

THE PROBLEMS OF EDUCATION AND SOCIALIZATION OF LEARNING YOUTH IN THE CONDITIONS OF THE CORONAVIRUS PANDEMIC

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ABSTRACT

The article discusses the issue of the impact of the coronavirus pandemic on the choice of methods and forms of educational activities and socialization of young people in the current difficult situation of society development, the issue of the peculiarities of the formation in these conditions of a new type of culture - digital culture and the need to develop new scientifically based approaches to modernizing the education system in accordance with the risks and challenges of our time, as well as the implementation of communication practices in the context of the requirements of the epidemiological situation in the world. When carrying out the research, the following scientific methods of cognition were used: the method of comparative analysis, which made it possible to identify the advantages and disadvantages of the distant form of education in the context of the coronavirus pandemic; the method of quantitative analysis, allowed the authors of the article to better orient themselves in the general pile of facts, as well as to model the existing social processes in the field of education and society as a whole during the coronavirus pandemic; the use of the systemic method in the study of the subject of research made it possible to single out the determining factors influencing the reproduction of social experience in order to streamline and stabilize the spiritual and moral foundations, communication processes as the most important condition for the socialization of the individual; the formal legal method was used in the study of various legal documents; content analysis was used to study a set of statements on a specific topic.

Keywords: *coronavirus pandemic, education, socialization, digital culture, distance learning, language, cultural codes, communication*

INTRODUCTION

The problems of education and socialization of young people have acquired particular relevance in modern conditions. The processes of the formation of a

new world order, the aggravation of international relations and the difficulties and contradictions associated with their implementation are aggravated by the epidemiological situation caused by the coronavirus pandemic. Analysing the consequences of the latter, the President of the Russian Federation V.V. Putin, in a speech at the Economic Forum in Davos in January 2021, outlined the problems arising in this regard, influencing the processes that are directly related to the education and socialization of student youth. First of all, the President of the Russian Federation noted the aggravation of the imbalances in the socio-economic development of society caused by the coronavirus pandemic. In this regard, he notes that in the past, that is, in 2020, "the decline in the global economy became the maximum since the Second World War." By July 2020 alone, the labour market losses were equal to almost 500 million jobs. And although by the end of the year, half of them were restored, but almost 250 million jobs were lost. In terms of loss of labour income, "in the first nine months of last year in the world, they amounted to \$ 3.5 trillion," which is the most important reason for the growing social tension. As for the cost of education and healthcare services, over the past 30 years, as noted by the President of the Russian Federation, in a number of developed countries they have tripled [1]. Moreover, the epidemiological situation in the country and the world as a whole, in the context of a significant civilizational shift associated with the formation of a new digital world, has made significant adjustments to the organization of the activities of educational institutions, had a significant impact on the processes of socialization of youth.

The coronavirus pandemic, which was the reason for the fastest possible transition to the online mode of operation of both educational systems and a number of various industries, significantly accelerated the formation of a new type of culture - digital culture, as well as the widespread use of "artificial intelligence", automated and robotic solutions [2]. These phenomena caused the interest of the group of authors of the article to study their influence on the modernization of the mechanisms of socialization of the growing generations, as well as on the formation of new priorities in the education system, determined by such features of digital (electronic) culture as the mediation of communication processes by technical means, as well as the replacement of the diversity of natural social links by links technologically programmable, artificial [3].

The purpose of the work is to develop a new model of education and socialization of the individual, focused on high professionalism, business qualities, on the preservation of historical memory, the foundations of civil and ethnocultural identity.

RESULTS

The transformation caused by the pandemic of the communicative space, «objectively expanded virtual reality» [4], set before modern science and education the task of developing a new model of education and socialization of the individual, focused both on high professionalism and business qualities, and

on the preservation of historical memory, as well as the foundations of civil and ethnocultural identity [5].

In the course of the study, it was found that mastering the possibilities of using various digital resources in education turned out to be associated with the forced processes of widespread use of distance learning techniques (in the online learning system), based on a variety of modern information and communication technologies, primarily new media.

A noticeable influence on the transformation of modern communication processes, including in the education system, is also exerted by the processes of changing the linguistic picture of the world that has been formed for centuries, which absorbs new forms of speech culture, displacing traditional symbolic codes of national languages with template messengers and emoji language units - emoticons, nickname -names, etc. [6], minimizing the socio-cultural significance and historical and cultural meanings of real human relations [7].

The destruction of the traditional forms of collectivity and cultural and moral regulation of relations between people brought by the hard-to-control processes of the spread of the pandemic, creating in the new world order a situation of uncertainty in ordering and ensuring the stability of communication processes, fixing in them the necessary moral normativeness and historical and cultural continuity. In ensuring the connection between times and generations in the process of social development, language plays a special role. As a special sign system, language reveals meanings that preserve the spiritual content that provides links between the present with the past and the future, affects the past on the present, creating the foundations, that is, the matrix of the contours of the development of cultural processes in the future. As a special form of sociality and the preservation of historical and cultural meanings, speech culture is the most important means of ensuring the connection between times and generations.

