

# Analysis of the Study of Problems and Contradictions in the Implementation of Higher Education Programs in Remote Form in the Situation of the Spread of Coronavirus Infection (COVID-19) in Russia

Belikova E.V.<sup>1</sup>, Chernyavskaya E.Yu.<sup>2</sup>, Shamrai-Kurbatova L.V.<sup>2</sup>

<sup>1</sup>Volgograd State Academy of Physical Culture, Volgograd, Russia

<sup>2</sup>Volgograd Institute of Business, Volgograd, Russia

\*Corresponding author. Email: timoshenko\_k@bk.ru

## ABSTRACT

In connection with the threat of the spread of a new disease - coronavirus COVID-19, in March 2020, all universities in Russia were forced to switch to distance learning. This transition is recorded in the order of the Ministry of Education and Science of Russia: "It is recommended, starting from March 16, 2020, to organize the training of students outside the location of universities, including ensuring the development of educational programs using e-learning and distance learning technologies" [1]. At the end of May, the ministry instructed universities and scientific organizations to lift restrictions due to coronavirus, depending on the situation in the region where they are located.

The mass transition to a distance learning format has revealed a number of problems and contradictions in the possibilities of implementing higher education programs in a remote form. This required a deep and detailed analysis of various aspects of distance learning, the readiness for it of all participants in the educational process, the availability of material, technical, methodological and software.

In this article, the authors analyze the research conducted on the Google forms platform using a standardized questionnaire form, with the support of the All-Russian public organization "Russian Professors' Assembly". The results obtained are assessed. The results of the study are presented, the main problems and contradictions that arose during the introduction of the distance student in all educational institutions in the context of the spread of coronavirus infection are considered. But at the same time, the positive aspects of using the distance format in higher education have also been identified, in the context of the rapidly changing requirements of a digital society.

**Keywords:** coronavirus, distance format, survey, data collection, respondents, research, remote format, educational technologies, region, distance, traditional format

## 1. INTRODUCTION

Currently, in the context of the ongoing spread of the coronavirus pandemic, the educational process faces many difficulties and is threatened at all levels of education. Not all educational institutions are able to fulfill the quarantine recommendations of Rospotrebnadzor.

In St. Petersburg, due to the detected cases of coronavirus infection, 118 school classes were transferred to distance learning, and five groups of kindergartens were quarantined. Already 462 classes of Sverdlovsk schools have switched to distance learning. Since the beginning of the school year, 60 school teachers have been infected with the coronavirus in the Arkhangelsk Region; in total, 60 schools and 30 kindergartens of the region have been introduced to quarantine measures. In general, in Russia to date, 125 schools have been quarantined in connection with the coronavirus pandemic. This is stated in the

infographics of the Ministry of Education of the Russian Federation, published in the telegram channel "Big Change" [2].

Governments around the world have decided to close educational institutions. According to UNESCO, 188 states have canceled school classes nationwide. This affected 91.3% of students worldwide (1.58 billion people). In some countries, schools are closed locally or regionally. The only way out in this situation is distance learning. Currently, 53 states have already deployed national educational platforms.

For example, in the PRC, government support is provided for the translation of educational materials into digital format.

The South Korean government has announced measures to support digital education. The new academic year in the country will begin online on April 9. (In Korean schools,

the first semester of the school year usually starts on March 1st and lasts until mid-July.)

A unified university platform iUniversity has been launched in Armenia, allowing distance learning during the quarantine.

The UAE Ministry of Communications announced that five new apps for education and business are now seamlessly working across all UAE networks: Google Hangouts Meet, Cisco Webex, Avaya Spaces, BlueJeans, and Slack. Previously, seamless access was provided to Microsoft Teams, Skype for Business, Zoom, and Blackboard applications.

UK broadband providers provide citizens with free unlimited Internet [3].

In this situation, an urgent study is the study of the distance learning format in Russia as a whole/

When writing a scientific work, the data of a study conducted in Russia in June 2020 were used with the support of the All-Russian public organization "Russian professors' meeting" among students of Russian universities to identify problems in the work of universities in a forced remote format. A similar survey of university professors was carried out in May 2020. Data was collected on the Google forms platform using a standardized questionnaire form.

