las revistas de moda se considera en el contexto de una transformación estimulante en línea con la tendencia principal de la formación de una "personalidad lingüística planetaria": la globalización basada en las orientaciones de valor de la "filosofía del glamour".

Palabras clave: Paradigma lingüístico y retórico (L&R), Escuela L&R de Sochi, discurso de revista brillante (GMD), motivación del consumidor.

1. Introduction

The concept of "discourse of glossy magazines" (a type of media discourse as an institutional one) covers various types of publications, including youth, thematic, etc., and acts as a generic concept in relation to the type of discourse we are studying, which we have nominated as a "glossy magazine discourse" (GMD). Being genetically secondary

and derived from the female GMD, the male GMD develops more actively and has undergone an evolution in the content-semantic aspect (invention, or more broadly – logos-thesaurus-inventive enrichment), while women's glossy magazines have largely remained at the same level of the frozen inventory scheme "following fashion and style trends as a dominant lifestyle". Women's magazines are mainly focused on fashion and style, in our opinion, they do not actually have a lifestyle as such, namely as a philosophical and ideological position, which distinguishes men's gloss (Khachmafova, Karabulatova, Luchinskaya & Osipov, 2015).

Advertising discourse and "Public Relations (PR)" discourse are constitutive segments of GMD. The general and different characteristics of advertising and PR types of discourse are interpreted in our work as integral and differential features of two "discursive superstrata" that interact both with each other and with the "discursive substrate" of media discourse, its entertainment and information genre-style variety of GMD. The presence of advertising and PR types of discourse, and in the "interpenetrating mode", is an integral attribute, a constituent characteristic of the GMD, one of its essential features, genre-forming components. It is the interaction of the three leading discursive sub-layers-media, advertising and PR-that generates a synergistic effect of a massive complex psychological impact on the collective recipient. At the same time, the dominance of advertising and the dictate of the advertiser have both direct and indirect influence on the formation of the recipient's gender ideal as a member of the consumer society of the "glossy sample" (Saenko, Sozinova, Karabulatova, Akhmetov, Mamatelashvili & Pismennaya, 2016).

The Genesis and functioning of the gender-oriented glossy magazine discourse confirm its status as a discursive process, first, relevant (i.e., the latest in the historical perspective), and second, actualizing-in terms of values and worldview – the polyethnic sociocultural & educational space of Russia at the beginning of the XXI century. GMD represents the "lifestyle" concept sphere – precisely as a media sphere, with a shift in emphasis in the "glossy" sense. Accordingly, we use clarifying constructions in the name: the media concept sphere "lifestyle" – "gloss" in the naive picture of the world, or the English-language interspersed "lifestyle".

The GMD thesaurus software captures the constantly multiplying attributes of the "beautiful life" advertised by the corporate language personality of the generalized GMD producer within the promoted style / lifestyle. The subject components of the latter at the level of one journal discourse practice are:

1) editorial board:

1.1) creative group (s);
1.2) performing journalists);

2) advertiser (s).

The purpose of this article is to present the results of a study of actual discursive process in the context of globalization polyethnic sociocultural & educational space, for example a glossy magazine discourse practices of Russia, which is relevant also for other countries of the CIS and world community in General. Modifications of modern gender ideals generated by the GMD are introduced into the public consciousness and reconstructed by us in the dialectical relationship of goals, two subject positions: 1) producer: to introduce into the language consciousness of the collective recipient the ideological foundations of a specific "glossy", glamorous lifestyle, a super-task – the commercial success of the implementation of its material attributes; 2) recipient: join the elite (in this case, in the glamorous vector of their evolution) canons of style and life values to improve their social status, meet their informational and "entertainment" needs.

2. Materials and methods

The research is based on collections of glossy magazines in Russian: for men – "FHM", "GQ", "Maxim", "Men's Health", "Bear"; for women – "Glamour", "Cosmopolitan", "Vogue"; analyzed more than 1 000 contexts, minimally coherent in meaning.

Within the framework of the integrative methodology of the Linguistic and Rhetorical (L&R) Paradigm of the Sochi scientific school, the following methods were used in the research process: descriptive, comparative, structural-semantic, distributive, interpretative, quantitative; contextual, conceptual, discursive, intertextual analysis; various types of reading; observation; description; paraverbal, verbal and reference correlation; iconic and speech distribution; L&R reconstruction.

When analyzing the discourse, the aspect of compliance with the needs of the collective recipient as a genre-sociostratic segment of the mass readership (Valeeva, 2018) represents the "addressee factor", which ensures the functioning of the second part of the linguistic-rhetorical-hermeneutic circle in a glossy discourse ensemble, this aspect takes on its own characteristics. It is possible to concretize linguistic rhetorical (LR) pragmatics of GMD as follows: satisfaction of activity-communicative needs, interests, motives of receptive speech act of the generalized recipient.

At the same time, the semantics and syntactics of GMD, as well as other semiotic aspects of the discourse-text-forming process, are most subordinate to the leading pragmatic goal, strategy and tactics of the "glossy journalist" as a professional language personality in this type of discourse.

The recipient acts as a kind of "reflecting" subject of discourse, at first glance, passive, but he builds in an individual system of mental projections at the level of internal speech his receptive discourse- interpretation.

The latter passes into the reproductive-constructive and productive-creative registers of the discursive-text-forming process in the active mode of correspondence with the

editorial Board, exchange of impressions with other readers, including using new information technologies – by participating in discussions on the website of a particular magazine.

3. Results

The theoretical analysis of scientific sources devoted to the study of the problem of gender in glossy magazines in one aspect or another (Dekich, 2018; Samotuga, 2012; Vorozhbitova, Karabulatova, Bzegezheva, Druzhinina & Pyankoval, 2019), being understood in line with the Linguistic and Rhetorical Paradigm, allows us to identify such characteristics and essential features of the modern Russian GMD as:

1. at the level of logos-thesaurus- inventive parameters of the discursive process:

- publishing magazines on the terms of franchising as Russian-language versions of Western publications with the inevitable introduction of an polyethnic sociocultural & educational space into the Russian mentality, into the historically formed mentality of the Russian language personality;
- the secondary nature of creative self-actualization of the generalized discourse producer as a corporate language personality, professional language personality of a "glossy journalist", the predominance of the reproductive and constructive register of speech-thinking activity;
- positioning, manipulation and introduction in public consciousness of the media concept sphere "lifestyle" (understand how lifestyle glossy or "luster"), which, thus, becomes relevant and dominant concept thesaurus determinants of collective linguistic personality of ethnic group in a given historical period of development of society, taking root in his plots aggregate linguistic personality of ethnosocial and, more specifically, soziokulturellen the language identity of the recipient is glossy discourse of the ensemble.
- gender orientation, i.e. the presence of a binary opposition of women's glossy magazines as primary discourse practices and men's glossy magazines as secondary discourse practices, which are derived, but have their own characteristics in the content and semantic aspect.

2. at the level of pathos-verbal-eloquent parameters of the discursive process:

- hypertext character inherent in the media text and media discourse as such, but maximally enhanced within the subgroup of print media in terms of colorfulness of images and the inclusion of tactile sensations (glossy surface and paper density);
- interactivity as an additional method of communicative influence on the recipient, i.e. including him in the circle of direct communication with editorial representatives by publishing readers ' letters, awarding prizes for winning various competitions, etc.;
- precedent in conjunction with the language game as the principles of forming headlines that actualize the reader's attention and include it in the desired ethno-socio-

cultural context, affect mnemonic mechanisms and indirectly stimulate the motivational level of the recipient as a potential consumer of advertised goods and services.

3. at the level of ethos-motivational-dispositive parameters of the discursive process:

- initially globalizing and intensely globalizing (taking into account the continuous growth of the readership due to the change of generations) character;
- the expression of the ideological mission of the GMD: the formation and introduction into the public consciousness of the collective linguistic personality of the mass recipient of ethical principles, moral norms and moral attitudes of the philosophy of glamour, which goes back to the worldview platform of Epicureanism;
- purposeful application of appropriate models of masculine and feminine gender ideals, formed on the worldview platform of the philosophy of glamour, as tools for influencing the collective linguistic personality of the Russian ethnic society and its formation as an ideal "citizen of the glossy sample" of the information society of the XXI century.

Based on the results of the research, as a starting theoretical platform for further in-depth analysis of the iconic and verbal, including the actual text, components of the discourse ensemble under study, we have identified, using the concepts and terms of the L&R Paradigm, the following typological features and essential features that characterize the GMD:

- a typological variety of GMD within the media discourse as a whole – creolized discourse, i.e. syncretically combining an attributive and iconic component (first of all, artistic photographs of advertised and promoted goods, services, legal entities and individuals) and a verbalized component (an essential feature of the dispositive-semiotic organization of GMD). At the same time, there is a clear dominance of the first one, taking into account the presence of transitional variants based on it as a substrate, in which verbal inclusions (superstrat) in the attribute-iconic component are presented at different levels.

These inclusions: 1) the names of the company / brand, label, brand, i.e. the levels of the word, phrase, and 2) advertising slogans, mottos of a particular product as an attribute of the promoted lifestyle, i.e. the level of the sentence (in the language aspect) implemented by a single phrase (in the speech aspect). As an additional means of communicative influence, along with iconic and verbal components, there is a tactile component or factor.

As essential features of the dispositive-architectonic organization of the GMD, we call the following:

- periodicity (magazine issues are published, as a rule, once a month) as a characteristic of the dispositive-temporal organization of individual representatives-

issues of this discourse practice, female or male, within the framework of a glossy discourse ensemble;

- formation of a specific "glamorous / glossy" lifestyle as an ideal goal, representation by iconic and verbal means of the ideology of a glossy magazine discourse ensemble based on the essential principle of subordination of the ethos, logos and pathos of women's and men's discourse practices as prolonged speech acts of morality and philosophy of glamour);
- the highest printing quality, which at the semiotic level can be attributed to an essential feature from the sphere of pathos-semantic-eloquent parameters. At the same time, the carriers of semantics are both the verbal component and, above all, the paraverbal ones: iconic and tactile. In this regard, elocution in the semiotic aspect in relation to polycode, creolized discourse and gloss text, complicated by a tactile component, can be understood broadly. This is not just a "language design" of the content of the utterance, but its design by the whole complex of means of formal expression of the value-worldview and content-semantic aspects of the discourse text. Thus, in terms of discussion, the following variants and subtypes of elocution as the third part of the universal ideo-speech cycle "from thought, image, experience, and sensation to their representation" can be contrasted, from the standpoint of an extended understanding of "semiotic rhetoric" as "image rhetoric" (i.e. not only "from thought to word" in the classical sense of rhetoric): 1) verbal eloquence; 2) paraverbal eloquence: 2.1) the elocution iconic (visual language of artistic images, widely represented in the materials DB); 2.2) the prosodic elocution (presented in audioverse media); 2.3) elocution-level tactile perception, peculiar to the printing options of DB.). However, we emphasize that in the sphere of GMD, where magazine sites include, in particular, videos with models as a continuation of erotic photo sessions, music video reviews and video interviews with stars, these phenomena should be qualified as an Internet discourse based on a particular glossy discourse practice, i.e. a broader concept than GMD.

From the point of view of representation / in the parameters of the characteristics of functional speech styles (colloquial and book: scientific, official-business, journalistic, artistic) of the GMD, the main one is publicistic, being implemented in interviews, reviews, notes and articles, in which it sometimes evolves into scientific-journalistic (relatively speaking), which is due to thematic features (technology / culture).

From the point of view of the essential characteristics in the aspect of functional and semantic types of speech in the analysis of this discursive layer as a whole, we formulated the following essential feature in the aspect of the formation of discursive blocks: the dominance of the model of the functional and semantic type of speech "description". This property of the GMD is realized at the intersection with the universal from the sphere of the actual division of the sentence (the selection of the topic and rhema), which is legally transposed to the level of discourse. As the results of the analysis have shown, the global dominant concept "lifestyle" ("gloss") acts as the subject of the description, which demonstrates the unity of the topic and is system-forming in the aspect of the General architectonics of the referent. This "discourse concept" is characterized through a

potentially infinite, but thematically limited number of attributes of the promoted glamorous lifestyle of the ideal member of consumer society. Taking into account the dichotomy at the level of speech universals – the categories "theme and rhema" – we qualify them as rematic discursive components. Based on observations of the specifics of the empirical material, it is legitimate to extrapolate the types of intra – text communication-chain and parallel-to the GMD. As the results of the analysis of the discursive layer of the studied glossy magazines have shown, at the level of General architectonics, it is possible to state a predominantly parallel connection of discursive blocks. In the center of attention (both the producer and, respectively, the recipient of GMD) as the organizing core is the same global theme – "lifestyle" (glossy lifestyle), which is revealed through numerous rematic components that carry information about its many specific material attributes (iconic-verbal complexes with a tactile component). In the verbal block, non-material values are also affected to some extent – love, happiness, satisfaction from success in the chosen career field, psychological balance, etc., which are inextricably linked, directly or indirectly, with advertised consumer goods, services, including travel, psychoanalysis sessions with a specialist, etc.

"The factor" target audience in terms of the characteristics sociocultural language personality of a generalized recipient of this type of discourse allows to distinguish several groups of potential recipient GMD: "elite society" in the parameter of material well-being: the super-rich and rich people; 2) representatives of the secular elite: the media persons, stars of show business, stage, movies, sports, journalists, etc. (in the magazine gloss, news from their life, interviews, various popularity ratings, top 100, etc. are frequent); 3) the middle class; 4) the border layer of the population (including young people), seeking to improve their social status; see, for example: (Koryakovtseva, Doronina, Panchenko, Karabulatova & Abdullina, 2016).

The essential features and typological features of GMD are systematically presented by us at a higher theoretical level through the prism of the L&R paradigm. Generally speaking, GMD is distinguished, first of all: visibility, combination of verbal and iconic means of influencing the recipient with the dominant role of non-verbal and subordinate function of verbal components (eloquence of a special type, verbal-iconic, construction of tropes and figures at the level of visual iconic series (pathos-verbal-eloquent parameters); features of the thematic content of glossy magazine discourse practices: an inventive grid based on the attributes of a rich "beautiful life", forming a potentially infinite, only relatively coherent, but integral in value-worldview, content-semantic and formal-structural relations of the discourse.