The historicism of speech culture as a mechanism for preserving historical memory explains the reason for the monstrous struggle against the Russian language that is being waged in Ukraine. As a cultural code and a mechanism for preserving the uniqueness of the historical and cultural traditions of the Russian super-ethnos, the Russian language is an indispensable condition for the possibility of preserving and reproducing the defining features of Russian civilization, Russian national culture [8], a multinational Russian state bordering between the West and the East, which has a millennium of existence.

In the context of studying the features of the processes of destruction of traditional forms of collectivity and cultural and moral regulation that have united people for centuries, we consider language as a means and condition for ordering and ensuring the stability of communication processes, fixing the necessary moral normativeness in them. Obviously, language as a symbolic system incorporates all varieties of social experience that is formed under the influence of the changing

circumstances of everyday life. The degree of stability of linguistic norms and habits determines the possibility of preserving ethnocultural individuality, which is locked primarily in family and group relations, in which communication is ideally focused on understanding, dialogue and cultural factors.

The meanings and meanings expressed in language, introduced into everyday communication, are fixed in memory, in life assessments and landmarks, in the value orientations of generations. New meanings and meanings arising under the influence of new civilizational and cultural-communicative processes are fixed in the linguistic picture of the world, the preservation and reproduction of which is ensured by the richness of the speech culture of the interacting subjects of communication. Pronouncing the meanings and meanings of problems expressed in linguistic forms, people strive to achieve mutual understanding and agreement, to minimize emotional stress and aggression. In other words, the establishment of a dialogue between the interacting subjects of communication is a prerequisite for the social organization of the communicative space and the reproduction of social experience to streamline and stabilize the spiritual and moral foundations of communicative processes as the most important factor in the socialization of the individual.

Thus, the linguistic aspect of the problem of distance learning is of great theoretical and practical importance. The fact is that the implementation of training in the format of online communication, in general, in conditions of uncertainty (minimization of direct dialogue communication, a decrease in the level of the student's desire and interest in the problem under discussion, his focus on self-development and professional interest, etc.) makes it difficult for the student to integrate in the process of socialization and reduces the effectiveness of his vocational training. In this regard, it becomes more and more obvious that the problem of distance learning (online learning) under consideration in modern conditions of the modern stage of civilizational development of society, multiplies the load on educational institutions in their complex impact on spiritual processes in the life of society, on the spiritual and moral formation of the individual, to obtain and practical use of knowledge. The processes of socialization of the younger generations in the context of the formation of a new digital culture and the development of a set of measures to overcome the consequences of the coronavirus pandemic are aimed at creating a model for the sustainable development of the education system and upbringing of the younger generations. In the context of the acceleration of the pace of social development [5], as well as the transformation of the system of cultural codes and communication processes in connection with the virtualization of the cultural and communicative space and the complex epidemiological situation in the world, the creation of such a model needs a clear definition of the ultimate goal and the corresponding mechanisms of socialization of the emerging personality, taking into account all age groups. stages of its development.

The strength of the impact and the socio-cultural significance of educational institutions in the proposed context is explained by the fact that, firstly, the phenomenon under consideration is the most important factor in the development of civilization, the preservation and reproduction of cultural values throughout the centuries-old history of mankind. The processes of knowledge accumulation and its transmission to new generations have always been of paramount importance in the upbringing and education of young people, the preservation of ethnocultural codes and the foundations of ethnocultural and civic identity, which ensured the stability of the defining characteristics of national cultures, contributed to spiritual, moral and political continuity in a number of generations. The accumulation of knowledge in the course of the historical and cultural development of society thanks to educational institutions expanded the possibilities and prospects for the development of science as a process of comprehending the surrounding reality, creating a scientific picture of the world and improving technologies for the practical use and reproduction of accumulated knowledge [9]. The success of social development was largely determined and determined by the level of development of education, its inclusion in the socio-cultural and production processes of society, its civilizational and humanistic characteristics.

The relevance of developing new theoretical and practical approaches to the problems of education and socialization of young students in modern conditions is dictated not only by the peculiarities of mastering new digital technologies, but also by the need to minimize the spiritual, moral and socio-cultural consequences of the coronavirus pandemic. Natural disasters, the crisis of traditional family values that broke out in many EU countries, coinciding in time with the processes of the stable spread of the coronavirus pandemic, made it necessary to search for such a form of institutionalization of the social organization of social processes, which, due to its historically formed characteristics, is able to achieve the desired result without the use of violent measures. ... The social mechanisms of soft power used for this purpose by the special services of the United States and some European countries, and the numerous practically tested concepts of ways to form protest moods in the youth environment, which are being developed in practice, create a fairly stable foundation for the socialization of certain youth groups of the population of certain countries, against which a purposeful ideological struggle is being waged. The latter clearly manifested itself on the example of the ideological attitudes of the political ruling elite of Ukrainian politicians who passed the school of training according to the methods of D. Sharp and other representatives of the American special services [10].