## 2. ORGANIZATION OF RESEARCH ON IDENTIFICATION OF PROBLEMS OF WORK OF UNIVERSITIES IN FORCED REMOTE FORMAT

In connection with the threat of the spread of the new coronavirus in March 2020, all Russian universities were forced to switch to a distance-learning format. This transition is recorded in the order of the Ministry of Education and Science of Russia: "It is recommended, starting from March 16, 2020, to organize training of students outside the location of universities, including ensuring their mastering of educational programs using e-

learning and distance learning technologies." At the end of May, the ministry instructed universities and scientific organizations to lift restrictions due to coronavirus, depending on the situation in the region where they are located.

The mass transition to a distance learning format has revealed a number of problems and contradictions in the possibilities of implementing higher education programs in a remote form. This required a deep and detailed analysis of various aspects of distance learning, the readiness for it of all participants in the educational process, the availability of material, technical, methodological and software.

To achieve these goals, in June 2020, with the support of the All-Russian public organization "Russian Professors' Meeting", a survey of students of Russian universities was conducted to identify problems of the work of universities in a forced remote format. A similar survey of university professors was carried out in May 2020.

Students of Russian universities took part in the survey. Data was collected on the Google forms platform using a standardized questionnaire form. Access to filling out the questionnaire was carried out using a link from a letter sent to the base of the e-mail addresses of their students.

In total, 32081 students of Russian universities, representing all federal districts, took part in the survey. Of these, 97.9% noted that their university has switched to a remote work format. 2.1% (658 people) indicated that the university did not switch to this work format, so they did not participate in the further survey. The 658 people identified in the survey, who indicated that their university did not switch to a remote work format, are scattered across all federal districts and their distribution does not make it possible to identify any regularities. Therefore, they were removed from the database for analysis. Thus, the number of respondents who answered the questionnaire was 31423 people. This figure is taken as 100% of the respondents to the questionnaire, and from it (in most of the questions) the distribution of respondents' answers was calculated. (Figure1).



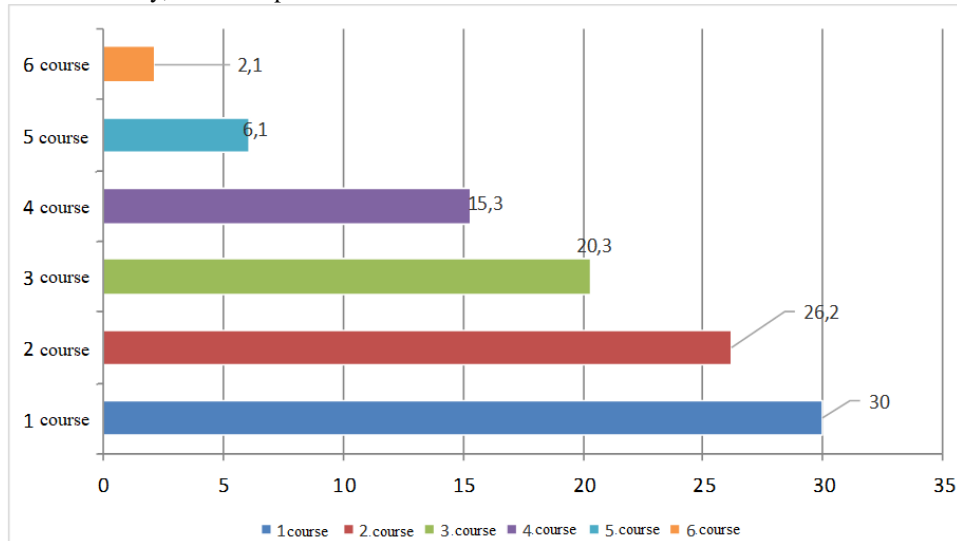
**Figure 1** Distribution of students who took part in the survey by federal districts and individual subjects of the Russian Federation and data on the total number of students enrolled in Russian universities [1]

**Socio-demographic characteristics of the respondents.**

About 1% of all university students studying in the Russian Federation took part in the survey. Of these, universities were represented by 83.6%, institutes - 11.7%, academies - 4.8%. According to training profiles, the distribution is presented as follows: students studying in the humanities profile - 27.7%; technical - 24.5%; natural science - 6.8%; medical - 30.8%, agricultural - 6.1%, culture, art and sports - 6.3%.