4. Discussion

The speech-thinking activity of a professional language personality of the corporate type, its General LR strategy and specific tactics are stimulated by the advertiser-the customer of advertising and PR campaigns, who is interested in promoting their products and services and pays for advertising and PR blocks as ideologically and conceptually dominant, dominant blocks within the General semiotic field of GMD. Accordingly, in the

aspect of considering the "addressee factor" the phenomenon of GMD appears as a crystal structure of a synergistic nature that organizes the recipient's speech-thinking activity, which turns its various facets in the process of socio-cultural communication (Vorozhbitova, Karabulatova, Bzegezheva, Druzhinina & Pyankoval, 2019; Khachmafova, Karabulatova, Serebryakova, Zinkovskaya & Ermakova, 2017). All of them are aimed at one point as a strategic goal of a psycholinguistic nature for this discursive process: the translation of signals of visual-figurative and verbal-logical thinking, in their interaction and complex impact on the subconscious and consciousness of the recipient, into impulses of subject-effective thinking for the acquisition of one or another attribute of the promoted lifestyle (or, depending on the social status and financial situation of the recipient, taking a consumer loan, performing the initial act of accumulating funds for the purchase of this thing, etc.) (Rud', 2019). At the same time, for a large part of respondents who only seek to obtain the status of the middle class, the content of GMD can also become a source of frustration due to unsatisfied ambitions, a sense of hopelessness due to the inability to achieve a glossy standard of living and a striking contrast between its attributes on glossy pages and the realities of everyday life surrounding the reader. We will give a General description of the second subject of the linguistic rhetorical hermeneutical circle, which we qualify as a socio-cultural language personality of the generalized recipient of the GMD. A perspective on audience from the standpoint of perception the collective linguistic personality of a reader of the magazine gives an understanding from the positions of the L&R Paradigm, the impact of the GMD and corporate linguistic identity of his producer on the generalized linguistic consciousness of the recipient, the suggestive potential of the type of discourse.

As a justification for the above thesis regarding types of thinking, we will give the following reasoning. Analysis of specificity of functioning of the advertising and PR types of discourse as podcasts of DB on the example of Russian women's and men's magazines of the XXI century allows to conclude that an Arsenal of strategies and tactics, methods of exposure GMD on the recipient operates on the levels of different kinds of thinking that can be spread from the point of view of "input", "assimilation" and "output" entering the mind of the reader the following information:

1) visual-imaginative thinking is activated already "at the entrance" of the structural levels of the recipient's perceiving language personality (mainly the linguocognitive level, or thesaurus, as well as, indirectly, the motivational level, or pragmaticon). This type of thinking generally prevails in this type of discourse and is decisive in terms of its suggestive impact (as is known, glossy magazines "do not read, but watch"; see, for example: (Zinovieva, 2018)), permanently updated throughout the entire process of perception of a glossy magazine;
2) verbal-logical thinking (which corresponds to the level of associative-verbal network, or ABC, in the structure of a language personality) is activated in the course of further actualization of various aspects of the formal-content-value unity of a particular issue of the journal as a separate dispositive segment of this discourse practice, while the primary reference points, milestones for perception, are the headings of materials.

Within the framework of the GMD as a whole, verbal-logical thinking plays an auxiliary and additionally suggestive role (arguments to ethos, to logos, to pathos, arguments to the obvious, arguments "ad rem" and "ad hominem" in their consumer-glossy refraction), which is enriched and supported by various verbal means of persuasion in the course of rhetorical argumentation. However, in relation to the verbal block of the GMD, in the aspect of influencing the visual-imaginative thinking of the recipient, we note that language also draws images and, in a state of discursive actualization, affects the entire Arsenal of tropes and figures on the perceiving language personality.

3) subject-effective thinking of the recipient is activated to a greater extent "at the output" of the perceived information (mainly at the level of pragmatics in the structure of the language personality). This type of thinking is driven by a consumer in his or her specific desire to buy one or the other attribute is the material representative established in his mind through the GMD concept sphere "lifestyle" ("gloss", "lifestyle") – "on the subtle plane", but also in real actions consumers of goods and services "physics" – immediate or delayed, depending on the financial situation at the moment, the nuances of tastes and preferences.

Linguistic and rhetorical specificity of the speech-thinking process of a journalist as a professional language personality in this type of mass media is expressed in the formation of an invariant core and variable components of gender-ideal models in the discourse of the Russian gloss (Karabulatova, Vildanov, Zinchenko, Vasilishina, & Vassilenko, 2017). From the point of view of three basic mechanisms for the implementation of professional LR competence of a journalist: inventive-paradigmatic, dispositive-syntagmatic, elokutivno-expressive – the system of inventive text actions of the discourse producer organizes a number of characteristics of the discourse text derived from the classical communicative qualities of speech.

Thus, the inventive-paradigmatic mechanism for implementing the LR competence of a GMD producer provides such communicative qualities as: 1) content and semantic saturation; 2) information content-in the aspect of novelty and diversity of representations of information about a wide range of objects, subjects, phenomena and processes under consideration; 3) completeness of coverage of the "real referent" in the system of its essential features and functional features; 4) objectivity (as a desire for it, achieved to a greater or lesser extent, taking into account the activity of the advertising and PR-discourse sub-layers in the GMD), combined with the clarity of the personal position of the discourse producer as a consumer of a particular group of goods and services positioned as attributes of the promoted lifestyle (a specific journalist or group producer-editorial Board, creative group); 5) accuracy in transmitting the characteristics and essential features of the referent with a pronounced pragmatic orientation in the aspect of forming a certain standard from the point of view of the editorial Board lifestyle and image of a modern successful person; 6) compliance with the needs of the collective recipient as a genre-sociostratic segment of the mass readership.

So, as a key figure – the direct producer of GMD – in the performer mode is a glossy magazine journalist who, in unbroken unity with advertisers, forms gender-oriented

content that creates a favorable ground for introducing into the recipient's consciousness, at the level of all types of thinking – visual-figurative, verbal-logical, subject-effective (see more below) – the needs for the possession of material values inherent in the described lifestyle of men and women as elite, the lifestyle of a select circle, the "cream of society".

GMD appears from the positions of the L&R Paradigm as a discursive process, first, the latest (latest in terms of chronology of the historical process), and secondly to update the polyethnic sociocultural & educational space of Russia beginning of the XXI century (stimulating its transformation in line with the trends of globalization and value orientations "philosophy of glamour").

In each named discourse practice (i.e., having a proper name – "Maxim", "Glamour", etc.), it is legitimate to interpret the magazine's No. 1 as a "mother issue": it explicates and objectifies the concept of the magazine (creative group) for the first time. Subsequent # 2, 3, 4 ... n – "children", child constructs that are quite similar, similar typologically in terms of dispositive framework (parts, categories, subheadings, methods of rhetorical promotion) and eloquent content (idiolect, idiostyle, manner of communication with readers of the corporate language personality of this editorial Board), but having individual features in terms of specifics of content and semantic content of the inventive grid.

In the era of digital technologies, the "information-intelligent personality" (IIP) concept that was proposed by S. E. Shilov has become relevant (Shilov, 2013). This is a kind of abstraction, reconstructed from the whole set of discourse practices of electronic communication. Publication numbers as components of one named micro- IIP – a kind of "brothers"(male gloss) and" sisters "(female gloss), all more "Junior". We can also talk about "generations" of the same magazine – if possible, identify certain milestones that separate the relatively completed stages of its development in terms of qualitative changes or updates to the concept of this discourse practice (which may be due, for example, to the change of the editor-in-chief or the specifics of the "dashing 90's", 2000's and 2010's). Thus, the Russian GMD ensemble appears as an integral phenomenon, an "information and educational organism" that has its own "semiotic body" and egregor, a circle of recipients-admirers who communicate with a particular favorite magazine using the tools of social networks. We can speak about the educational function of GMD, along with the information function and the projective-worldview (in its consumer-glamorous modification) function as the leading one, bearing in mind the direct meaning (discourse-etymon) of the word "education", namely: "image creation". In the context of our research, the latter is understood as modeling the gender ideal, developed in its inextricably correlated concept opposition "man – woman".

Let's imagine a single issue of a magazine, or a glossy magazine discourse-text as a kind of "living organism", "informational entity "that interacts with the recipient and is personally personalized (cf. appeals in readers' letters such as "dear Maxim", "favorite magazine") using one of the cognitive tools of the process of scientific knowledge – a metaphor, in

this case, of the human body, using some anatomical terms from the source (Skulkin, 2014).

Gender-specific topics, for example: the choice of technological gadgets (male) // decorative cosmetics (female) – act as differentiating "sexual characteristics "of personalized "men" and "women" as nominal micro-segments of the "information-intelligent personality" (IIP). At the level of gender systems of the information organism of a particular GMD, content-semantic components function, dedicated to the topics "sex, relationships", " candid photo sessions "(male), corresponding to the recipient's gender (Smeyukha, 2012).

Based on the principle of analogy, it is legitimate to rethink for theoretical purposes and apply the "photographing" method used in school practice to distinguish between functional and semantic types of speech. Recall: if the referent of "can I take a picture" is like description and narration; if only one of the image description, need a series of images – a narrative; if the referent of "revenge" is like the reasoning and value judgment. This technique is logical to extrapolate to the entire type of railway. At the same time, "photographing" appears as the leading principle of the organization of this type of discourse, i.e. in the literal sense, namely: 1) artistic photography as a dominant of the GMD; 2) attributive and iconic block (including verbal intersperses) 3) the functional-semantic type of speech "description" as the main one for GMD; 4) the frequency of fragments of the functional-semantic type of speech "value judgment" integrated into the description; 5) the presence of inclusions in the description of the types of speech "reasoning" and "narration".

We consider another essential feature of the GMD to be the fundamentally synergistic basis for the formation and functioning of the GMD. Described in General terms, the tools of visual-figurative, speech-thinking and thought-speech influence on the recipient from the GMD in the aspect of their focusing into subject-effective impulses actually have a synergistic nature, i.e. the sum of the influences of its components-factors, is something more than the influence of each factor separately.

During our research, we formulated the following LR principles of the organization, functioning and impact of GMD, namely:

1. The principles of formal organizational level of GMD:

1.1) principle of kaleidoscopic (exaggerated brightness, ingenuity in the layout of the various elements of non-verbal-visual, verbally-slogan and text blocks; game fonts, colors, angles, etc.);
1.2) the principle of multilayers, or "layer cake" (the presence of "discursive layers" – advertising, PR and infotainment, i.e. journalistic types of discourse).

2. The principles of substantive and organizational level of GMD:

2.1) the principle of fragmentation, or "a little about a lot" ("snatching" the actual moments of various aspects of the life of a successful member of a mass-consumption society);
2.2) the principle of "hands on the pulse" (presentation of fashionable, trending aspects with a focus on the youth environment-fashion, gadgets, sports, Hobbies, etc.; the flip side is the rapid "aging" of the "subpersonality" of each issue, since fresh and even striking content is already "yesterday" in a few issues).
Various aspects of the long-term comprehensive study of GMD are detailed and generalized, in particular, in the monograph of the Sochi L&R School (Skulkin, Vorozhbitova, 2018).

The integrative L&R Approach is used by the team of authors of the Department of Romance-Germanic and Russian Philology of Sochi State University for various types of discursive processes, including socio-political ones (see, For example: (Vorozhbitova, Potapenko, Berezovskaya, Lebedeva & Kushkol, 2019; Vorozhbitova, Potapenko, Khachaturova & Khoruzhaya, 2020; Vorozhbitova, Streltsova, Urakova & Nessipbayeva, 2020).

5. Conclusion

The article allows to make the following conclusions:

1. Glossy magazine discourse (GMD) appears from the positions of the Linguistic and Rhetorical (L&R) Paradigm as a process, first, the latest (latest in terms of chronology of the historical process), and secondly, to update the polyethnic sociocultural & educational space of Russia at the beginning of the 21 century, in the era of digital communication, specifically affect (stimulating its transformation in line with the trends of globalization and value orientations "philosophy of glamour").
2. The modifications of the modern gender ideal are generated by specific linguistic and rhetorical organization of this type of discourse in its printed and electronic formats and are implemented in the public consciousness. These modifications are reconstructed in the dialectical correlation of the goals of the two subject positions:

1) producer: to introduce into the language consciousness of the collective recipient the ideological foundations of a specific "glossy", glamorous lifestyle; a super-task – the commercial success of the implementation of its material attributes;
2) recipient: join the elite (in this case, in the glamorous vector of their evolution) canons of style and life values to improve their social status, meet their informational and "entertainment" needs.

3. We can present GMD from the position of the birth and development of the discourse of the ensemble as a living organism, in an evolutionary and dynamic aspect of the discursive process relevant to the contemporary polyethnic sociocultural & educational space of Russia at the beginning of the 21 century. The theoretical and methodological basis for this is the L&R Paradigm, the concept of "information-

intelligent personality" (IIP), and the biological conceptual and terminological system for describing the human body.

4. The establishment of organization of speech-thinking activity "glossy journalist" as a professional linguistic personality of an institutional type allowed to perform the categorical development of the concept of "corporate linguistic identity" with respect to generalized producer of GMD. In our concept, the corporate language personality of a generalized producer of GMD is formed by:

1) direct producer: the editorial Board of a particular glossy discourse practice, female or male, as a "group concept carrier", including such "active elements" as:

1.1) creative group(s);
1.2) writing journalists;

2) indirect producer: advertiser(s).

