

Problems of digitalization of continuing education in agrarian universities

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Abstract — Continuous Online learning is one of the most important and promising tools to modernize the modern education system. The Structure of the work is based on the principle of content analysis of scientific literature and Internet sources "from the general to the private", in which the theory is projected into practice. Accordingly in work, first of all, it was supposed to consider theoretical aspects of problems of digital education in agrarian universities, forming the general representation in the investigated direction that will allow to make a comparison, Identification of potential phenomena and actually existing ones. The Authors highlight the key ideas of continuous agrarian education: continuing Education in agrarian universities (as well as other) – this is the sphere of business – sale of services; castiness – Eugenics approach and the rate of "gifted students"; fundamental changes in the content and teaching methods. Problems of digitalization of continuous education in agrarian universities are Considered: loss of writing skills; as a consequence, loss of creativity and ability to perceive large texts; damaged vision and the occasion; reduction of social skills and on-screen dependence; the birth of a "new kind" of man, "Homo Confusus"; loss of mental faculties or digital dementia; damage to health from electromagnetic study; Trends to reduce the quality of education. Thanks to digital educational trajectories students will prepare for very narrow tasks. They will not be proficient in professional competencies and imagine a complete picture of the world. Continuing Education in agrarian universities will be limited to the acquisition by students of a narrow set of competencies necessary to work on the selected profile. The Concept of "broad profile specialist" will go away forever.

Keywords — *online training, digitization, digital economics, continuing education, agrarian University, students, problems.*

I. INTRODUCTION

Digitization of continuous education not only in agrarian universities, but also in the whole system of higher educational institutions is presented as a great good, a sign of a high level of civilization, elected, but is it really?

Education is one of the most important components of the social sphere. It can be considered as a kind of activity of people, and as a process of interaction of various social communities involved in education and upbringing, and as a social system, and as a social institution. Continuing education is not a fad, but a tough necessity. Specificity of agrarian universities consists in preparation of highly skilled personnel for rural area, agroholdings, cattle-breeding complexes and not only. Comprehension of specificity of social interaction of communities in the system of agrarian continuous education, and in the system of education as a whole requires knowledge and use, thin psycho-pedagogical mechanisms, knowledge of economic, of the agrarian,

philosophical and social character. The Transitional nature of the processes taking place in our country, economic, political, social reforms related to the democratization of society, its transition to the "Digital economy in the Russian Federation" (Approved by the Government Decree of 28 July 2017 № 1632-p), could not but affect the social Institute of Education [1].

II. LITERATURE REVIEW

Special role in the preparation of this article was played by the work of sociologists on the problem of education in general, general education in particular, was considered in terms of its analysis as a social process, the result of which should be The level of personal development demanded by the Society (V. Baidenko, E. Zzhova, S. Ivashevskaya, G. Serikov, A. Subetto, V. Kharchev, E. Shullin).

The Problems of digital education were dealt with by many Western and Russian scientists: M. Spitzer, P. Wybrow, M. Shpitzer, S. Iden, R. Kaspari, G. Spectra, S. Appel, T. Chernigov, A. Matveeva, D. Dahin, I. Shilova, O. Chetvirtikova, M. Nikitina, S. Stolarov.

"To date, there are a large number of systems of distance learning (SDO). Here are the most popular of them: Moodle, SharePoint LMS, SAKAI, Claroline, WebTutor, Atatur, ispring Online, AcademLive, Shareknowledge, OLAT, ILIAS "[2, p. 159-160]. Having Analyzed the theoretical sources, we have found out that at the moment the most popular control system in free access is "Moodle". This computer program is designed to create full distance learning courses. It is widely used by universities, schools, companies of different fields of activity, as well as by independent teachers. At the beginning of 2015, "Moodle" was used by more than 85000 sites in 240 countries of the world. of Course, now this figure is much higher [3].

There are a lot of publications In the scientific literature and the Internet on problems of digitization of continuous higher education, but there is no single-digit solution. Therefore, this article is of a discussion nature.

III. RESEARCH METHODOLOGY

The Structure of the work is based on the principle of content analysis of scientific literature and Internet sources "from the general to the private", in which the theory is projected into practice. Accordingly in work, first of all, it was supposed to consider theoretical aspects of problems of digital education in agrarian universities, forming the general representation in the investigated direction that will allow to make a comparison, Identification of potential phenomena and actually existing ones.

IV. DISCUSSION OF THE RESULTS.

The Key ideas of continuous agricultural education are:

1) Training starts from school and lasts continuously for a lifetime. Continuing Education in agrarian universities (as well as other) is a sphere of business – sale of services. The Student buys skills to then sell them profitably. The Student is considered as a commodity – hence aspiration to the talents in agrarian sphere which are more expensive and bring the big profit.