The research involved: female students - 66.7%, male students - 33.3%. Basically, the respondents were

undergraduate and specialty students - 59.0% and 36.4%, respectively. Since the main academic classroom load falls on undergraduate and specialty students, this distribution seems to be completely verified and meets the objectives of the research. According to the courses of study, the interviewed students were distributed as follows: 1st year - 30.0%, 2nd year - 26.2%, 3rd year - 20.3%, 4th year - 15.3%. The 5th and 6th courses account for 8.2% (Figure 2).



**Figure 2** Distribution of students by course of study (in% of the number of respondents) [1]

Universities have their own resources for distance learning.

The presence of its own distance learning system (DLS) or, as it is called, distance learning management system (LMS), was reported by the absolute majority of students participating in the survey - 93.3%. (in a similar survey of university professors, this share is much more modest - 57%, while many of the students do not know about the presence or absence of such a system). Among the students answered that there is no such system 2.5% of the respondents and 4.1% of the respondents found it difficult to give an answer. That is, university students to a greater extent than teachers are aware of the availability of modern means for organizing training in their educational organizations. They indicated that each student has access to the resources of this system (login and password) - 94.4% of the respondents.

However, with such a high indicator of the availability of the DLS platform of the university, only half of the survey participants - 52.4% - reported that it was a mandatory component of the educational process until March 2020. A quarter of the respondents noted that it was possible to work on this resource at will - 24.4%. And almost the same share of respondents indicated that work on this resource was practically not carried out - 23.2%. The corresponding distributions according to the answers of university professors differ somewhat from those of students. The fact that the work was carried out on an

ongoing basis was answered by 34.9% of respondents from those universities where there is this learning management system. Almost the same share of respondents noted that it was possible to work on this platform at will (37.4%), and 12.6% of teachers noted that work on this resource was rather formal and practically not carried out (12.4%).

40.5% of the surveyed students reported about their own experience of working on this platform and the regularity of its use in the learning process. Used its capabilities from time to time - 34.2% of respondents. The fourth part - indicated that they did not use this resource - 25.3%.

Despite popular points of view that distance learning is rapidly gaining momentum and is gradually replacing the traditional format, or at least seriously competes with it, the majority of the surveyed students said that until March 2020 they had no personal experience of receiving education in a distance format (67.6%). Indicated that they studied independently on online courses 16.2% of respondents. When analyzing this question in detail, depending on the socio-demographic characteristics of the respondents, an interesting pattern was revealed for this group - the higher the course of study, the fewer those who had an online learning experience. Another part - 13.2% indicated that some of the disciplines in the university are implemented in a distance format. That is, in fact, only about a third of the respondents answered that they had experience in distance learning. This indicates that the

significance and popularity of such a relatively new format of knowledge assimilation are currently somewhat exaggerated.

Distance learning assessment.

The transition to a forced distance was certain stress for all participants in the educational process. Only a fifth of the student respondents (22.3%) did not experience any special emotional impressions from the need to change the usual form of education to a distance format. Others indicated that the transition triggered a range of emotions, fears and concerns. Fear for their education and passing future certification was noted by 23.4% of respondents. Confusion and uncertainty about their involvement in the educational process were experienced by 21.0%. Almost every third student - 29.2% - noted positive emotions from the transition and the opportunity to try something new and unusual.

By the time of the study, the interviewed students could already assess their impressions of learning in a distance format, since they had completed almost a semester, passed or were in the process of passing the session or passing the final certification. Half of the respondents indicated that they have mixed feelings about working in this format (49.9%). Every fifth respondent (19.9%) called their feelings from distance learning negative. For a third of the respondents, the feelings of the remote work format were positive (30.2%).