5. "The factor" target audience in terms of the characteristics sociocultural language personality of a generalized recipient of this type of discourse allows to distinguish several groups of potential recipient GMD: "elite society" in the parameter of material well-being: the super-rich and rich people; 2) representatives of the secular elite: the media persons, stars of show business, stage, movies, sports, journalists, etc. (in the magazine gloss, news from their life, interviews, various popularity ratings, top 100, etc. are frequent); 3) the middle class; 4) the border layer of the population (including young people), seeking to improve their social status.
6. The Essential features and typological features of GMD are systematically presented by us at a higher theoretical level through the prism of the L&R Paradigm. Generally speaking, GMD is distinguished, first of all: visibility, combination of verbal and iconic means of influencing the recipient with the dominant role of non-verbal and subordinate function of verbal components (eloquence of a special type, verbal-iconic, construction of tropes and figures at the level of visual iconic series (pathos-verbal-eloquent parameters); features of the thematic content of GMD practices: an inventive grid based on the attributes of a rich "beautiful life", forming a potentially infinite, only relatively coherent, but integral in value-worldview, content-semantic and formal-structural relations of the discourse.
7. At the end of the categorical development of the postulated concept, we formulated the final definition of GMD, presented in the first conceptual provision of the introduction, as well as LR principles related to various aspects of the organization, functioning and impact of GMD.

So, the combination of men's and women's glossy magazines with a thematic dominant style / lifestyle ("glamorous magazines") forms a subtype of mass media – glossy magazine discourse. The latter is defined as a gender-oriented discourse of glossy magazines that has an image-advertising and information-entertainment character, revealing the features of the lifestyle of a member of the consumer society of the information age from the standpoint of the "philosophy of glamour". The concept of

"discourse of glossy magazines" in relation to GMD is, therefore, generic and refers to various types of publications, including youth, thematic, etc.

In the static aspect, the text array of the Russian civil railway of the beginning of the 21 century is an independent discourse ensemble formed by two sets of discourse practices-male and female.

In the dynamic aspect, GMD acts as a discursive process that actualizes the polyethnic sociocultural & educational space by integrating and generalizing traditional and modern socio and linguistic cultural standards in the context of globalization; the mechanism of discursive actualization is the calculation of Western publications about lifestyle.

Thus, the media concept "LIFESTYLE", presented in the GMD, is not only a globalizing megaconcept, but also a trigger, an effective tool for the expansion of the processes of globalization in the conditions of electronic communication of the modern digital society.

6. Reference

Dekich, E. (2018). Gender stereotypes: content analysis of advertising in glossy magazines. The Age of Information, 2-1, 148-149.

Karabulatova, I., Vildanov, Kh., Zinchenko, A., Vasilishina, E., & Vassilenko, A. (2017). Problems of transformation matrices modern multicultural identity of the person in the variability of the discourse of identity Electronic Information Society. Pertanika Journal of Social Science & Humanities, 25(S), Jul., 1-16.

Khachmafova, Z. R., Karabulatova, I. S., Serebryakova, S. V., Zinkovskaya, A. V., & Ermakova, E. N. (2017). The Specifics of an Estimate discourse of gender stereotypes in small forms of Folklore in a Network Discourse of Electronic and Information society at the Beginning of 21ct Century. Pertanika Journal of Social Science & Humanities, 25 (S) Jul., 137-150.

Khachmafova, Z. R., Karabulatova, I.S., Luchinskaya, E. N., & Osipov, G. V. (2015). Gender Features of Discourse of Woman's Literature as a Reflection of Changes in the Modern Society. MJSS, 6 (3), S 2, 476-481.

Koryakovtseva, O.A., Doronina, I.I., Panchenko, T.M., Karabulatova I.S., Abdullina, Z.M. (2016). Research of category "Motivation" as a basic tool of personnel management. IRMM, 6 (1), 293-299.

Arbeláez-Campillo, D.F., Andreyevna-Dudareva, M., Rojas-Bahamón, M.J. (2019). Las pandemias como factor perturbador del orden geopolítico en el mundo globalizado. Cuestiones Políticas, 36(63), 134-150.

Rud', A. (2019). Gender Stereotypes in the management and analysis of the main approaches to their study. Personality and society. Electron. nauch. journal, 1(1), 24.

Saenko, N. R., Sozinova, A. A., Karabulatova, I. S., Akhmetov, I. V., Mamatelashvili, O. V., & Pismennaya, E. E. (2016). Research in Action Integrated Marketing

Communications as the Elements of Information and Virtualization Market Relations. IRMM, 6 (1S), 267-272.

Samotuga, E. A. (2012). Linguistic and cognitive features of the discourse of glossy magazines: gender aspect: based on the material of the magazines "Cosmopolitan" for 2005-2011. Belgorod: Belgorod State University.

Shilov, S.E., (2013). Rhetorical number theory / S.E. SHilov. – M.: Lenand, 2013. 800 s.

Skulkin O. V., & Vorozhbitova A. A., (2018). Glossy magazine discourse in Russia of XXI century: linguistic-rhetorical parameters of gender ideal functioning: monograph. Sochi: RIC FGBOU VO "SGU", 176 p, https://rusneb.ru/catalog/000200_000018_RU_NLR_BIBL_A_011783158/

Skulkin, O. V. (2014). Glossy magazine discourse in Russia of XXI century: linguistic-rhetorical parameters of gender ideal functioning: autoref. Diss. ... Cand. Philol. Sciences, Sochi, https://www.dissercat.com/content/glyantsevyi-zhurnalnyi-diskurs-v-rossii-xxi-veka-lingvoritoricheskie-parametry-funktsionirov

Smeyukha, V. V. (2012). The phenomenon of gender identification in the media space: on the material of domestic women's magazines. Autoref. Diss. ... Dr. Philol. Sciences. Krasnodar: KubSU, https://www.dissercat.com/content/fenomen-gendernoi-identifikatsii-v-mediinom-prostranstve-na-materiale-otechestvennykh-zhensk

Valeeva, N. G. (2018). Translation theory: cultural-cognitive and communicative-functional aspects. Moscow: RUDN Publishing House, 247.

Vorozhbitova, A., Karabulatova, I., Bzegezheva, Z., Druzhinina, V., & Pyankova, T. (2019). A glossy magazine discourse of the early twenty-first century as a tool of globalization: Sochi school of linguistics and rhetoric. Amazonia Investiga, 8(24), 170-180. https://amazoniainvestiga.info/index.php/amazonia/article/view/969

Vorozhbitova, A., Potapenko, S., Berezovskaya, L., Lebedeva E. & Kushko, N. (2019). Discourse of Communism and Socialist linguistic personality: Rhetorical perspective. Amazonia Investiga, 8(23), 739-748 https://amazoniainvestiga.info/index.php/amazonia/article/view/929

Vorozhbitova, A., Streltsova, M., Urakova, F., & Nessipbayeva, Z. (2019). The role and place of language in social conflict // Advances in Social Science, Education and Humanities Research, volume 374. International Conference on Man-Power-Law-Governance: Interdisciplinary Ap-proaches (MPLG-IA 2019), Atlantic Press, pp. 204-207, https://www.atlantis-press.com/proceedings/mplg-ia-19/125925308; https://dx.doi.org/10.2991/mplg-ia-19.2019.41

Vorozhbitova, A., Potapenko, S., Khachaturova, N., & Khoruzhaya, Y. (2020). Linguistic rhetoric of Soviet discourse: official vs personal register (J. Stalin – A. Dovzhenko). Amazonia Investiga, 9 (29), 224–233 https://amazoniainvestiga.info/index.php/amazonia/article/view/1388

Zinovieva, E. S. (2018). Linguistic mechanisms of constructing masculinity and femininity in the discourse of glossy magazines: on the material of English and Russian languages. (Autoref. Diss. ... Cand. Philol.) Sciences Yaroslavl, https://www.dissercat.com/content/yazykovye-mekhanizmy-konstruirovaniya-maskulinnosti-i-feminnosti-v-diskurse-glyantsevykh-zhu

DOI: https://doi.org/10.46502/issn.1856-7576/2021.15.02.20

Folklore and literary continuum in the north caucasian novel of the late xx-th century in the aspect of ethnopedagogy

El folclore y el continuo literario en la novela del norte del Cáucaso de finales del siglo xx en el aspecto de la etnopedagogía

Arsamak Magomedovich Martazanov
am_martazanov@mail.ru
https://orcid.org/0000-0003-3718-7764
Doctor of Philology, Professor of the Department "Russian and Foreign Literature" of the "Ingush state University", (Magas, Russia)
Khanifa Magamedovna Martazanova
hanifa_m@mail.ru
https://orcid.org/0000-0001-8828-3137
Doctor of Philological Sciences, Professor, Head of Department "Ingush Literature and Folklore" of the "Ingush state University", (Magas, Russia)
Alena Mustafaevna Sarbasheva
alenasarb@mail.ru
https://orcid.org/0000-0002-7457-9823
Doctor of Philology, Head of the Sector of Karachay-Balkar Literature, Institute for Humanitarian Studies-Branch of the Federal State Budgetary Scientific Institution "Federal Scientific Center" Kabarda-Balkarian Scientific Center of the Russian Academy of Sciences", (Nalchik, Russia)

Recibido: 18/05/21
Aceptado: 07/07/21

Abstract

The purpose of the work is to comprehend the folklore-literary continuum in the major epic works of national writers. The relevance of the research is due to the scientific and cognitive interest in folklore aesthetics, which determined the dynamics of the development of artistic thought. The novelty of the research is to study the specifics of the inseparable interaction of oral literature and literature within the chronological period of the 1960s-1990s. The main attention is projected on the novel prose of the classics of Ingush and Karachay-Balkar literature Idris Bazorkin (1910-1993) and Alim Teppeyev (1937-2010), who made a significant contribution to the development of artistic and intellectual thought of the North Caucasus region. The creative nature of the connection of these aesthetic systems contributes to the philosophical understanding of the historical events recreated by the authors in the life of an ethnic group, the comprehension of

national psychology. The appeal to the images of the Ingush and Karachay-Balkar Nart epos, folklore motives is due to the solution of the problems of the spiritual evolution of the literary hero in the context of time. The conducted research allowed us to conclude that the continuity of folklore and literature gives prose works a high aesthetic beginning, the factor of creative evolution contributes to the creation of a national picture of the world, the achievement of artistic expressiveness.

Keywords: folklore-literary continuum, Ingush literature, Karachay-Balkar literature, Nart epic, ethno-oriented learning, identity.

Resumen

El propósito del trabajo es comprender el continuo folclore-literario en las principales obras épicas de escritores nacionales. La relevancia de la investigación se debe al interés científico y cognitivo por la estética del folclore, que determinó la dinámica del desarrollo del pensamiento artístico. La novedad de la investigación es estudiar los detalles de la interacción inseparable de la literatura oral y la literatura dentro del período cronológico de las décadas de 1960 y 1990. La atención principal se proyecta sobre la prosa novedosa de los clásicos de la literatura ingush y Karachay-Balkar Idris Bazorkin (1910-1993) y Alim Teppeyev (1937-2010), quienes hicieron una contribución significativa al desarrollo del pensamiento artístico e intelectual de Región del norte del Cáucaso. La naturaleza creativa de la conexión de estos sistemas estéticos contribuye a la comprensión filosófica de los hechos históricos recreados por los autores en la vida de un grupo étnico, la comprensión de la psicología nacional. La apelación a las imágenes de los epos ingush y Karachay-Balkar Nart, motivos folclóricos se debe a la solución de los problemas de la evolución espiritual del héroe literario en el contexto del tiempo. La investigación realizada permitió concluir que la continuidad del folclore y la literatura otorga a las obras en prosa un alto inicio estético, el factor de evolución creativa contribuye a la creación de una imagen nacional del mundo, al logro de la expresividad artística.

Keywords: continuo folclore-literario, Literatura ingush, literatura Karachay-Balkar, épica nart, aprendizaje etnoorientado, identidad.

1. Introduction

Considering the social context as a historical condition within which the discourse of the individual functions, allows, along with the analysis of discourse as communication, to carry out the study of the extralinguistic situation of the actualization of discourse, to characterize the socio-political views of the individual, his mentality. We have taken for comparison the classics of North Caucasian literature and the Nart epic, which is significant for the preservation of the Vainakh identity. And in this case, the discursive-historical approach seems acceptable for studying a person, his discourse in a certain cultural and historical environment. This approach is the most important in ethno-oriented teaching since it makes it possible to form a positive ethno-identity. We believe that

positive ethno-identity plays the main role of preserving the ethnic group in the conditions of multiculturalism, globalization and blurring the boundaries of ethnic identity.

Among the urgent tasks facing the Russian literary criticism, the aspects of studying the continuity of spiritual heritage, the refraction of folklore traditions in literature in the process of its evolution are highlighted. In the works of modern North Caucasian researchers, an attempt is made to consider the problem of interaction between two aesthetic systems, to identify the spiritual and moral foundations of the artistic world of leading national writers, to study the specifics of the manifestation of the mytho-folklore worldview in their work (Dakhkilgov, 2007; Gutov, 2009; Dzhambekova, 2010; Martazanova, 2017; Sarbasheva, 2015-2017; Mamieva, 2015-2019; Martazanov, 2019).

The literature is studied from the point of view of the transformation of oral and poetic traditions, the ways of creative development of the aesthetic resources of oral literature by the authors are determined, the constructive role of folklore in the formation of artistic and stylistic features of works is noted (Guliyeva (Zanukoeva), 2015; Sarbasheva, 2019).

Native language and native culture are mandatory academic disciplines within the regional component, they form and improve communicative and professional skills, solve the problems of full-fledged linguistic and cultural development of the individual, and the possession of the native language in the period of globalization, mobility of world processes is the main guarantee of both self-realization of the individual and its positive ethno-identity.

2. Materials and methods

In modern conditions, the factor of ethnoidentity plays a key role in determining the vitality of an ethnic group that is in an aggressive environment of globalization, migration, and the pressure of the virtual environment of the electronic format of society, so ethnooriented learning becomes fundamental in a new type of pedagogy (Arsaliev, 2019).

At the same time, the analysis of the content of teaching the regional component of the leads to the conclusion that there is insufficient involvement in the educational the discipline of competencies, skills, abilities, knowledge of an ethno-cultural nature. In the context of changes in the ideas of Russian pedagogy about the content of education, its cultural and social function, other forms of knowledge retransmission are currently being developed, which allow us to assert that the active ethnooriented orientation of the teacher's worldview position improves the quality of teaching. At the present stage of political, cultural, and social relations, there is the primary need is to develop pedagogical conditions for ethnooriented language education at school based on the case method, including the orientation of teaching on the components of native and other cultures.

