

SOCIO-PEDAGOGICAL STUDY OF EDUCATIONAL TRANSFORMATION IN THE PERIOD OF CRISIS CHANGES

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person as a whole. The pedagogical aspect here is manifested in the fact that a person loses his intuitive perception of the world, begins to see a structure in everything, a certain model, a person begins to believe in that ideal to a lesser extent.

METHODOLOGY

To conduct a socio-pedagogical study of educational transformations during the period of crisis changes, the main approach to solving the problem was used, which involves the use of logical methods, namely deductive inferences, inferences by analogy, made it possible to generalize the accumulated experience.

RESULTS AND DISCUSSIONS

The transformation of human consciousness as a subject took place with particular intensity in the period of 2020 - and this was caused by the total impact of the COVID-19 pandemic on the entire world community. A person's life was divided into the pre-COVID-19 time and the COVID-19 period, smoothly but surely went into the abyss, leaving a person alone with serious problems and challenges of the time. One of the most difficult sectors of public life

INTRODUCTION

During the centuries-old intellectual history of Western European civilization, which was formed because of the practices of famous thinkers, teachers, philosophers, political and cultural figures, the subject of a particular period of civilizational development acquired particular importance. The philosophy of man in this scheme occupies a leading place not only in culture and earthly life, but also in the universe as a whole. For a long time, this thought was dominant in scientific discourse, and was not questioned. Man is the creator of culture, the creator and, above all, is the bearer of ratio. It is "the subject as the bearer of human rationality" that is one of the fundamental theses of the entire European culture. Activity, rationality are the skills that form the subject, in fact, at the center of any discourse (YANITSKIY, 2016).

The emergence of various research programs (psychoanalysis, evolutionism and others), the scientific and technological revolution and multifaceted political events not only questioned the rationality of the subject, but even questioned its expediency. The apogee of this was the postmodern thesis about the "death of the subject". This thesis is extremely contradictory, because it is quite difficult to find arguments both to confirm and refute this idea. However, one can assume the rationality of the fact that the death of the subject can be refuted in a certain way, while the changes of the human subject himself are difficult to object and refute. It is enough to follow how the information society, globalization and digitalization affect a

has become the sphere of education, which, being constrained by the pandemic, like everyone else, was forced to adapt to new circumstances using distance learning, which is a completely different dimension of educational activity (KOLYKHMATOV, 2020).

In turn, it can be noted that "recently, the effectiveness of the use of information technologies in the higher education system has been widely used in the public sphere and is being studied by sociologists and philosophers from around the world. The discussion intensified in the context of the forced digitalization of the educational environment of higher education - the forced transition of institutions to distance (online) student education in connection with the pandemic. This changes the very philosophy of conducting educational activities.

The subject of education has undergone significant changes. First, these are transformations that can be associated with the topology of the subject (that is, with the philosophical-spatial organization of the activity of the subject of education). Starting to analyze the actual topology, that is, the actual location and movement of the student, it is worth noting that education as a social institution and the student himself, or the student, have completely moved into the sphere of the ordinary. Education in educational institutions, on the one hand, continued, only in a different format, and on the other, it radically changed its appearance, moving to residential buildings and apartments. In fact, if earlier the spirit of education was conditionally consolidated in educational buildings and complexes, now education is "spilled" in a certain way throughout the entire space where a person is. The subject, in turn, has suffered real philosophical and spatial metamorphoses: it is no longer necessary to attend full-time classes at school or university.

In the context of the COVID-19 pandemic, the philosophical and symbolic place of the subject of education has changed under the influence of information technology. The subject of education has undergone significant metamorphosis to the previous state, linking himself directly to the digital environment. Now a student can be such only if he has the necessary material and technical base, namely a tablet, phone or personal computer. The tragic symbolism of such a situation is that it was precisely the place of the student in the system of perception of the educational process that was moved by digital technology. Now we are dealing with a student or schoolchild only using a network interface. On the one hand, the thought is trivial and obvious, on the other, it is in it that we have a serious symbolic load, within which the subject of education undergoes a transformation that did not exist before (ORLOV, SYUSYUKIN, 2021).

The symbol of the distance learning in a pandemic is a gadget. It is he who is a kind of mediator between the student and the teaching, which, in the context of an epidemiological situation, is carried out only with the help of electronic communications. That is why an idea of a student can be formed not as a real living person, but as a student with a certain digital account or interface. Despite the fact that there is a living person on the other side of the screen, his interaction with the components of the educational process is carried out through a set of points, or, in other words, through the student's account in the e-learning system (KARAVAEV, 2013). In the conditions of the modern information society, ancient archetypes and realities are still preserved. For example, the digitalization of society is being updated and generalized in the context of distance learning. In this context, it is the gadget and the Internet account that direct us to a specific subject - a living student, receives knowledge in the form of a digital code provided by a teacher on the other side of the screen using teaching methods adapted to new conditions (NOSKOVA, GOLOUKHOVA, PROSKURINA, 2021).