At the same time, almost half of the survey participants (49.3%) indicated that they tried to compensate for their knowledge and use additional educational opportunities, including by studying training courses on open online resources. However, further, when answering the question about a personal experience of distance learning, only a small proportion of respondents indicated online courses (Open Education, University without Borders, Coursera).

Answering the question whether the respondents received additional education over the past three months, only a third answered positively - 29.9%. Most of those who completed the training indicated that they took courses not related to their specialty - 39.7%. Studied foreign languages - 25.9%, mastered related specialties at MOOC - 24.3%. It is curious that 8.8% indicated distance classes with tutors in subjects in which they experience difficulties in the process of studying at a university as classes.

Describing their personal achievements, which the students were able to realize thanks to the forced restrictive measures, the majority of the respondents indicated reading books and watching films for which they did not have enough ahead of time - 35.1% of respondents. Another part (19.8%) began to study new branches of knowledge, 14.8% expanded their knowledge in the field of information technology. Every tenth respondent indicated that he received practical skills in a particular field of activity. In total, 53909 answers were received to this question, which indicates the active position of modern young people and the desire to spend time with benefit, interest and engage in self-development.

With regard to the knowledge of information technology, the students noted that the forced distance learning contributed to the improvement of skills in working with

various resources (28.4%) and the improvement of existing skills and knowledge (32.3%).

In general, assessing the effectiveness of their own work in the current semester, a third of the respondents noted that it has not changed due to the transition to distance - 30.3%. 23.1% of the respondents indicated that their work has become more effective. A decrease in the efficiency of their work is recorded by a total of 40.3% of respondents. Of these, almost every fifth noted that it has decreased significantly.

Giving an overall assessment of various aspects of the learning activity of students in a distance format, the survey participants noted that in terms of their motivation, it either does not change (27.6%), or decreases (57.0%). Creativity does not change - 31.2%, 36.8% grows, 32.0% declines. Efficiency - does not change - 23.1%, decreases - 51.0%, increases 25.9%.

Assessment of the organization of distance learning in the spring semester of 2020

In the course of the survey, students highly rated the knowledge and skills of their teachers in the field of information technology. It was called sufficient for effective teaching by 75.4% of respondents. The teachers themselves also approximately assess their competence in the field of information technology (29.9% of the respondents consider it insufficient).

Resources used: For all universities and education systems, not only in Russia, but also in all countries of the world that found themselves in conditions of forced quarantine, it was extremely important to create conditions and organize the continuity of the student learning process. To solve this problem, the most used tool (and probably the most reliable) was email. At the same time, from the point of view of organizing distance learning, mail is not a basic component. However, it is she who is most trusted by everyone - both students and teachers. 66.4% of students noted it in their answers. The most popular resources for organizing direct teleworking were platforms allowing two-way communication with the ability to visualize content. First of all, this is ZOOM, it was indicated by 64.1% of respondents. (It is followed by Skype (24.1%) and Discord (22.4%) by a wide margin.) The university's own LMS platform (DLS) took the third place among the opportunities used for distance learning - 61.1% of the respondents. This group also includes the virtual learning environment (Moodle - 27.9%), since they are most often integrated with each other. Almost every second respondent indicated messengers that were also involved in organizing work in a remote format (48.1%).