Today, all the technologies of educational practice are used as project models of the actions of participants in the educational process, so modern pedagogical technologies

are based on a specific theoretical foundation. The register of currently relevant educational technologies is very diverse: collective, group and individual teaching methods; technology of personality-oriented education; technologies of sign contextual learning; technology gaming character; active and passive teaching methods; method of topographic projection; problem-based learning; learning with the use of IT-technologies and information innovation; integrative technology; developmental education; design methods; technology open forms of ethno-cultural technology; distance learning, etc. (Lebeaume, 2011).

The theoretical basis of the research was a set of conceptual provisions in the areas of scientific and pedagogical knowledge defined by the problems of the work, such as: the content and structure of the system of training specialists in a Russian university within the regional component; the theory of speech and intercultural communication, ethnopsycholinguistics, the main concepts, approaches and models of pedagogically oriented descriptions of language and literature for teaching purposes; the theory of creating textbooks of the native language, native literature, Russian as a foreign language.

We try to explore the folklore-literary continuum in the national novel, since it is in it that the indissoluble connection of the designated aesthetic systems is reflected with the greatest variety. To solve this problem, the work uses a set of traditional methods of analysis: typological, comparative, cultural. The appeal to the novel prose of the second half of the twentieth century is motivated by the actualization of the idea of the continuity of spiritual and moral values in the work of national writers.

Folklore and mythological models and ethnographic components introduced into the artistic structure of the works contribute to the innovative solution of various ideological and aesthetic problems. In the narrative system, they are considered "as a kind of ethno-aesthetic microunits, in which poetic, emotional, philosophical, socio-psychological information about the spiritual and material culture of the people is presented" (Dalgat, 1975: 233).

The folklore-literary continuum is marked in the works of Balkarian, Karachai, Kabardian, Ingush, Chechen, and other authors, who were faced with a difficult task – "to fuse, combine, organically merge their own folklore traditions with written-realistic ones, in order to obtain a new synthesis, a new aesthetic quality" (Tugov, 1988: 64). The writers managed to subordinate the traditions of oral and poetic folk art to the problem of depicting the national picture of the world in various historical periods in the life of each ethnic group:

- the period of the Caucasian War – Roman A. Aidamirov's "Long Nights" (1972);
- the revolutionary period – the novels of A. Bokov "The Sons of Beka" (1968), A. Keshokov "The Peaks do not sleep" (1970), Z. Tolgurov "The Big Dipper" (1977), A. Teppeyev "Will" (1981), S. Chakhkiev "Wolf Nights" (1969);

- the years of the Great Patriotic War – the novels of I. Mashbash "A man is not born twice" (1968), A. Keshokov "The Broken Horseshoe" (1973), A. Teppeyeva "Heavy Millstones" (1976), I. Gadiev "Nest of Sleds" (1982), A. Bokova "Lead Rains" (1987);
- deportation – S. Chakhkiev's novels "Golden Pillars" (1990), A. Bokov's "Narrow Gates" (1991), M-S. Pliev's "Day of Sorrow" (1991), Z. Tolgurov's "Blue Tipchak" (1993), A. Teppeyev's "Sirat Bridge" (1993), etc.).

These authors act as innovators in the literary process of this period. It is the novel form that has become an artistic springboard for the effective use of folklore in literary works as a focus of universal and spiritual values (Dzhambekova, 2010:161).

3. Discussion

The relevance of all issues related to culture, it has now acquired an unprecedented sharpness. The interest in other cultures relates to the fact that in recent years social, political and economic upheavals have led to an unprecedented migration of peoples, their resettlement, resettlement, collision, mixing, which, of course, leads to a conflict of cultures. At the same time, scientific and technological progress, and the efforts of a reasonable and peace-loving part of humanity are opening up new opportunities, types and forms of communication, the main condition for the effectiveness of which is mutual understanding of cultures, tolerance and respect for the culture of communication partners. All this, both alarming and encouraging, has led to close attention to the problems of intercultural communication, which today means "adequate mutual understanding between two participants of a communicative act belonging to different national cultures" (Vereshchagin, 1990: 26). Intercultural communication is a process of direct interaction of cultures (dialogue of cultures), which is carried out within the framework of different national stereotypes of thinking and communicative behavior, which affects mutual understanding and relationships between the communicating parties. By communicative behavior, we understand the rules and traditions of communication implemented in communication of a particular ethno-cultural community.

The researcher V. Tugov, using the example of A. Keshokov's novel-dilogy "The Peaks do not sleep", defines a "qualitatively new character" of folklore, characteristic of the national romanistics of the period of the 1960s– 1990s. According to the scientist, despite the dense saturation of this work with proverbs, sayings, aphorisms, as well as legends, parables, the influence of folklore does not affect the direct citation of monuments of oral literature, not in the student's dependence on its principles of plot – building and character development.

The deep connection with national origins is found to a greater extent in the moral and ethical spheres, in the interpretation of the hero's code of honor, in the understanding of truth and injustice (Tugov, 1988; Karabulatova, Ebzeeva, Pocheshkhov, 2017). This point of view corresponds to the idea of the Ingush scholar-folklorist I. Dakhkilgov that "the principles of selection, processing and inclusion of folklore and ethnographic realities are

designed to perform their specific and specific aesthetic function in the context of the entire work under the pen of a skilled writer" (Dakhkilgov, 2007: 2).

The rethinking of the experience of oral literature, according to the conclusion of A. Musukayeva, is motivated by artistic necessity and manifests itself "in the organic embodiment of folklore motives and techniques in creativity, in the ability to combine topical problems with traditional age-old ones" (Musukayeva, 1978: 131).

And this is indisputable, since folklore accumulates the moral, ethical-aesthetic, philosophical, religious views of the people, their ideas about life and death, good and evil, the sublime and the base, the beautiful and the ugly, as well as about the meaning of human life, its role and purpose in the world (Galiullina et al., 2018; Gucheti, 2019; Kipchatova, 2020; Khachmafova et all, 2017; Nijiati et al, 2020; Baltabayeva et al, 2020).

At different stages of the development of written literature, oral folk art passes in its interaction the path "from direct copying or borrowing of plots or themes to a deep artistic reinterpretation of folklore, enriching and supplementing literature spiritually" (Martazanova, 2017: 143). In the process of the evolutionary movement, independent aesthetic systems-folklore and literature-acquire a completely different qualitative character.

It is no longer "folklore that dictates its canons to literature, but the established literature begins to attract folklore to the extent that it can perform a certain function in a literary work" (Dakhkilgov, 2007: 296). The rich genre palette of folklore, themes, and motifs used due to the well-known transition of the "image into a symbol" give the artistic text "a special semantic depth and semantic perspective" (Bakhtin, 1995: 209).

The interrelation of two artistic and aesthetic systems is provable not by establishing their similarity, but by identifying their interdependence, especially since "the artistic way of knowing reality and recreating it in folklore and literature are not identical" (Bogatyrev, 1971: 369). Literary creativity, unlike folklore, is characterized by a combination of " historically determined aesthetic features, and not only by the way of cognition and recreation of reality, but also by the principles of artistic selection and typification of life phenomena, "the technique of creating a hero" (according to Gorky), a form of abstract thinking, creative individuality, the very "canonicity" of the written text" (Dalgat, 1975: 234).

The genre of the novel, which was developed in Russian literature in the 30s of the X1 century, begins to take shape in national literatures in the twentieth century, becoming their "authorized representative", since "the free distance of the novel attracted prose writers and poets, realists and romantics" (Piskunov, 1976: 8-9). In the second half of the last century, the process of defining epic prose in the literatures of the North Caucasus region intensified. For example," When friendship is known " by S.-B. Arsanov," From the darkness of centuries " by I. Bazorkin," In the gorge "by O. Etezov, "Murat" by M. Shavaeva, "The New talisman" by B. Gurtuev, "Mountain Eagles" by Zh. Zalikhanov,

"Peaks do not sleep" by A. Keshokov, "Towards life" by E. Urumagova, "Flint Mountains" by K. Chakhkiev and many others.

The artistic canvases that tell "about the tragic fractures of history" are characterized by typological proximity and genetic similarity, interest in the problem of historicism, in the concept of man, the world, and history (Gucheti, 2019; Karabulatova et all, 2017; Baltabayeva et al, 2020). Turning to the historical fate of the people, artistically recreating it, writers strive to know more about modernity. At the same time, the image of national life is based on understanding the problem of memory, personal and national, the complex, sometimes dramatic path of peoples in the maelstrom of historical events.

In the novel "Out of the Darkness of Centuries" (1967), the Ingush writer I. Bazorkin "synthesized the experience of world novelistics with the aesthetics of the national epic, creating a new artistic fusion in which the polyphony of the plot structure enriched the characteristic features of the oral folk epic" (Petrosyan, 1974: 348). Other researchers see here the artistically elaborated ethnotrauma of the Ingush people as an opposition of Light and Darkness (Karabulatova, Ebzeeva, Pocheshkhov, 2017).

It should be noted that the use of mythologies in artistic discourse is associated with fragments of the mythos (Razdiakonova, 2010) of the peoples of the North Caucasus. The interest in these reinterpreted myths is becoming more relevant now because of the various strategies in managing the public consciousness (Barabash et all, 2019).

When a person goes beyond his usual world, he also loses the established ties with society. This fact causes stress reactions in the form of aggression, depressive states, and frustrations. In search of his own inner self, such an individual grabs any fragments of the former mythological picture of the world (Karabulatova et all, 2017; Khachmafova et all, 2017; Baltabayeva et al, 2020).

Such fragments are defined by E. V. Razdiakonova, following R. May, a mythos, which is understood as a fragment of a myth (or the myth itself completely), which has absorbed idealized attitudes of the meaning of life (Razdiakonova, 2010). For example, the civilizational stress caused by the Caucasian military companies revealed the need to use the concepts of the traditional picture of the world for the formation of fortitude and self-identity among the population and the introduction of the psychological attitude "everything is under control". At the same time, everything related to the clash of civilizations was published using myths about death and darkness.

In the title of the novel, the main theme is stated in a" condensed form", which determines the main plot lines and the nature of the conflict. The artistic experience of Russian realistic literature and the writer's knowledge of the oral and poetic creativity of the Ingush people affected its creation, which, in principle, was a qualitatively new word that laid the foundation for novel prose penetrating into the essence of historical processes.

The multi-layered artistic epic about the people reveals its psychological and ideological aspects, the spiritual world, philosophical reflections on the essence of the universe, life and death, truth and lies, joy and suffering, personality and society, freedom and necessity, happiness and misery, war, and peace.

4. Results

Folklore and literature of the peoples of the North Caucasus abounds in background vocabulary.

The North Caucasian novelistic prose was a continuation of the epic traditions of the people, which was a natural phenomenon, because in narrative genres, primarily in the heroic epic, national traditions of artistic development of the historical life of the people were accumulated (Bayramukova, 2015). Bazorkin leads to the idea of the responsibility and moral duty of a person to the memory of his ancestors, about the inhumanity of evil and violence, about the rush to light and good of everyone.

Ethno-cultural education and education of students by means of the languages of the regional component are transmitted through the ethno-pedagogical functions of the language culture necessary for studying and teaching the language, literature, history, and culture of the peoples of the region.

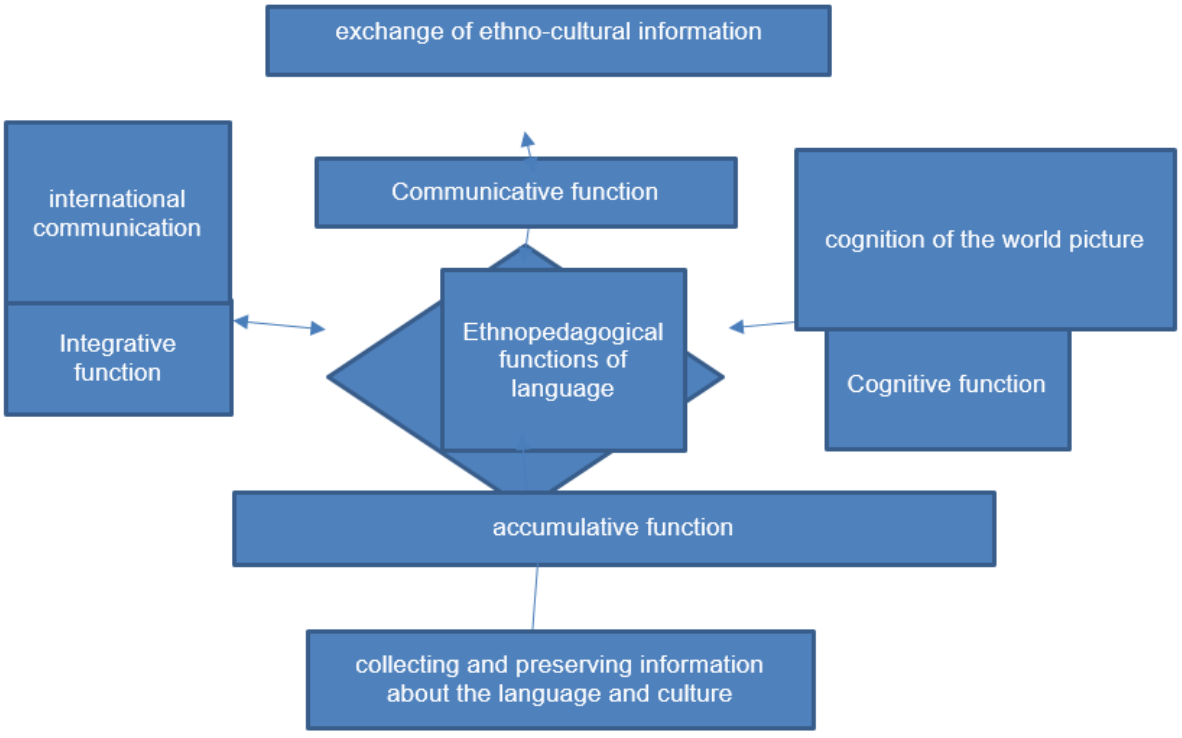


fig.1. Ethnopedagogical functions of language and literature.

The process of language learning with etourandtravel focus, gives students not only the knowledge, abilities, and skills in all types of speech activity: listening, writing, speaking, reading, and universal educational actions, developing a personality based on the principles of tolerance, dialogue of cultures; contains pedagogical idea of providing educational impact and expressing educational functions (Sautieva, 2020).