2) Caste is a eugenics approach. The Initial inequality-some creators-other "people of the same button". From Here-individual trajectory of development and a bet on "gifted students". One is "human learning", the other – remote, online training.

3) Fundamental changes in the content and methodology of training on Federal State Standard Since "Continuing education" should be simply the acquisition of competencies currently needed by employers, for normal teaching, only a part of the subjects corresponding to the direction and profile of education in agrarian Universities, the rest, primarily humanitarian, are translated into online training.

Basic education remains only for a few, it is an expensive, "human" education. For the rest-cheap, "computer", remote [4].

In a number of Western countries, where high school students and students use information technology in lifelong learning, the public and the expert community are already sounding the alarm. If in 10 years the state needs to have a thinking, creative generation, able to build, create, invent. When using only information technologies in the system of continuing education in agrarian universities, it becomes impossible to make a highly qualified professional from a student, because without a living example " Educator-innovator-researcher-mastermind "The process of learning becomes subjective. With the introduction into the educational process of online learning the role of the teacher will be performed by "tutor" [5].

Consider the negative impact of continuing education built on the principles of online learning.

A. Loss of writing skills as a consequence of loss of creativity and ability to perceive large texts

In Classical School education, a lot of time is devoted to writing and calligraphy. Schoolchildren Write all the educational material in notebooks. Digitization dictates its requirements to school and university education. Continuous online education in schools and universities has not yet begun to work, but now the discipline of "Academic writing", in the curricula is given less and less attention. Obviously, when switching to digital training, a letter from the hand will be buried definitively. What are the consequences of rejection of the letter waiting for schoolchildren, students of agrarian universities and in general all of us? Motor skills and coordination would Suffer. Norwegian University of Stavanger Scholars have concluded that people who write quickly are better read. And vice versa: people who slowly read and hard to understand the text, write poorly. Students will learn less spelling, punctuation and grammar, because all gadgets and browsers have a function of auto-correction [6]. Without A letter students of agrarian universities, studying on the

program of continuous education, will be worse to formulate the thoughts. After all, a letter from the hand requires the highest form of abstract thinking. In order to type text on the computer, it is not necessary, because the phrase, the message, the union at any time can be changed. It is very simple: who often writes a hand and writes lectures, often turns to abstract thinking. And It should be kept in good shape. Students will, in principle, become worse at learning and memorizing, as they eventually lose their handwriting skills acquired at school. On a computer or tablet you can do almost all the same, but the person disappears the need to clearly think about the idea and structure of the text, because he can at any time to finish something. For mastering of the material it was enough to write a lecture well – it is not necessary to reread. Today's students have to reread their recordings several times in preparation for exams. Students and students are increasingly looking for material to prepare for the Online exam, rather than in textbooks and abstracts [7]. Already now many practical tasks in agrarian universities imply search of information on the Internet. This Leads to the fact that students are quickly accustomed to finding answers in the network, and as a result get used to fast reading, without deepening into the essence. Specificity of training in agrarian universities supposes to make the student "closer to the Earth", to love nature, to know features of animal husbandry, agriculture of nature Management.

B. Damaged vision and hearing

In Addition, in the process of online education high school students and students should spend a lot of time in the headphones, they will be spoiled hearing, from the glowing screens of monitors-to deteriorate eyesight, from a sedentary lifestyle at the computer-disrupted exchange Substances, the condition of the internal organs, worsen the condition of the muscles, develops scoliosis, etc. [6].

C. Reduction of social skills and on-screen dependence

Now It is known that iphones, smartphones and ikboxboxes are a form of digital drug. It is because of this dependency effect that Dr. Peter Wabrau [Peter Whybrow], director of neurology at the University of California, Los Angeles (UCLA), calls the screens "electronic cocaine," and the Chinese researchers name them "digital [7]. When A person passes the line of addiction – whether it's drugs, digital technology or anything else – he needs to be detoxified before he can be helped by any kind of treatment. In The case of technology, it means no computers, smartphones, tablets [8].

D. The birth of a "new kind" of man, "Homo Confusus" or "Homo Confusion"

The Digital reality creates a "new kind" of man, "Homo Confusus" or "a Man of Confusion" [9]. Most schoolchildren and students suffer from loneliness and cannot live without social networks. These are the results of the poll conducted by the all-Russian Popular Front. The Research has affected almost 80 regions of Russia. When students sit on the internet, in social networks-it is a substitution, surrogate form of communication. That is, when 90% of communication takes place on the Internet – it is abnormal. Such students will be difficult to build a human, not a virtual relationship. The Ability to react to conflicts, as well as to emerge from them, to sacrifice something-this is the gamma

of psychological characteristics, without which the cumulative personal adaptive capacity [4].