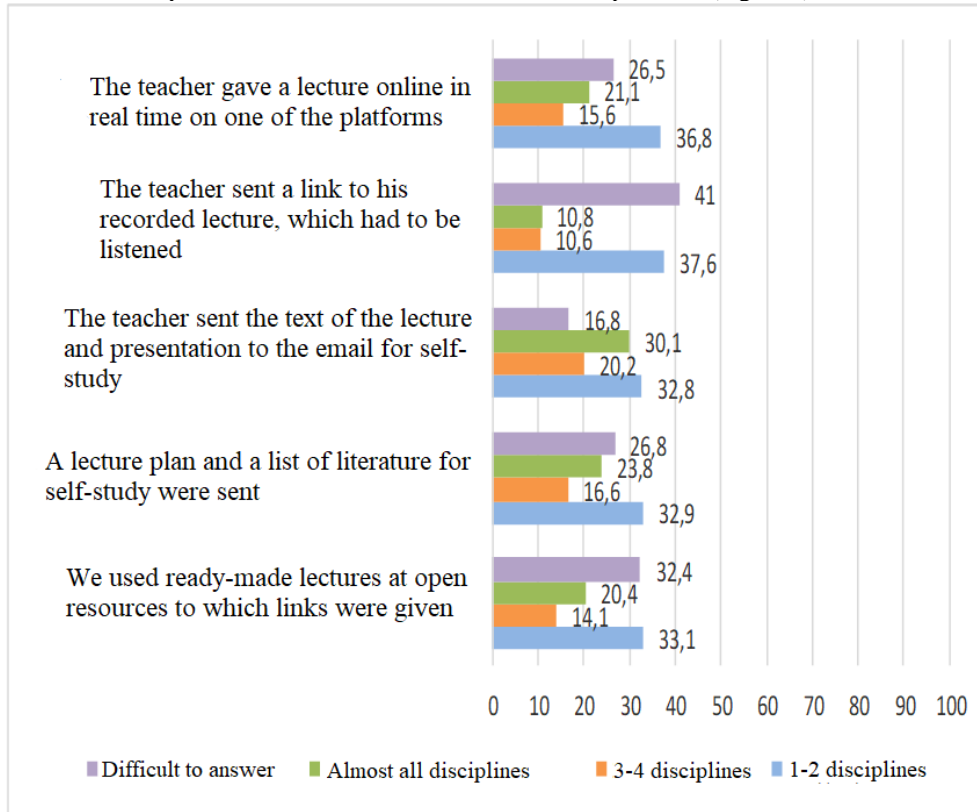
Detailing the organization of distance work by type of educational activity, students separately described the organization of lectures and seminars.

Organization of lectures.

Real-time lectures were delivered on the online platform by 73.5% of respondents. At the same time, 26.5% were unable to give an answer to this question, which, most likely, indicates that classes in this form were not conducted. A link to an already recorded lecture, which had to be listened to, was sent, according to the answers of the respondents, in half of the cases. Also, slightly less

than half of the respondents did not mark this option at all, which indicates that it was not used for their training in the current semester. Sending the text of a lecture and presentation to it by e-mail has become the most common way of organizing the educational process. According to the responses of the survey participants, this form of work was used by 83.1% of the respondents. Another form of

work organization was the distribution of a lecture plan and a list of references for independent search for information and mastering the material. She was also actively used in teaching. This form of work was noted by 73.2% of the respondents. Ready-made lectures on open resources were used, according to the answers of 67.6% of the respondents (Figure 3).