The cultural and connotative content of words can be re-evaluated over time, which must be considered when analyzing fiction that reflects the mentality of the people, especially in a situation of ethnotrauma.

We present the ethno-cultural component as a single system of personal development: training, education by means of native culture and the culture of the studied language. We understand that by forming a cultural environment, we realize the potential of a creative, intellectually developed personality.

We also cannot imagine the effectiveness of ethno-oriented language education at school without a socio-cultural component, by which we understand the peculiarities of communication of societies, cultural values, traditions, customs. Weak consideration of the socio-cultural context was reflected by pedagogy as a factor that sharply reduces the effectiveness of teacher's professional activities (Malevinsky et all, 2019; Zamaletdinov et all, 2014).

The heroes of the Nart epic in the artistic structure of the novel ("From the Darkness of Centuries" by I. Bazorkin, "Will" by A. Teppeyev)

Writers approach the creation of a national picture of the world purely individually, because "each nation is unique and carries "genetic information" about its ethnic group, about spiritual culture, about moral content, the development of artistic thinking" (Martazanova, 2017: 24).

Consistently, without emotional intensity, I. Bazorkin introduces readers to the amazing and diverse world created by his creative genius, in which heroes live, striving for light, good, for whom nature was the cradle of freedom.

As A. Kh. Tankiev notes, in the epic, "dedicated to the image of the heroic, but difficult past of the Ingush people, folklore and ethnographic elements carry a great ideological load. The narration begins as if with the continuation of a folk epic. And in this regard, the novel, while remaining deeply realistic, is close in spirit to the folk epic" (Tankiev, 1996: 51).

In the prologue of the work, called the story "about how the people came out of darkness", the most complex issues of moral and philosophical content and the social situation of the Ingush people are comprehended in the context of two sections-from the spring of 1865 to January 1918.

In the artistic world of the novel "Out of the Darkness of Centuries", all social strata of Ingush society are represented in their multifaceted connections with the foreign world. It is important for the writer to "understand the personality in the concept of history and a person, to discover the property of his character, to convey the national spirit and mentality, customs and traditions of the people" (Martazanova, 2017:151), his moral, ethical and aesthetic ideas about the world.

Idris Bazorkin turns to the fateful facts of the history of the country and the people to show how the characters of the heroes are formed in the atmosphere of original nature and difficult relationships – personal, generic (teip), national. At the same time, national folklore is used by him "when describing the hero ... and the epic interpretation of the theme itself" (Dalgat, 1981:148). Depicting the struggle of the old and the new, dying and growing, negative and positive, the writer comprehends a wide range of problems, both specifically historical and eternal, timeless: human and history, personality and people, war and peace, love and friendship, loyalty and betrayal, joy and suffering, happiness, and loss, etc. However, "the problem of becoming a national hero, which would combine both the ideal of the writer and the ideal of the people" (Martazanova, 2017: 151), is put forward as the dominant one.

The construction of the mythological space in the novel goes through the toponymic map of the myth (Kuchukova, 2015; Malevinsky, 2019). The author begins the story with a description of Egi-Kal, the ancestral tower of Egi, located surrounded by Tsey-Loma rocks, between which there are small plots of arable land, in the middle of which "a stone block rises.

Hundreds, maybe even thousands of years ago, it broke away from the mountain and froze here, halfway to the abyss, crushing an entire mountain field under it. In the old days, songs were composed about her. But time has left people only a legend that this rock was brought down in anger on his enemies by the great sled Seska-Solsa. So, it is called the rock of Seska-Solsa" (Bazorkin, 2001: 27). The sacred rock acts as the center of the universe in the mythological picture of the world of the Ingush people.

The writer thereby introduces the reader to the world of the heroic past of the Ingush, deepening and expanding it, introducing into the narrative plots widely represented in the epic heritage of the people. In particular, the legend "Kaloy-Kant and Seska-Solsa", although there is a significant layer of legends about Kaloy-Kant. According to an ancient legend, the nart Kaloy was very strong, kind, focused on good. He lived in Tsey-Lom at a time when "when robbers were sneaking around everywhere, taking away their property from peaceful people and often taking people themselves into slavery" (Nart epic of the Ingush, 2017: 495).

In the Nart epic, Kaloy-Kant is represented as a person who had extensive contacts with foreign worlds. Until the age of seven, he was supported by his older brothers, devoting a lot of time to physical exercises, developing endurance and perseverance. And only " when I felt the strength in myself, I took up work. He had a special passion for sheep –

and therefore became a shepherd... and alone grazed his huge flock of nine hundred heads" (Nart epic of the Ingush, 2017: 492, 495). During the day, Kaloy-Kant grazed sheep, and at night he drove them into a cave, which he closed with a stone slab.

The epic antagonist of Kaloy-Kant is Seska-Solsa – "a man who was richer and stronger than anyone in all Kabarda: he could easily break a bone from a bull's leg with his hands" (Bazorkin, 2001: 97). Having learned that Kaloy-Kant is stronger than him ("no one can throw off three stones that he laid one on top of another. No one can take the baranta away from him, because it is impossible to move the slab with which he forces the entrance to the cave" (Bazorkin, 2001: 97), Seska-Solsa resorted to a trick: "he brought ... his beautiful sister to Ceylon, tore her clothes and put her on the path, as if she had fallen from a mountain" (Bazorkin, 2001: 98). In the evening, returning with his herd, Kaloy saw a girl, " picked her up and carried her to him. ... He fed the guest with meat, gave her milk to drink and put her on his bed" (Bazorkin, 2001: 98). And he sat by the fire all night. In the evening, the young man could not close the entrance to the cave: there was a gap through which a cat could " crawl, a ram could squeeze through it on the second night." At the end of the third day, Kaloy turned to the girl with the words: "A person does not stay as a guest for more than three days. Either I must take you to your house, or you must stay here as the mistress of my house" (Bazorkin, 2001: 98), and she agreed to become his wife. That evening, a person could pass through the crack into the cave, which was used by Cesca-Solsa and his retinue. They " tied his hands and feet with buffalo thongs, slaughtered his black goat, which understood human language, and ate it. And then they put out their eyes with Feces, took their girlfriend and stole the sheep" (Bazorkin, 2001: 98). The Simurkh bird helps the young man, it "sees the whole past with one eye, and the whole future with the other" (Bazorkin, 2001: 97).

According to I. Dakhkilgov, this "version, published by Ch. Akhriev in the 70s of the XIX century, the writer introduced the legends in a literary processed form into the fabric of the novel" (Dakhkilgov, 2007: 3). But according to U. Dalgat, "the author inserts fairy-tale motifs into the boy's presentation of the folk-epic tale that he tells the girl Zor": The Simurkh bird, the hen of the goddess Tusholi, living water, etc. (Dalgat, 1981: 151-152).

The main character of the novel is comparable in strength of spirit and thought to a sled, and it is named after him – Kala (Bazorkin, 2001: 68). The author traces the difficult fate of the hero, who "for the first time opened his eyes, saw not his father's shelter, but the blue sky above him" (Bazorkin, 2001: 68). As the writer shows, he inherited not only the physical strength and strength of the sled, thanks to which he stoically managed to overcome the trials that fell on his fate (Akieva, 2016; Mironenko, 2008).

The Bazorkin's hero broadcasts the qualities of a national leader. His image is associated with the strengthening of the personal principle in the novel, the understanding of the problems of "Man-World-Morality-Ethics". It is the Kaloy that acts as the moral, ethical and aesthetic ideal of its creator.

The same tendency to use folklore plots is also visible in the work of the Karachay-Balkar writer A. Teppeyev. Thus, the novel "Azatlyk" ("Volya"/ "The Will", the year of publication is a 1986) is imbued with the spirit of historical and heroic songs, Nart legends, which determines the artistic and aesthetic guidelines of the author when creating the image of the hero and typing characters considering ethnopsychology. The folklore origin acquires a philosophical meaning in the episode in which the main character of Kanshau falls into the hands of the Belokazaks (Teppeyev, 1986: 227). The writer focuses on the folklore motif of the Karachay-Balkar song about the nart Sosruk, on the circumstances of the feats performed by distant ancestors.

Here we observe the fact of the unsuspected presence of the heroes of oral literature, which expands the epic time space in the artistic narrative. These are the central characters of the Karachay-Balkar nart legends Alaugan, Rachikau, Sosruk, etc. A narrative remark in the text of A. Teppeyev, using the names of heroes and characters of the mythological picture of the world of the peoples of the North Caucasus, refers us to the famous folklore text "Alaugan and Zinziuar" (Teppeyev, 1986: 39): "... Alaugan lived for a long time without a wife, and when he began to grow old, the people, cursing someone, said: "So that you, like Alaugan, grow old without a wife...."" (Narty, 1994: 401).

And here is a folklore comparison of one of the characters of the novel with another hero of the Nart epic Rachykau: "Shabaz, nicknamed Egyuz, was from the same village as Shontuk, a young wrestler, but already known in all Balkar societies... Powerful, squat, fast in movements, like Rachikau, he, despite his youth, has already become a respected person..." (Teppeyev, 1986: 114), behind which there is an episode of the fight-duel Rachykau with emegen (the legend "Nart Rachykau") – "Emegen grabbed and threw Rachykau so that he sank knee-deep into the ground. When Rachykau picked up and threw emegen, he sank into the ground up to his waist. After that, emegen threw Rachykau – and he went into the ground up to his chest. When it was Rachykau's turn, he hit emegen with all his might – and he went into the ground on the neck vertebrae [of all his seven heads] and could not get out. [Rachykau] with one blow of his sword, he took off all seven heads... " (Narty, 1994: 507). The image of another actor Battala is also revealed in comparison with the nart Sosruk ("Battala got stronger… During the festival, he was repeatedly advised to test his strength in the fight, especially the Jamauatchans wanted him to fight with the Hulamo-Bezengi hero Shabaz… If they had grabbed, maybe Battal would not have failed; although he would not have stuck his opponent up to his knees in the ground, like Sosruk Emegen's sled, but he might have been able to overcome it" (Teppeyev, 1986: 148-149), whose exploits were vividly reflected in the legend "How Sosruk fought with the Emegens" ("After [Sosruk's fight with Emegen], the sleds considered Sosruk the strongest and bravest and went to zhortuuuli only with him. And subsequently Sosruk saved the sleds from the Emegens many times... "(Narty, 1994: 380).

The ethno-cultural potential, which we consider as the ability to preserve the values of one's people, knowledge of cultural heritage, should be largely present in the content of language education. Thanks to this, the student has an idea of the "image of the world"

or "system of knowledge about the world". This idea is transmitted through the study of the languages and culture of the region.

National writers approach the folklore riches consciously, introducing into the artistic fabric of the work those genre modifications, poetic means, plots, and images of the oral-poetic world that help solve moral, philosophical, ethical, and aesthetic problems of epochal significance.

For a modern competitive successful specialist in his professional activity, it is especially important to have oral and written communication, to be able to find, use and analyze information, and most importantly - to be able to communicate in the languages of the region and Russian, to know cultural and linguistic norms. It is such conditions that preserve the own cultural identity of the younger generation, and also allow them to master the culture of other countries and regions.

5. Conclusion

Generalized ethnocultural portraits of Ingush and Kabardians allow us to identify, objectively assess and justify the legitimacy of behavioral orientations of representatives of different ethnic groups of students, to adjust pedagogical strategies. Finally, the use of the proposed methods will ensure the solution of such complex regional problems of school and university practice as cognition and interpersonal communication in ethnically diverse educational groups, the prevention of conflict situations on ethnic and religious grounds, the stabilization of the overall favorable psychological climate and conditions for successful the educational process.

Thus, the archetypal basis in the North Caucasian epic prose is "characters, plots and motifs typical of Nart's legends, as well as the artistic language of the epic, its poetic musical, dramatic stylistics, yielding to the system of stylistic values."… This trend undoubtedly fits into the historical course of the evolution of art verbal art, brings ethnic originality and a unique Caucasian flavor to it" (Gutov, 2009: 130).

As can be seen from the illustrative material, the images of the heroes of A. Teppeyev's novel "Will" embody the features of the epic heroes known to the people, who possessed such qualities as strength, honor, valor. In the descriptive characterization of the characters, an artistic technique is used-a comparison with the heroes of the Nart's epic, which contributes to the disclosure of clearly expressed individual features in the appearance of a literary character.

The analysis of the novel prose of I. Bazorkin, A. Teppeyev gives grounds for the conclusion that the "ethnic gene" – the Nart epic has a tremendous impact on the aesthetic, ideological, ethical aspects of the life of the people, bringing everyone and everyone to deep philosophical reflections on the individual's involvement in the family, home, clan, the historical path of the people, maintaining ties with the past. The rejection

of the fundamental principles of existence leads to the spiritual and moral collapse of the individual, to the national and social tragedy of ethnic groups.

A socially active personality is revealed, firstly, by phenomena of an ethno-cultural nature and behavior, secondly, by belonging to an ethnic group, and thirdly, by important value orientations. Thus, the ethno-cultural essence of a person is the basis of ethno-cultural behavior.

Familiarity with the culture and lifestyle of the region gives students socio-cultural knowledge of a certain language community.

6. Reference

Akieva, P. H. The history of the ancient beliefs of the Ingush (based on the material of mythology and the Nart epic). Magas: Ingush Research Institute of Humanities named after Ch. E. Akhriev; KEP, 2016, 374 p., ISBN 978-5-4482-0016-8

Arsaliev, Sh. (2019). Ethno Pedagogical Technologies in Regional Education Environment. Conference: SCTCGM 2018, Social and Cultural Transformations in the Context of Modern Globalism. DOI: 10.15405/epsbs.2019.03.02.320

Bakhtin, M.M. (1995). Literature and aesthetics. Moscow: Fiction, 504.

Baltabayeva, Z., Sautieva, F., Skorobogatova, A., & Mamatelashvili, O. (2020). The impact of success factors on the strategic management in an educational complex. Amazonia Investiga, 9(29), 336-346. https://doi.org/10.34069/AI/2020.29.05.38

Bayramukova S. K. (2015). Typology and national identity of the historical and artistic novel (based on the material of North Caucasian literatures). Modern problems of science and education, No. 1-1. URL: http://science-education.ru/ru/article/view?id=18993 (accessed: 16.07.2021).