According to the results of modern sociological studies, constant changes provoke changes in economic relations, since from now on, both the goal and the advantage in competition are human capital and knowledge. And although the postindustrial era is not over yet, there are already tendencies towards the development of the "knowledge economy", which creates a new type of economic relations, based on knowledge, which is simultaneously a raw material, and a product, and a means of product distribution. This acts as a powerful incentive for obtaining, creating and disseminating knowledge as the basis of a new world order, aimed at stimulating economic and, accordingly, social growth.

At the same time, it is necessary to take into account the rapid rates of aging of information, as a consequence of the growing demand for information support. Hence, there is an urgent need for high-quality, modern, time-appropriate education, which will become a means of building up intellectual potential, a means of increasing the professional value of a person in the world of the "knowledge economy". In this new world, but already outlined by trends, education is becoming an integral component of the environment, in fact, a stimulus for innovation, producing trends for further development, the subject of such an environment is a professional and competent individual who has mechanisms for analyzing and synthesizing knowledge, capable of mastering new information in a short time, is capable of processing huge flows of information and, on the basis of this, is capable of developing its own unique product (KAZAKOVA, ISKHAKOVA, KUZMINYKH, 2018).

Another feature of the philosophy of the modern world is the orientation towards teamwork, rather than the work of a lone intellectual. The innovativeness and scale of modern projects require well-coordinated teamwork, characterized by synergy, since it exceeds the indicators of the sum of the capabilities of all actors. This happens by increasing one's own capabilities in teamwork, complementing each other and increasing work efficiency.

It is educational activity, as a platform for social interaction, that creates the necessary conditions for the formation of the skills of collective intelligence, mental activity of the community, caused by a common vision, since the only education has laid a common foundation for perception and in the possibilities of exchanging and disseminating one's own ideas. Such educational opportunities form such professionals who are capable of various forms of interaction - in the form of direct negotiations, or in remote forms of work with the support of various technologies. The same applies to the time spent on solving the problem - we are talking about both short-term teamwork and the possibility of long-term participation in various projects. Such universal competencies, formed by the means of modern education, are required by the new society.

The new society makes new demands on the labor market, gravitating towards an integrated approach to professionalism, including not only a high level of professional qualities, but also sufficient to modern development trends, the level of personal characteristics: flexibility, ability to continuous learning and self-improvement, flexibility in responding to constant changes, working in an environment of several unknowns, creates a plurality of solutions, among which there may not be the only correct solution. This flexibility and versatility is commonly called "soft-skills", and it should be noted that there is a real need for the formation of such skills and the difficulty of measuring the formation of such skills at the same time (ZBROVSKY, SHUKLINA, 2018; SERBUL, 2011; SOROKIN, 2008).

The existing educational practices do not yet satisfy the socio-economic changes taking place and are gradually changing the world. The modern educational industry, as well as centuries ago, is focused on the use of traditional pedagogical models and actions "on the model".

The opinion of teachers and philosophers is unanimous that the key problem and disadvantage of modern educational systems is the orientation towards the "average" student in the process of teaching and upbringing, this produces the dependence of students on specific methods, and then adaptation to the proposed standards, which, in turn, crowds out the possibilities of creative thinking. Solving standardized problems does not deepen the knowledge and skills required to solve modern problems. Both the educational industry itself and the learning process itself are quite strongly regulated, leaving no free space for freedom of choice and freedom of action. Individual cases of successful experiments in the educational space did not become decisive for changing the system as a whole and do not change the general situation with the education of flexibility skills in the majority of workers in the labor market. Non-formal education, retraining, additional education are still underdeveloped, do not have a systemic character, in addition, they use the same traditional forms and methods for formal education. This situation leads to anxiety and requires changes to meet the needs of both the labor market and those involved in the education system - teachers and students.

Such dissatisfaction with education by all participants in social processes was constantly growing and led to the allocation of the concept of lifelong education with an emphasis on improving creativity, critical thinking, the ability to navigate in stressful situations, and the ability to act in a situation with several unknowns. At the same time, having appeared as an idea, the concept of lifelong education as a pedagogical model and specific active methods was formed only at the end of the twentieth century (BALASHOVA, 2013)

At the stage of developing theoretical material, there was already a need for a generalized array of information and a transition from an idea to specific practices, to a change in existing methods at that time. This allowed teachers from all over the world to theoretically understand the accumulated material and move on to the use of such material in their work. Significant achievements of the last stage, which began at the end of the twentieth century, were the deep foundations of lifelong education, namely: regulatory support, content and methodological foundations. For the first time in different countries, but with the same content, the Philosophical Concept of Continuing Education is adopted, the principle of "education throughout life" sounds, for the first time the idea of a possible integration of general and vocational education appears (MASLOV, 2013).