The transformation of the value attitudes of the mass, primarily youth consciousness, due to a number of circumstances that determine the specific features of the modern stage of civilizational development of society, multiply increases the load on educational institutions in their complex impact on spiritual processes in the life of society and the spiritual and moral formation of the individual. The education system as the most important social institution has the

greatest impact on the formation of collective value consciousness and the motivation of the behavior of masses of people, especially young people. It is obvious that the processes of socialization of the younger generations in the context of the formation of a new digital culture and the development of a set of measures to overcome the consequences of the coronavirus pandemic are aimed at creating a model for the sustainable development of the education system and upbringing of the younger generations. In the context of the acceleration of the pace of social development [5], as well as the transformation of the system of cultural codes and communication processes in connection with the virtualization of the cultural and communicative space and the complex epidemiological situation in the world, the creation of such a model needs a clear definition of the ultimate goal and the corresponding mechanisms of socialization of the emerging personality, taking into account all age groups. stages of its development.

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Secondly, the functioning of educational institutions ensured and ensures the systematization, structuring and contextualization of the acquired knowledge. These processes provide opportunities for the effective use of the system of existing knowledge in relation not only to the specific conditions of natural, social and virtual reality, but also on their basis to predict the further development of science, put forward hypotheses, and develop new technologies for the practical use of the knowledge gained as mechanisms of socialization of the younger generations. In the problematic field of the education system, however, there is always the problem of the influence of the existing in the education system contradictions between the established, customary traditional forms of obtaining and using intellectual knowledge capital, on the one hand, and, on the other,

innovative processes associated with new forms of cognitive and practical activities, the formation of new forms of culture, the emergence of new knowledge and new directions in science.

For example, in the context of the coronavirus pandemic, the transfer of the educational process to distance learning coincided in time with the need to master new knowledge related to the development of new digital technologies, the formation of a new digital culture, a new digital world [12]. In other words, the development of new knowledge and the possibilities of their practical use is completely dependent on the artificially created virtual communicative situation, which minimizes the possibilities of direct spiritual, moral and emotional impact-interaction of the subjects of the educational process. Obviously, in these conditions, the subjectivity of the communication process is lost, giving way to an artificially created communicative situation, due to which the possibilities of emotional and psychological interaction are minimized. In other words, a new form of social loneliness is being formed, in its socio-psychological and moral consequences, akin to the traditional models of the phenomenon under consideration [13]. The peculiarity of the new type of social loneliness is determined by the lack of direct interaction of subjects in the communicative space (teacher - student, student A - student B), and therefore the effectiveness of communicative action falls [14].

CONCLUSION

Summing up the above, it should be noted that in the modern conditions of the globalization crisis caused not only by civilization processes but also by the consequences of the coronavirus pandemic, it is necessary to develop a new education model, maximally focused on the features of the new digital culture and global epidemiological conditions, considered in the context of the Russian Federation national security [15].

The proposed model of organizing educational activities focused on the technologies of the new digital world revealed the advantages and disadvantages of the online education system. The practice of implementing distance education has shown that the remote format of organizing educational and educational activities has a sufficient number of advantages that contribute to an increase in the level of involvement of young people in socially significant processes related both to their professional interests and competencies, and focused on civic engagement. The remote format of the organization of educational and educational activities concretizes the goal and tasks of the work performed in the process of virtual communication, allows you to clearly define the boundaries and contours of knowledge indicators of mastery of the studied material, as well as the level of the student's proficiency in new technologies. The format under consideration contributes to the development of creative, professionally oriented thinking, offering to analyse the proposed problem on the basis of a competence-based approach. Moreover, by offering the student a situation for analysis, both

in professional and spiritual and moral terms, the teacher not only assesses the level of knowledge of the student, but also contributes to the formation of a humanitarian culture and an increase in the level of moral responsibility in a young person.

However, in our opinion, the distance learning format has a number of significant drawbacks, the presence of which indicates that this format is acceptable only in limited doses, interspersed with the programs of the studied subjects. In this regard, in our opinion, a number of points should be kept in mind that reduce the effect of distance learning. What do we mean? First, a decrease in the level of the teacher's direct spiritual impact on the student. Secondly, the possibilities of speaking out the issues under discussion, establishing dialogue communication are minimized, and therefore, the threshold for achieving understanding and agreement of interaction and mutual understanding of the participants in the educational process is reduced. Thirdly, the effectiveness of socialization, achieved, first of all, in acts of combustion, is ensured by the simultaneous coexistence of behavioural norms and language models, which contributes to the sustainable preservation of the images of the world that have developed in the course of historical development, which keep the experience of previous generations in an active state, synchronizing it in joint activities native speakers of this language and representatives of other linguistic communities who understand codes and meanings specific to subjects of speech activity [16]. In this regard, as E. Sapir notes, the real world is largely unconsciously “built on the basis of the language habits” of certain social groups [17]. Fourthly, distance learning minimizes the opportunities for the formation of skills in project activities, the ability to work in a team.

In connection with the problems under consideration, which have arisen in the context of the current epidemiological situation that unfolded in the formation of a new digital world, the study of the peculiarities of the mutual influence of the new digital culture, the pandemic and the need to preserve the values of Russian education as the most important basis for the socialization of the individual acquires special socio-cultural significance.

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