E. Loss of mental faculties or digital dementia

In Germany, bestseller lists are headed by the book "Digital Dementia. How we deprive ourselves and our children of the mind." Its Author is Professor Manfred Spitzer (Manfred Spitzer), medical director of the Psychiatric University Clinic in German ULM. He also has a philosophical education, he taught at Harvard, and is considered one of the most prominent world experts in the human brain. People who use Google and Wikipedia remember not the information, but only where it can be found. "Advanced Digital technologies have a negative impact on orientation in space." Despite All this it is digital technologies in continuous education offer to replace almost everything.

F. Health Damage from electromagnetic study

The Use of wireless networks in schools and universities is dangerous to the health of students, but this technology is implied during training. On February 24, 2017, an international conference on the theme "Children, time before screens and radiation from wireless devices" was held in Reykvevika, in which experts on electromagnetic radiation, oncologists, educators and a number of other Specialists [12]. The Safe level of radiation is not established by any health care organization, so we have no confidence in the safety. There are sanitary norms, where it is prescribed that the student and the pupil can continuously work at the computer no more than 40 Minutes, after a break of 20 minutes. When switching to Digital training this time, taking into account homework will be 6-8 hours minimum. According to studies of American scientists, the risk of problems with vision in people who spend more than 3 hours a day on the computer, is 90% [4]!

G. Reduction of social skills and on-screen dependence

If you carefully read the basic project childhood 2030, there are spelled out computer forms of learning, namely: School as a digital game space with augmented reality, here children will be happy. This is already a complete end of education, as you will then be able to explain to the student of the university, the harm of computer games, when they will be used in the agrarian University and will be part of continuous learning, although training it can no longer be called.

Researchers at Dartmouth College have found that, depending on the type of media, people perceive the information in different ways. The Type of media, according to scientists, affects the abstract thinking of a person. When reading from the screen of the tablet or laptop, we focus more on the details, not on the general picture of what is happening.

In the course of their research scientists carried out a series of experiments to analyze the speed of decision making and the quality of text perception. Volunteers aged between 20 and 24 years of age 55 were involved in this. The Representatives of one group were given texts printed on paper, and others-laptops with open on screen pdf-file. In the end was made

Conclusion that reading the printed text much better answered logical questions on the text. The group's Successes amounted to 66% versus 48% respectively. The

task Further complicated. Participants were given the table of characteristics of four conditional cars. Each characteristic was marked by an estimate ("excellent", "adequate"). But One of the models was objectively better than the rest in basic parameters. And here it turned out that the reading text from the paper more often correctly defined the best variant (48% of cases), than participants with laptops (only 30%). That is, a child using a tablet will be able to perform tasks, but will not be able to make difficult conclusions, and would not see Ties and the overall picture. The Quality of such training will be lower at times. It Should be noted that the transition to universal digitization of education passes when in the West just begins a broad discussion of the catastrophic consequences of the introduction of electronic schools [13].

V CONCLUSIONS

Let's summarize. The digitization of lifelong learning is spent huge sums of money, but you understand, just so now nothing is done, everything now comes from profit, and only from it, it is now set as the main value. In the digital economy a great emphasis is placed on online courses, this word there meets regularly, of course, that the teacher in this format will not be needed. The Quality of such education will be terrible, but who of the organizers cares.

In Addition, the "Strategy for the development of the electronic industry of the RUSSIAN Federation until 2025" expressly stipulates that "there Should be a constant connection of each individual with global information and management networks such as Internet. Nano-Electronics will integrate with bioobjects (so the authors of the strategy call us, the people-RIA Katusha) and provide continuous control 54 for the maintenance of their life..."[4].

In case of full realization of the project on digitalization of continuous education in agrarian universities we will get a generation of fully functionally illiterate people with one-dimensional thinking. Thanks to digital educational trajectories students will prepare for very narrow tasks. They will not be proficient in professional competencies and imagine a complete picture of the world. It will be people completely devoid of creative abilities, even if they were in childhood. Deprived of a live contact with a teacher, students of agrarian universities will no longer be able to assimilate complex knowledge. Continuing Education in agrarian universities will be limited to the acquisition by students of a narrow set of competencies necessary to work on the selected profile. The Concept of a broad-profile specialist will go away forever. What will be with the health of the students so much time conducting behind the tablet and the PC is just scary to imagine.

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