Barabash, V., Kotelenets, E., Karabulatova, I., Lavrentyeva, M., & Mitina, Y. (2019). The confrontation between the Eastern and Western worldviews in the conceptual space of the information war against Russia: the genesis and evolution of the terminological apparatus. Amazonia Investiga, 8(19), 246-254. Retrieved from https://amazoniainvestiga.info/index.php/amazonia/article/view/226

Bazorkin, I. (2001). M. Collected works: In 6 vols. Compiled by, introductory article, commentary by Ya. Patiev. Magas: Serdalo Publishing House, 2001, ISBN 5-94452-010-8

Bogatyrev, P.G. (1971). Folklore as a special form of creativity. In the book: Bogatyrev P.G. Questions of the theory of folk art. M. https://www.studmed.ru/view/bogatyrev-pg-voprosy-teorii-narodnogo-iskusstva_4521569793b.html

Dakhilgov, I. A. (2007). My pain and pride are my native Ingushetia. Nalchik, El-Fa Publishing Center, 2007, 576 p. ISBN 978-5-88195-874-9

Dalgat, U.B. (1975). About the folklore and ethnographic context of a literary work. The role of folklore in the development of the literatures of the peoples of the USSR. Moscow: Nauka, 233–247.

Dalgat, U. B. (1981). Literature and Folklore: Theory. aspects. Moscow: Nauka, 303 p.

Dzhambekova, T. B. (2010). Folklore as a source of the Chechen prose of the XX century. Maykop: Publishing house of MSTU, 236.

Galiullina, S. D, Karabulatova, I. S, Lyusheva, S. A, Ilyinova, N. A, Vildanov, R. R, & Shalagina, S. (2018). The religious component of the dynamic processes of modern political space. J. Fundam. Appl. Sci., 10(5S), pp. 1385-1394. https://jfas.info/psjfas/index.php/jfas/article/view/5112

Gucheti, A.A., Sautieva, F.B., Bekhoeva, A.A., Musukayev, V.M., & Misakov, V.S. (2019). The formation of health in the care thinking at early ages. Revista San Gregorio, No 30, pp. 204-208.

Guliyeva (Zanukoeva) (2015). F. Kh. Karachay-Balkarian non-fairy prose and its traditions in Balkar literature / F. Kh. Guliyeva (Zanukoeva). Nalchik: Kabardanian-Balkar Institute for Humanitarian Studies, 152. ISBN 978-5-91766-105-6

Gutov, A.M. (2009). Folk epic: Tradition and modernity. Nalchik: Publishing house KBISI, 228.

Karabulatova, I. S., Ebzeeva, J. N., & Pocheshkhov, N. A. (2017). Tolerance problems in the context of the repressed Caucasians' ethno-trauma transformation as "LIGHT" and "DARKNESS''. Terra Sebus, 9, 447-459. https://www.cclbsebes.ro/docs/Sebus_9_2017/23_KARABULATOVA%20et%20alii.pdf

Karabulatova, I., Vildanov, Kh., Zinchenko, A., Vasilishina, E., & Vassilenko, A. (2017). Problems of transformation matrices modern multicultural identity of the person in the variability of the discourse of identity Electronic Information Society. Pertanika Journal of Social Science & Humanities, 25(S),1-16.

Khachmafova, Z.R., Karabulatova, I.S., Serebryakova, S.V., Zinkovskaya, A.V., & Ermakova, E.N. (2017). The Specifics of an Estimate discourse of gender stereotypes in small forms of Folklore in a Network Discourse of Electronic and Information society at the Beginning of 21ct Century. Pertanika Journal of Social Science & Humanities, 25 (S), 137-150.

Kipchatova, A. V. (2020). The problem of formation of modern polyling-cultural personality in the conditions of globalization and migration, Personality & Society. 1, 2, pp. 33-39. DOI: https://doi.org/10.46502/issn.2712-8024/2020.2.5

Kuchukova, Z.A. (2015). Karachay-Balkarian vertical. Nalchik: Elbrus, 304. ISBN: 978-5-7680-2683-7

Lebeaume, J. (2011). Between Technology Education and Science Education. Positioning Technology Education in the Curriculum, 75–86. doi: 10.1007/978-94-6091-675-5_7

Malevinsky, S. O., Sultan, Aziz, A., Karabulatova, I. S., Luchinskiy, Y. V., Fanyan, N. Y., Grushevskaya, E. S., & Zelenskaya, V. V. (2019). Main types of values of full-numerication words. Religación. Revista De Ciencias Sociales Y Humanidades, 4(16), 156-163

Mamieva, I.V. (2015). The function of being in the space of everyday life (novel "Flesh from the flesh" by B. Gusalov) Modern problems of science and education,

No. 2-3, pp. 79. URL: http://science-education.ru/ru/article/view?id=23692 (date of access: 01/17/2021).

Mamieva, I. V. (2019). "Towards life" by E. Urumagova in the light of typological generality with classical samples of the family-generic novel / / Scientific dialogue. 2019. No. 6. URL: https://cyberleninka.ru/article/n/navstrechu-zhizni-e-uruymagovoy-v-svete-tipologicheskoy-obschnosti-s-klassicheskimi-obraztsami-semeyno-rodovogo-romana (accessed: 16.07.2021).

Martazanov, A.M. & Martazanova, H. M. (2019). The novel "From the darkness of centuries by I. Bazorkin in the context of Ingush Romanism of the 60s of the twentieth century". Caucasus-Russia: literary roll calls of epochs. Interregional annual collection of scientific papers. Responsible editor Khushikhanov A.M. Moscow: publishing house Fiction, pp. 135-148. ISBN 978-5-280-03911-7

Martazanova, Kh. M. (2017). The concept of man and history in the prose of Idris Bazorkin. Nazran: LLC Kep, 280.

Mironenko, E. A. (2008). On the question of folklore. Bulletin of the Kemerovo State University of Culture and Arts. No. 6. URL: https://cyberleninka.ru/article/n/k-voprosu-o-folklorizme (accessed: 16.07.2021).

Musukayeva, A.Kh. (1978). Searches and accomplishments. Nalchik: Elbrus, 67.

Narty (1994). The heroic epic of the Balkars and Karachays / [Russian Academy of Sciences, Institute of World Literature named after A.M. Gorky, Kabard. Balkar. Research Institute of History, Philology and Economics; comp. R. A.-K. Ortabaeva et al. trans. of texts by T. M. Khadzhieva, R. A.-K. Ortabaeva; introductory article, pp. 8-66, comment. and the glossary of T. M. Khadzhieva]. Moscow: Nauka: Publishing house of the firm "East. lit.", 1994. 654 p.; ISBN 5-02-017455-6. (in Russ)

Nijiati, A., Karabulatova, I., Yuan, L. and Sautieva, F. (2020). Problems of cognitive distortions in cross-cultural communication when using automatic translation in the Russian Chinese dialogue. International Scientific Forum “Issues of Modern Linguistics and the Study of Foreign Languages in the Era of Artificial Intelligence (dedicated to World Science Day for Peace and Development)” (LLT Forum 2020) Volume 88, DOI https://doi.org/10.1051/shsconf/20208803004

Petrosyan, A. A. (1974) A new section of the science of literature. (Study of the experience of the development of multinational Soviet literature) / In the book. "Modern problems of literary studies and linguistics" (On the 70th anniversary of the birth of Academician Mikhail Borisovich Khrapchenko). Nauka Publishing House, Moscow. p. 345-352.

Piskunov, V. (1976). Soviet epic novel. Genre and its evolution. Moscow: Publishing house "Soviet writer"., 367.

Razdiakonova, E. V. (2010). The ontological function of myth: myth as an existential connection between "Mythos" and "Logos" News TPU, No. 6. URL: https://cyberleninka.ru/article/n/ontologicheskaya-funktsiya-mifa-mif-kak-bytiynaya-svyaz-mezhdu-mifosom-i-logosom (accessed: 25.06.2021).

Sarbasheva, A.M. (2015). Folklore and ethnographic component in the artistic structure of modern Balkar drama. Bulletin of Bashkirsk. un-ta. No. 2. URL: https://cyberleninka.ru/article/n/folklorno-etnograficheskiy-komponent-v-

hudozhestvennoy-strukture-sovremennoy-balkarskoy-dramy (accessed: 16.07.2021).

Sarbasheva, A. M. (2017). Specificity of the interaction of Balkar literature of the 70s-80s of the twentieth century with folklore (based on the story "The sun does not set" by Alim Teppeyev). Philological sciences, 8, 1, 38–40.

Sarbasheva, A.M. (2019). Transformation of folklore traditions in Balkar literature (based on prose). Nalchik: Publishing Printing House "Print Center", 172.

Tankiev, A. H. Spiritual towers of the Ingush people. Saratov: Children's Book, 1997. 293 p. ISBN 5-8270-0190-2

Teppeyev A. (1986). Epy Will. Moskva: PH" Sovremennik", 1986, 285 s.

Teppeyev. A. (2001). Most Sirat. Nal'chik: El'brus, 2001, 488 s. ISBN 5-7680-1649-X (in Russ)

Tugov, V.B. (1988). Hero and time. Modern literary process. Hero and time. Collection of scientific works, Cherkessk, 59–90.

Vereshchagin, E. M., & V. G. Kostomarov (1990). Language and culture: Linguistics in teaching Russian as a foreign language, 4th ed., reprint. and dop. M.: Russian language, 246.

Zamaletdinov, R.R., Karabulatova I.S., Yarmakeev I.E., & Ermakova E.N. (2014). Linguo-Propaedeutics of ethnic conflicts as a basis for stability in complex polyethnic regions. Asian Social Science, 10, 20, 164-173.

DOI: https://doi.org/10.46502/issn.1856-7576/2021.15.02.21

Mythologization of the inner space of the North Caucasus and folklore

Mitologización del espacio interior del Cáucaso Norte y folclore

Fatima B. Sautieva
fbilan@mail.ru
https://orcid.org/0000-0001-6998-9169
PhD of Pedagogy, Associate Professor of the Department of Pedagogy and Methods of Primary Education, Ingush state University, Magas, Ingushetia.
Ismail M. Radzhabov
nauka_dgpu@mail.ru
https://orcid.org/0000-0002-7383-436X
Doctor of pedagogical Sciences, Professor, Dagestan state pedagogical University, Makhachkala, Russia.
Irina S. Karabulatova
Radogost2000@mail.ru
https://orcid.org/0000-0002-4228-3235
Doctor of Philology, Professor, Professor of the Department of Foreign Languages of the Philological Faculty, Peoples' Friendship University of Russia (RUDN-university), Moscow, Russia.
Olesia Mikhailovna Pakhomenkova
paxomenckowa@yandex.ru
https://orcid.org/0000-0001-6677-3186
Teacher, Moscow Higher Combined Arms Command Military School, Moscow, Russia.

Recibido: 18/05/21
Aceptado: 07/07/21

Abstract

Modern electronic civilization actualizes the sphere of mythology and folklore to change the internal traditional picture of the world. The authors consider how the traditional picture of the world of the patriarchal North Caucasian society affects the mythologized perception of space and awareness of one's own place in the new mythologized world. The authors consider the system of aesthetic education in the Caucasus (on the example of Ingushetia) as an effective tool for preserving ethnic and socio-cultural identity in an aggressive environment of digital influence. The authors analyze how the characteristics of the mythologized heroes of the Nart epic are perceived by modern Ingush schoolchildren. The authors describe which features of the epic heroes of the Caucasian epic are desirable and preferred for the younger generation of the region. This allows us

to confirm our hypothesis about the presence of a common basis among the peoples of the Caucasus, which has received an independent development in each of the original cultures. This article illustrates the first experience of analysis on the study of the mythologization of the inner space of a person in a school course on folklore of the peoples of the Caucasus, using the example of the Ingush folk culture.

Key words folklore, the formation of personality, mythology, pedagogy, North Caucasus, auto-stereotypes, Ingush culture.

Resumen

La civilización electrónica moderna actualiza la esfera de la mitología y el folclore para cambiar la imagen tradicional interna del mundo. Los autores consideran cómo la imagen tradicional del mundo de la sociedad patriarcal del Cáucaso del Norte afecta la percepción mitologizada del espacio y la conciencia del propio lugar en el nuevo mundo mitologizado. Los autores consideran el sistema de educación estética en el Cáucaso (en el ejemplo de Ingushetia) como una herramienta eficaz para preservar la identidad étnica y sociocultural en un entorno agresivo de influencia digital. Los autores analizan cómo los escolares ingush modernos perciben las características de los héroes mitologizados de la epopeya Nart. Los autores describen qué características de los héroes épicos de la epopeya caucásica son deseables y preferidas para la generación más joven de la región. Esto nos permite confirmar nuestra hipótesis sobre la presencia de una base común entre los pueblos del Cáucaso, que ha recibido un desarrollo independiente en cada una de las culturas originarias. Este artículo ilustra la primera experiencia de análisis sobre el estudio de la mitologización del espacio interior de una persona en un curso escolar sobre folclore de los pueblos del Cáucaso, utilizando el ejemplo de la cultura popular ingush.

Palabras clave: folclore, formación de la personalidad, mitología, pedagogía, Cáucaso Norte, autoestereotipos, cultura ingush.

1. Introduction

Folk ethical and pedagogical traditions are currently so popular and important that their creative revival is quite rightly perceived as a kind of innovative phenomenon in the aesthetic education of schoolchildren in modern schools.

The bright artistic and poetic language of the folklore of the peoples of the North Caucasus instills in Caucasian schoolchildren respect for the traditions of their ethnic group, for the history of their people, and forms a positive attitude to national customs and rituals.

Oral folk art plays a priority role of purposeful aesthetic influence on the personality of the Caucasian student, primarily by means of folklore. Folklore is a storehouse of background knowledge of the people, since the aesthetic constants of ethnic autostereotypes are

concentrated in folklore, demonstrating aesthetic priorities in the folk picture of the world, denoting the originality of the Caucasian originality of the subject world.