According to many researchers of philosophers in modern society, there are serious disagreements between the dominant state-administrative approach to the organization of the educational process and the real state of the labor market, to a certain extent makes it impossible to form the goals and content of lifelong education. This is an obstacle to the compilation of such components within the educational system as the individualization of educational trajectories, the relationship of programs based on previously acquired experience, the availability of educational programs, which is realized, among other things, by taking into account the specifics of adult education.

Consequently, the lack of an administrative approach to education increases its flexibility and contributes to the solution of urgent issues of human development at certain stages of its life, this is also evidenced by positive examples of the development of corporate education and mentoring, which is also one of the effective forms of exchange of experience and professional development in the workplace. Various methods and technologies of personnel training in the business environment provide more and more popularity and are a kind of benchmarks for state educational organizations, whose activities are aimed at solving the problems of lifelong education.

Nevertheless, in order to develop lifelong education, as well as to attract as many adults as possible to it, it is necessary at the initial stages of education to form in children, adolescents and youth a stable motivation for constant personal self-improvement, increasing their own level of intellectual development. Today, despite the already established conditions for lifelong education, the majority of the population lacks such an attitude. So far, the discontinuous model of professional development prevails, the sustainability of which is supported by the requirements of the state (DURKHEIM, 2007).

The study of professional competencies and the possibilities of one's own self-development as a subject of knowledge are unthinkable without a personal approach. Modern pedagogical science offers a personal approach as one of the main and significantly affects the most important aspects of learning and development: student motivation, student activity in learning, the quality of assimilation of knowledge and skills. Outside the personal approach, it is impossible to understand motivation, philosophy, the movement of will to form a personality, its self-knowledge. The use of a personal approach in teaching involves taking into account the entire complexity of the individual, the history of development and all his individual characteristics. The implementation of this approach in teaching involves the development of a personally meaningful attitude towards the subject of study, which occurs by transforming the given information into personally meaningful, valuable and relevant for each student.

The philosophical and psychological relations of a person in a developed form represent an integral system of selective conscious ties of the individual with various aspects of objective reality, it follows from the entire history of its development and internally follows from its actions and experiences.

Personally significant attitude to one's own self-development and its philosophy as a factor in the formation of professional and flexible competencies is characterized by the emotional-volitional attitudes of the subject (student), ensuring the adequacy of behavior, stability and purposeful nature of the activity, expressing an understanding of the importance, significance of the value of professional development "for oneself", which perceive their meanings in general in unity with personal meaning (GADAMER, 1988; HABERMAS, 1992; PARSONS, 1993).

The pedagogical aspect of the motive, as well as the way of life, are value categories, since a person consciously, and not unconsciously, strives for a certain style of life that corresponds to her desires and needs. The genesis of the concept of "value" shows that three meanings are combined in it: the characteristic of external forces of nature and objects that act as an object of a value relationship; psychological qualities of a person who is the subject of these relations; relations between people, their communication, thanks to which values find significance. In the broadest sense of the word, value is everything that is of interest to a person. The following characteristics are applicable to any value: all values contain an element of knowledge, a cognitive component, are selective, and include an affective-emotional component. At the same time, values are criteria for assessing the choice of actions. In all purposeful (meaningful) actions, three main types of values can be distinguished: cognitive (desire, advantages), achievements (success or frustration) and affective (pleasure or pain, discontent). In a social context, the problems of the student's orientation, in the surrounding world of objective values, in the events of the past, present, in building an image of the future and his life prospects are especially significant (BASHUN, PROSHINA, 2016).

Sociologists and pedagogics study value orientations mainly in relation to the plans of young people for the future. The essence of the value orientations of the individual is in the manifestation of the special, which characterizes the individual. Value orientations, among others, are one of the criteria for the socialization of a person. The socio-pedagogical meaning of the term "orientation" in the context of pedagogy has two aspects, denoting the process and the result. Result orientation is determined by fluency in a wide range of knowledge and skills in a particular area. Orientation as a process is the design of an action from concept to result: an accurate, correct choice of the goal, the means of its movement, an assessment of the action in comparison with plans and life goals.

The emergence of value orientations is possible only with a sufficiently high level of personal development. Based on the analysis of scientific literature, the following conclusions can be drawn about the importance of value orientations in the philosophy of personality development (ANOSHKINA, REZVANOV, 2001):

- despite different approaches, psychology recognizes the existence of value orientations and their special role in the activity and formation of the personality;
- value orientations, like values, have an objective and subjective basis. A reassessment of values in society can lead to a revision by a person of his value orientations;
- value orientations are not an independent indicator of the qualitative characteristics of a personality, they can be considered only in connection with other substructures, but it is this component of the personality that is the connecting link that unites the worldview and functional level of the personality into one dynamic system;
- value orientations turn out to be in goals, ideals, beliefs, interests, personality attitudes, colored by emotions. Only values that are recognized as a person are transformed into value orientations;
- value orientations - the moral and cultural core of the personality. By the degree of formation of value orientations, one can judge the level of personality development, its maturity and social position. Factors in the formation of value orientations are the family, educational environment, ethnic group, small groups.

Since human life is the highest value of society, the set of properties, qualities, states of a person is the value not only of the person himself, but also of society. This is what turns the professional and universal competence of each individual into a public good. When defining the concept of universal competence, one can start from the well-known and accepted in dialectical and historical materialism approach to the problem of culture. At the same time, by the philosophy of culture, we mean de-objectification and objectification of material and spiritual values. According to this approach, de-objectification is a sensory and intellectual penetration into reality, a description of its essential properties and sides, that is, its cognition.

CONCLUSIONS

The new society makes new demands on the labor market, gravitating towards an integrated approach to professionalism, including not only a high level of professional qualities, but also sufficient to modern development trends, the level of personal characteristics: flexibility, ability to continuous learning and self-improvement, flexibility in responding to constant changes, working in an environment of several unknowns, creates a plurality of solutions, among which there may not be the only correct solution. This flexibility and versatility is commonly called "soft-skills", and it should be noted that there is a real need for the formation of such skills and the difficulty of measuring the formation of such skills at the same time.

In the future, this publication can become a methodological foundation for future socio-pedagogical studies of the education system in a pandemic. In addition, those phenomenological interpretations of the perception of the material by the subject of education, which were proposed in the article, can be disclosed in further research with the aim of a more detailed study of the content of the subject of education in the space of distance learning.

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Socio-pedagogical study of educational transformation in the period of crisis changes

Estudo sociopedagógico da transformação educacional no período de alterações de crise

Estudio sociopedagógico de la transformación educativa en el período de cambios de crisis

Resumo

A relevância do artigo se deve a uma mudança na filosofia do próprio paradigma do desenvolvimento humano, que provoca mudanças na estrutura da sociedade, a saber: surgem novas demandas que requerem expressão adequada nos sistemas educacionais. Neste sentido, o artigo visa a fundamentação teórica e a implementação prática da ideia de desenvolver competências sociais como necessidades básicas na "economia do conhecimento". A abordagem chave para a resolução do problema foi a utilização de métodos lógicos, nomeadamente inferências dedutivas, inferências por analogia, que permitiram generalizar a experiência acumulada e apresentá-la no modelo de formação de soft skills. O artigo apresenta generalizações teóricas sobre a mudança da filosofia do vetor de desenvolvimento da educação no período de mudanças de crise, sobre a importância da educação ao longo da vida neste aspecto, motivação para a autorrealização, orientações valorativas.

Palavras-chave: Pedagogia. Aspecto pedagógico. Pesquisa sociopedagógica. Educação. Transformação.

Abstract

The relevance of the article is due to a change in the philosophy of the very paradigm of human development, provokes changes in the structure of society, namely: new requests appear that require adequate expression in educational systems. In this regard, the article is aimed at theoretical substantiation and practical implementation of the idea of developing soft skills as basic needs in the "knowledge economy". The key approach to solving the problem was the use of logical methods, namely deductive inferences, inferences by analogy, made it possible to generalize the accumulated experience and present it in the model of soft skills formation. The article presents theoretical generalizations on the change in the philosophy of the vector of education development in the period of crisis changes, on the importance of lifelong education in this aspect, motivation for self-realization, value orientations.

Keywords: Pedagogy. Pedagogical aspect. Socio-pedagogical research. Education. Transformation.

Resumen

La relevancia del artículo se debe a que un cambio en la filosofía del propio paradigma del desarrollo humano, provoca cambios en la estructura de la sociedad, a saber: aparecen nuevas solicitudes que requieren una adecuada expresión en los sistemas educativos. En este sentido, el artículo tiene como objetivo la fundamentación teórica y la implementación práctica de la idea de desarrollar habilidades blandas como necesidades básicas en la "economía del conocimiento". El enfoque clave para resolver el problema fue el uso de métodos lógicos, a saber, inferencias deductivas, inferencias por analogía, que permitieron generalizar la experiencia acumulada y presentarla en el modelo de formación de habilidades blandas. El artículo presenta generalizaciones teóricas sobre el cambio de filosofía del vector de desarrollo educativo en el período de cambios de crisis, sobre la importancia de la educación permanente en este aspecto, motivación para la autorrealización, orientaciones valorativas.

Palabras-clave: Pedagogía. Aspecto pedagógico. Investigación sociopedagógica. Educación. Transformación.