In accordance with the stages of development of the child, the knowledge of oral folk art helps to get used to adult life, helps the child to strengthen the power of imagination and moral feelings obtained in the process of learning, strengthens confidence in life.

Defining the importance and role of ditties, lullabies, Proverbs, stories, folklore traditions for the further education of children, we can say that thanks to oral folk art, discipline and wise character are formed in children, which helps to avoid many problems of human negligence.

We do not pretend to be unambiguous in our interpretation of the material, but we are trying to determine the unity of the worldview field in the mythology of the peoples of the North Caucasus, despite their ethno-linguistic originality and the specifics of oral folk art. Scientists emphasize that we are dealing with matrices of ethnic behavior that are currently undergoing transformation (Karabulatova et al, 2017; Khachmafova et al, 2017). However, their constants are strong in Patriarchal traditional communities, such as the North Caucasus.

We believe that moral and aesthetic education in line with the school course of oral folk art can be realized through acquaintance with the constants of the traditional culture of the region.

Therefore, we consider it necessary to consider the specifics of the Caucasian culture through the analysis of the mythologization of the main features of the Caucasian character. The mythologization of the inner space of a person is important for the formation of a national character that has an ethnic coloration.

The need to study the mythologization of the inner space of modern man is due to the penetration of globalization into the mythological environment. The speed of dissemination of modern myths has increased, and the time for the spread of myths and myth-like information has significantly decreased. These spatial-temporal features of the functioning of modern mythologized information made it possible to assert that the creation, dissemination of new myths and the transformation of old myths occur very quickly, with the participation of the young generation of Caucasian society thanks to information technologies.

Aesthetic education has its own specific features (Akhmadova, 2011). One of its features is that, unlike, for example, physical and artistic education, aesthetic education is not an isolated area in educational activities. Aesthetic education is one of the aspects, one of the sides of other areas of education-moral, political, artistic, labor, environmental, etc. At the same time, it has a unique property – it is potentially able to make a synthesis with any educational process, giving it an emotional coloring, humanitarian orientation and

credibility. This feature is actively used in the hidden suggestion of modern advertising discourse (Savchuk et al, 2019).

We consider the Caucasian culture on the example of the Ingush culture. The national and artistic culture of the Ingush people is fed by the life-giving moisture of the spiritual self-consciousness of the people, which has carried the cultural experience of previous generations through the centuries, constantly filling it with new meaning and new ideas (Matiev, 2004; Tankieva, 2009). It, like any culture, is to a certain extent universal, exists and develops in diverse connections with the cultures of other peoples. Through these connections, there is a mutual enrichment and mutual influence of cultures of different peoples, the formation of certain cultural archetypes, and in the case of intensity and duration of cultural interaction - the formation of cultural communities that have a supranational and supra-confessional character.

Table 1. The representation of genres in the Ingush folklore (in % of)

	Ingush oral folk	
1.	tradition / къаьнача ханах дола дувцараш/ kyaynacha khanakh dola duvtsarash	18%
2	The Nart sagas/ наьртах лаьца дола дувцараш/ nayrtakh laytsa dola duvtsarash	12%
3	tales /фаьлгаш/ failgash	15%
4	labor songs /къахьегама /kyakhyegama	16%
5	Heroic epic songs /турпала/ turpala	9%
6	Ritual songs / саг йоаг1ача, йодача доаха иллеш /sag joagiacha, yodacha doakha Illesh	9%
7	lament /бельхамаш/ belkhamash	8%
8	Anecdotes about Hodja Nasreddin/ к1онолгаш Цагенаг1лаьца/ kionolgash Tsagenagilaytsa;	3%
9	apt Proverbs and sayings /кицаш/kitsash	5%
10	riddles /ховли-довзали/ khovli-dovzali	5%

We give a translation of the name in English, as well as the designation in Ingush and transliteration in Latin since the Ingush language has its own specifics and uses some Latin characters in its alphabet.

Monuments of oral and poetic creativity of the people are valuable not only as artistic works of the past. They shed light on many issues of Vainakhian history and culture that interest us (Gucheti et al, 2019; Karabulatova, Ebzeeva, Pocheshkov, 2017; Radzhabov, 1986). The use of folklore in working with schoolchildren serves as an effective means of solving educational and cognitive tasks.

Folklore culture is always connected with the history of human development, with the change of socio-political formations, so it is constantly developing, evolving,

corresponding to its time (Radzhabov, Sautieva, 2018). For example, there was a change in the semantics of the concept "Abrek" in the language consciousness of both representatives of the peoples of the Caucasus and their neighbors (Karabulatova, Ermakova, 2017).

The study of folklore cannot be conducted outside of connection with history, so aesthetic education through folklore is an impact through folklore on the entire spiritual world of students and, above all, on the formation of aesthetic feelings and beliefs.

2. Materials and methods

The idea of analyzing the mythologization of the internal space in North Caucasian culture is combined with the need to analyze mythological images during oral folk art.

The basis of the study was determined by the reference secondary schools of Makhachkala, which have a contract with research universities in the country, Lyceum No. 35 of Leninkent and secondary schools' compact places of residence of the Ingush in the Republic of Dagestan.

Purpose of the study: to identify the modern specifics of mythologized consciousness in the general cultural and ethnic section of the linguistic picture of the world, as well as in the peculiarities of teaching oral folk art of the peoples of the North Caucasus when establishing links between the traditional semantics of mythologemes and their use in the modern Caucasian concept sphere.

We used the following methods in our work: 1) analysis of pedagogical phenomena; 2) study of psychological and pedagogical literature and normative documentation on the problem under study; 3) survey (conversation, interview, questionnaire, testing); 4) expert assessment; 5) observation; 6) modeling; 7) pedagogical experiment; 8) methods of mathematical and statistical processing of experimental research results.

The methodological basis of the study was:

1) the idea of educating a person in the context of culture;
2) principles and approaches of culture-like education based on the concepts of outstanding Russian scientists (Bakhtin, 1995, Berdyaev, 1993, Florensky, 2007), who consider culture as an anthropological phenomenon, where the individual acts as a center-forming element.

The study was conducted in three stages.

At the first stage (2015-2016), during the theoretical analysis of psychological, pedagogical, philosophical, and special literature, the problem, hypothesis, subject and objectives of the experimental study were clarified, the topic was substantiated, the

interest and scientific level of students in folk art, as well as the role of folklore in the system of artistic and aesthetic education of schoolchildren were revealed.

At the second stage (2016-2017), a scientific-methodological and experimental base of research was prepared, a series of experiments were conducted, the most significant and effective forms and methods were identified, and didactic conditions were created that promote students ' familiarization with culture by means of folklore.

At the third stage (2017-2018), the conditions for introduction to folk art were justified and fully tested and developed, taking into account the specific of traditional folklore works, systematization, analysis and generalization of the results of this study were carried out, conclusions and recommendations were formulated.

3. Results

Folklore perception skills play a huge role in guiding the mechanism of ethnicity in the mainstream of the school. The use of Ingush elements develops in children emotional responsiveness, hard work, perseverance, and respect for tradition. Characters of Ingush folklore mark the mythology of the inner worldview. A well-chosen and artistically executed folklore work helps to construct the inner picture of the child's world. Mythological elements play the role of braces, and the fabulousness of events attracts children's interest in ethnic norms of behavior. The study of the mythology of folklore increases children's sensitivity to the traditions of the Ingush people.

The most important task of the school is to teach today's schoolchildren not only to know the figurative beauty of folklore works, but also to perceive it as a fact of social life. The mythologized personality map uses folklore as a navigation system. The recipient goes independently to socialization in society without mentoring and other people's interference, edifying advice. The task of the teacher is the selection of works of folklore to achieve this goal.

The formation of the mythologization of modern man goes through the following steps: Archetypes-cultural Canon-social behavior programs.

Let us look at the characters of North Caucasian folklore that we introduce to children in the classroom.

Thus, the **Nart epic** is associated with the myth of the creation of man. This is an epistemological myth. It is important for understanding the place of the Ingush among other peoples of the Caucasus.

A huge role in teaching folklore works is played by the skills of perception of folklore works. Therefore, first, children should develop emotional responsiveness to folklore works in folklore classes. A well-chosen and artistically executed folklore work will help to

successfully solve this problem. Children are very actively developing their interest in folklore works and developing their creative abilities. In the process of learning the folklore language, the receptivity to the traditions of folklore increases.

Children develop the ability to feel the characteristic features of folk culture. The most important task of the school is to teach today's students not only to experience the figurative beauty of folklore works, but also to perceive it as a fact of social life. And only then, without mentoring and other people's interference, pushing and edifying advice, a person will go towards the origins of national culture, which calls him to self-affirmation and creation. And on this glorious path should stand smart, caring teachers-enthusiasts, inspiring students with their irrepressible desire to open the magical world of folklore to them.

The task of aesthetic education is to form an aesthetic ideal in the student. The beautiful as an ideal is such a life as it should be according to our concepts. The aesthetic ideal is an image of perfection; idealistic aesthetics claims that the ideal can be found in oral folk art.

Women's images also appear positive in the Nart epic. There are many wonderful things in the birth and life of the only representative of the Nart tribe of the village of Saty. She is considered a sled, and she is also a mythical character, if only because she is the daughter of the God of thunder and lightning Sela. In the image of this heroine, you can guess the features of the matriarchy. Sela Sata in the popular sense is the bearer of female beauty, kindness, cleanliness and a good hostess.

Also, very striking among women's images is the image of Zher-Baba. The heroine's name is a common name, translated into Russian it means "old widow". Zher Baba does not personally perform heroic acts. She has a different role in the epic. Everyone listens to the wise advice of the old woman. She is extremely calm, orderly, and worldly wise. The image of this heroine is very ancient and goes back to the times when women played a more active role in society. That is why Zher-Baba is the bearer of a special grace, which supposedly existed among people in immemorial times. Since Zher-Baba represents peace and grace, and the horsemen represent ruin and war, these characters appear to be diametrically opposed, and the sympathies of the people are naturally on Zher-Baba's side. She is a personified image of justice, goodness, and honor.

The ideal of a faithful wife is revealed in the image of the wise Albika is a the wife of the famous local hero Ohkaroy-Kant, who is friends with the Nart Seska Solsa, but the latter begins to covet the love of Albika. She is faced with a dilemma: to tell her husband everything and bring it to a deadly feud, or to preserve both her honor and the friendship of men. From this delicate and difficult situation, the heroine comes out with honor.

Evidence of the great folklore community of many peoples of the Caucasus is the presence of the Nart epic, which has its own characteristics for each people. The Nart tales were almost the first to be recorded by the Ingush (Chakh Akhriev and others). then

a lot of records were made already in the 30s of the XIX century. However, the subsequent adverse historical fate of the people was such that these last records were either stolen or lost. However, there are also modern recordings that will be included in other editions.

In the ancient Caucasian layer of the Nart epic, the Ingush heroes are endowed with positive features. The Narts in the tales are usually sixty-three, which is an epic number. This is a close-knit team, led by Seska Solsa.

The birth of this leader from a stone, the ways of his tempering, and other fantastic realities seem wonderful and mysterious. Seska Solsa is credited with feats of an epic nature and "cultural" acts, because of which he invented or acquired various benefits for people. The severed peaks of the sacred Tsai-Loam and the names of mountain areas are associated with the name of Seska Solsa. A special Shrine is dedicated to this hero. Invulnerable and damask body Seska Solsa, his horse jumping over deep gorges and high mountains. Such traits of the heroic character endowed Hamchi Pataraz, Achamazz Orsmi, Orshamar Eosh and others.

Living with the sleds, he sometimes helps them, sometimes feuds with them. Although closely related to the Nart, it is not a member of the Nart tribe. This is rather an ancient mythical hero, later included in the Nart epic. Botkiy Shitka, if desired, can be sent to the underworld, and then again to return to this Sunny world. He, as a positive and fair hero, is especially close to the storytellers, since, unlike the sled, he appears as a man of peaceful labor, a skilled farmer, and a wise adviser. The sleds themselves are constantly raiding and marching.

Kaloy-Kant - generalized ideal image of a peaceful shepherd and at the same time a brave warrior. Even sixty-three sleds do not dare to measure their strength against it, and they resort to treachery. The appearance of Kaloy-Kant, his behavior and actions indicate that we are looking at an epic hero who has nothing in common with strong, but stupid and extremely naive giants. Kaloy-Kant is characterized by hard work, sincerity and simplicity, a highly humane attitude to women, and broad hospitality. He makes a pipe and is an excellent musician himself. One of the old melodies is popularly considered to have been composed by Kaloy-Kant.

Each of these heroes personifies an Ingush character trait that is desirable for a representative of an ethnic group.

Such heroes embody the best folk traits: hard work, justice, strength, intelligence, hospitality, and the ability to stand up for yourself.

The task of aesthetic education is to form an aesthetic ideal in the student. The beautiful as an ideal is such a life as it should be according to our concepts. The aesthetic ideal is

an image of perfection; idealistic aesthetics claims that the ideal can be found in oral folk art.

4. Discussion

The problems of artistic culture formation are well developed in pedagogy and psychology. Thus, there are works devoted to the General issues of the formation of artistic culture, the development of its conceptual and terminological apparatus, the definition of the essence and tasks (Entina et al., 2021; Nurhudaya, Taufik, A et al., 2019; Polivara, Karabulatova, 2018; Nakisbaev et al., 2018), psychological (Leontiev, 1984; Elkonin, 2013; Florensky, 2007 etc.) and pedagogical (Karpinskaya, 1972; Nijiati et al, 2020; Sautieva et al., 2020) aspects of aesthetic education.

Questions of education and upbringing in national regions were developed in the research of Sh. Arsaliev (2019), I. M. Radzhabov (1986), M. A. Matiev (2004), and others.

At the early stage of the development of human society, folklore performed mainly a material and practical function and was closely connected with the life practice of man (Sautieva, 2017). In the future, folklore life becomes noticeably more complicated: the spiritual educational significance of folklore increases (Skurkova et al, 2019).

Aesthetic culture of an individual is a measure of a person's development of aesthetic values in specific historical conditions and a measure of his activity aimed at creating such values in various areas of social practice (Kolesnik, Stepanova, Pavlova, 2020). It is a complex, multidimensional phenomenon that includes elements such as aesthetic consciousness, aesthetic attitude to reality, and aesthetic ideal (Nurhudaya, et al, 2019; (Nakisbaev et al, 2017).

The effectiveness of the process of forming aesthetic culture directly depends on the extent to which this process is consistent with the age characteristics of the individual. Considering the formation of aesthetic culture in the context of psychological problems of the individual, S. L. Rubinstein (1976), L. S. Vygotsky (1968), A. N. Leontiev (1984), D. B. Elkonin (2013), Z. V. Polivara, I. S. Karabulatova (2018) proved that the process of introduction to art in primary school age goes through the appropriation of socio-historical experience, embodied in material and spiritual values, and mastered in active creative activity. In this regard, primary school age is rightly considered as a period of personal development, the period of its socialization and introduction to art and culture.

Modern research is more or less related to the issues of fiction: the role of the artistic word in the moral education of a preschool child (Karpinskaya, 1972), the influence of Russian folklore on children's verbal creativity (Shibitskaya, 1974), the development of figurative speech by means of small forms of folklore (Gavrish, 2011), the development of poetic hearing as a means of forming children's verbal creativity (Krivonogova, 2017), theatrical and game creative activity of children (Polivara, Karabulatova, 2018), etc.

Modern psychological and pedagogical science has not sufficiently considered approaches to the education of aesthetic culture. Researchers have not identified the possibility of ethnomusicological art in the formation of aesthetic culture of the individual, although each child is a member of a national or other socio-ethnic community, a carrier of both universal and national identity.

The formation of ethnic identity goes through the introduction of myths in the lessons of native literature, culture, history and the Ingush language, lessons on technology, natural science, and so on.

For example, a literature lesson aims to introduce the heights of Ingush folklore. The labor lesson reinforces this knowledge: children cut, saw, embroider folk ornaments. The labor lesson meets the following conditions: 1) availability of a plan; 2) consultation with a folk master, a true expert in his craft; 3) communication with the school micromuseum of folk arts and crafts; 4) joint work of children and their parents. Learning is effective when interacting with other subjects: native language, native literature, the world around us, speech development, reading, singing, and visual art.

The principles of introducing elements of oral folk art have the following goals in the lesson: 1) reliability (ethno-cultural information must be reliable, and its attraction must be justified); 2) entertainment (ethno-cultural material must be emotionally colored); 3) accessibility (ethno-cultural material must be understandable to the audience and logical); 4) variability (ethno-cultural material allows for different interpretations); 5) complexity (the material is presented using a variety of media).

Of interest in this regard are the studies of Z. R. Khachmafova (2017), Taufik Nurhudaya (2019), S. Hook (1955) and others, representing different approaches to the interpretation of the problem of mastering national art.

The culture of an ethnic group is to a large extent a form of materialized embodiment of ethnic psychology. In ethnographic research, J. Lebeaume (2011), D. V. Elkonin (2013), it is pointed out that it is necessary to consider national psychological characteristics in the upbringing of children (Malevinsky et al., 2019; Erina et al, 2019). To some extent this is reflected in the works of the teachers of the past S. L. Rubinstein (1976), the studies that reveal the socio-psychological essence of national psychology (Krivonogova, 2017; Radzhabov, Sautieva, 2018; Tankieva, 2009) etc.

Through the national representatives of a particular people are introduced to the universal, and through the universal is the way to the perception of other cultures. Naturally, the increasing importance of subjective factors in the formation of an individual (nationally and universally determined) aesthetic culture of the child, allows to a certain extent highlight the originality of national identity, interests, tastes and needs.

5. Conclusion

Folklore is a rich and diverse independent field of culture, the development of which is conditioned by the laws of formation inherent in every artistic creation of the oral tradition. The study of the living folk tradition of folklore makes it possible to get into the true meaning of folk culture and understand the forces that organize it. Folklore is inextricably linked with the life of the people. The life of previous generations and the glorious traditions of their ancestors have always been among the important socializing factors. Songs and legends, ballads and legends were composed about them. Watching students, you conclude that they are like a sponge that absorbs everything that is presented to them.

Myths and Nart tales are in many ways naturally associated with magical, heroic tales. At the same time, fairy tales appear more independent, artistically formed, actively existing and significant works of folk literature. The main positive character of heroic tales is either a widowed son, or a younger brother despised by the elders, generally coming from the social bottom. This clearly expresses the democracy of the heroic fairy tale.

Positive characters of the heroic-magic fairy tale are idealized. Significant help to them in the fight against evil forces is provided by heroes who are descended from totem animals (Falcon, dove, hawk, etc.). Some heroes are descended from former cosmogonic deities, such as Well done Sun, well done Moon, Well Done Star.

A representative of any nation, reading these tales, will find in them a lot of family and friends for themselves, and it is not surprising: after all, fairy tales around the world are in many ways related to each other. It is especially interesting to listen to fairy tales, it is interesting to read them, because they give a person a true artistic pleasure, teach good things. All this makes the fairy tale close, understandable to a person and loved by them, no matter what era they are from.

Legends and traditions were most developed among the peoples who, due to the lack of writing, sought to fix their past in oral stories, because always subsequent generations showed a keen interest in the life of the older generation, in folk history. The transmission of historical events was oral, and therefore was an unreliable historical source.

The concept of " aesthetic culture "when viewed in a broad context is part of the problem of human essence, an adequate expression of which is the total human culture in its historical development, so the definition of the content of aesthetic culture is impossible without understanding the essence of the phenomenon of "culture".

6. Acknowledgement

This paper was financially supported by the Ministry of Education and Science of the Russian Federation through the program to improve the competitiveness of the Peoples’

Friendship University of Russia (PFUR University, RUDN-university) among the world's leading research and education centers.

7. Reference

Akhmadova, T. Kh. (2011). Formation of artistic culture of schoolchildren by means of folklore (dissertation ... candidate of pedagogical Sciences) Place of protection: Dagestan state pedagogical university. Makhachkala, 159 p.

Arsaliev, Sh. (2019). Ethno Pedagogical Technologies In Regional Education Environment. Conference: SCTCGM 2018 - Social and Cultural Transformations in the Context of Modern Globalism, DOI:10.15405/epsbs.2019.03.02.320

Bakhtin, M.M. (1995). Literature and aesthetics. Moscow: Fiction, 504 p.

Berdyaev, N. A. (1993). About the appointment of a person. Moscow: Republic, 382 p.; ISBN 5-250-01866-1

Elkonin, D. B. (2013). Psychology of the game. Moscow: Pedagogika, Book on demand, 228 p.

Entina, T., Karabulatova, I., Kormishova, A., Ekaterinovskaya, M. & Troyanskaya, M. (2021). Tourism Industry Management in the Global Transformation: Meeting the Needs of Generation Z. Polish Journal of Management Studies, 23(2), 130-148. DOI: 10.17512/pjms.2021.23.2.08

Erina, I.A., Mychko, E.I., Sorokopud, Yu. V., Karabulatova, I.S., & Streltsova, M.A. (2019). Development of Communication Skills in Children with Special Needs (ADHD): Accentuation of the Schoolboy's Personality and Musical Preferences. Universal Journal of Educational Research, Vol. 7(11), pp. 2262 – 2269. DOI: 10.13189/ujer.2019.071103

Florensky, P. A. (2007). Secrets of the name. Moscow: Martin, 376 p.; ISBN 5-8475-0419-5

Gavrish, N. V. (2011). Development of speech-making activity in preschool childhood. Pedagogical education in Russia. No 12. URL: https://cyberleninka.ru/article/n/razvitie-rechetvorcheskoy-deyatelnosti-v-doshkolnom-detstve (accessed: 03.04.2020).

Gucheti, A.A., Bekhoeva, A. A., Sautieva, F.B., Musukayev, V.M., & Misakov, V.S. (2019). The formation of health in the care thinking at early ages. Revista San Gregorio, No 30, pp.204-208.

Hook, S. (1955). The Hero in History: A Study in Limitation and Possibility. – Bostok: Beacon Press.

Karabulatova, I., & Ermakova, E. (2017). The concept "ABREK" in the modern Russian linguistic consciousness: from the mountaineer-robber to the terrorist-migrant. Man in India, №97 (23), pp.439-445.

Karabulatova, I., Ebzeeva, Yu., & Pocheshkov, N. (2017). Tolerance problems in the context of the repressed Caucasian's ethno-trauma transformation as "Light" and "Darkness". Terra Sebus, Vol.9, pp.447-459.

Karabulatova, I., Vildanov, Kh., Zinchenko, A., Vasilishina, E. , & Vassilenko, A. (2017). Problems of transformation matrices modern multicultural identity of the person in

the variability of the discourse of identity Electronic Information Society. Pertanika Journal of Social Science & Humanities, № 25(S). Jul., p.1-16.

Karpinskaya, N. S. (1972). Artistic expression in the education of children of early and preschool age. Moscow: Pedagogika, 151 p.

Khachmafova, Z.R., Karabulatova, I.S., Serebryakova, S.V., Zinkovskaya, A.V., & Ermakova, E.N. (2017). The Specifics of an Estimate discourse of gender stereotypes in small forms of Folklore in a Network Discourse of Electronic and Information society at the Beginning of 21ct Century.Pertanika Journal of Social Science & Humanities, № 25 (S) Jul., p.137-150

Kolesnik, E., Stepanov, V., & Pavlova, L. (2020). The Study of the phenomenon of the youth subculture and its place in the cultural and educational environment of the Russian higher education institution. Amazonia Investiga, 9(26), 88-96.

Krivonogova, O. A. (2017). Developing the ability of older preschoolers to compose fairy tales as a subject of psychological and pedagogical research. Pedagogical Review. №2 (16). URL: https://cyberleninka.ru/article/n/razvitie-sposobnosti-starshih-doshkolnikov-k-sochineniyu-skazok-kak-predmet-psihologo-pedagogicheskih-issledovaniy (accessed: 03.04.2020).

Lebeaume, J. (2011). Between Technology Education and Science Education. Positioning Technology Education in the Curriculum, 75–86. doi:10.1007/978-94-6091-675-5_7

Leontiev, A. N. (1984). Needs, motives, and emotions. Psychology of emotions. Texts. Under the editorship of V. K. Vilunas, Y. B. Gippenreiter. Moscow: Publishing house of Moscow University, 162-171.

Malevinsky, S. O., Sultan Aziz, A., Karabulatova, I. S., Luchinskiy, Y. V., Fanyan, N. Y., Grushevskaya, E. S., & Zelenskay, V. V. (2019). Main types of values of full-numerication words. Religación. Revista De Ciencias Sociales Y Humanidades, 4(16), 156-163. Retrieved from http://revista.religacion.com/index.php/religacion/article/view/326

Matiev, M. A. (2004). Ingush song epic Illi. Magas, 154 p.

Nakisbaev, D., Dubinina, N., Karabulatova, I., Levshits, A., & Krivoshlykova, L. (2017). Actual ethnopsycholinguistic methods of foreign languages teaching in higher education. Man in India, № 97 (23), 389-396.

Nijiati, A., Karabulatova, I., Yuan, L., and Sautieva, F. (2020). Problems of cognitive distortions in cross-cultural communication when using automatic translation in the Russian Chinese dialogue. SHS Web of Conferences, Vol 88, DOI https://doi.org/10.1051/shsconf/20208803004

Nurhudaya, Taufik, A., Yudha, E. S., & Suryana, D. (2019). The Raven's Advanced Progressive Matrices in education assessment with a Rasch analysis. Universal Journal of Educational Research, 7(9), 1996-2002.

Polivara, Z. V., & Karabulatova, I.S. (2018). The Features of Speech Dysfunction in Children: A Neuropsycholinguistic Approach. Research Journal of Pharmaceutical, Biological and Chemical Sciences. RJPBCS, 9(3) Page No. 107 – 112.

Radzhabov, I.M., & Sautieva, F.B. (2018). Sovershenstvovanie koncepcii 'esteticheskogo vospitaniya shkol'nikov sredstvami fol'klora. Mir nauki, kul'tury, obrazovaniya, № 1 (68), 304 - 305.

Radzhabov, M. M. (1986). The use of artistic traditions in the teaching of fine arts in schools in Dagestan. Makhachkala, 60 p.

Rubinstein, S. L. (1976). Problems of General psychology. 2nd edition. Moscow: Pedagogika, 416 p.

Sautieva, F. B. (2017). Oral folk art of Ingushetia: the history of development and specifics of national identity. The world of science, culture, and education, № 6 (67), 113.

Sautieva, F.B., Baltabayeva, Z., Baltabayeva, Z.B., Skorobogatova A.G., Mamatelashvili O.V. (2020). The impact of success factors on the strategic management in an educational complex. Amazonia Investiga, Vol 9 (29), 336-346, https://amazoniainvestiga.info/index.php/amazonia/article/view/1400

Savchuk, Irina P., Karabulatova, Irina S., Golubtsov, Sergey A., Zelenskaya, Valentina V., Akhmetova, Bigaysha Z. (2019). Language features of the legend's genre as the basis of storytelling technology in advertising discourse. Amazonia investiga, Vol. 8 Núm. 21, pp.522 – 530, https://amazoniainvestiga.info/index.php/amazonia/article/view/132

Shibitskaya, A. E. (1974). The role of folklore in the development of children's verbal creativity. Artistic creativity in the kindergarten: a manual for the educator and music Director: collection of articles / ed. A. Vetlugina. Moscow: Enlightenment, 27-38.

Skurkova, Y., Naptsok, B., Unarokova, R., Sokolova, G., & Kudaeva, Z. (2019). Peculiarities of national identity in Alim Keshokov's novel "Saber for the Emir". Amazonia Investiga, 8(24), 402-413, https://amazoniainvestiga.info/index.php/amazonia/article/view/1000

Tankieva, L. Kh. (2009). Genesis, specificity and typology of Ingush fairy tales. Magas, 349 p.

Vygotsky, P. S. (1968). Psychology of art. 2nd edition. Moscow: Iskusstvo, 246 p.

ONLINE ISSN: 2665-0223
PRINT ISSN: 1856-7576