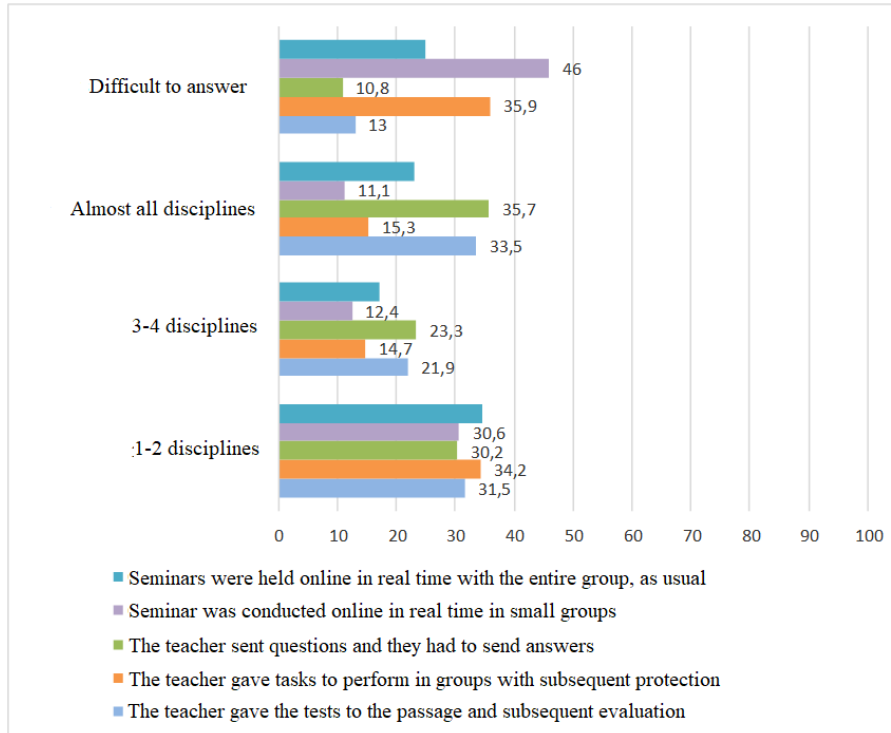


**Figure 3** Forms of organizing lectures in a distance format (in% of the number of respondents) [1]

That is, an analysis of the forms of organizing lecture work in a distance format shows the actual unwillingness of universities to organize it in an active form with well-prepared content. The most unproductive of the above options is to mail out the lecture plan and literature to students. But this form and the distribution of the text of lectures were used in teaching in the current semester quite actively.

Organization of seminars. Conducting seminars in real time with the whole group, as usual, was noted by 75% of respondents. Work in small groups in the format of active interaction with a teacher was indicated by 54% of respondents. This can be assessed as a very good indicator,

since it is this kind of work that is most convenient for the distant student and makes it possible for all students to participate in the seminar. Most of the respondents answered that the seminar work was actually organized offline in the form of answering the teacher's questions and sending them by e-mail within a certain time frame (89.2%). Another active form of learning is completing assignments in groups and protecting work online. This organization of seminars was practiced by 64.1% of students. Tests, as a form of control of students' knowledge and organization of seminar work, were used in organizing training for 87% of respondents (Figure 4).



**Figure 4** Forms of organizing seminars in a remote format (in% of the number of respondents) [1]

An analysis of the respondents' answers shows that active forms of interaction between a teacher and students in organizing seminars are much less popular than passive methods of controlling knowledge and using ready-made developments with a mechanical set of evaluating the result (tests).

Organization of certification. The survey was conducted in June 2020, so most of the students (96.7%) could already assess the experience of passing the final tests and give them their own assessment. 38.9% of the respondents did not find any fundamental differences in passing assessments (exams) at the end of the semester. 27.7% noted that the remote session was easier for them than usual. Every fifth respondent, on the contrary, noted that this format for passing the session turned out to be more difficult for him - 20.0%. The uncertainty of the schedule and format for passing the final tests was also a problem that complicated the passing of the session (10.1%). Thus, the students in the distance format did not actually feel any special problems with passing the session.

Interaction with the scientific supervisor.

An important component of the learning process, transfer of knowledge and experience, the formation of a scientific school and the "cultivation" of a specialist, a kind of interaction within the framework of the institute of mentoring, is joint work in the process of teaching the student and the scientific supervisor. An assessment of the changes in this interaction in connection with the transition to a remote work format seems extremely important and significant. The fact that the organization of work with a scientific supervisor practically did not change was indicated by 43.6% of the respondents, and did not change

at all - 24.2%. Significant changes were noted by 32.2% of the respondents. The answers of the respondents indicate that in the traditional format of full-time education, interaction with the scientific supervisor is carried out remotely. This observation requires additional analysis and evaluation of the effectiveness of such work.

Analyzing the changes in the productivity of the nature of interaction with the scientific supervisor, 46.4% of the respondents noted that it has not changed. Interaction is considered more productive by 23.2%, less productive - by 30.5%.

The main resource for organizing interaction between a student and a scientific supervisor, which is quite obvious, is e-mail - 76.6% of respondents. Then there are instant messengers - 62.2% and online conference communication - 44.8%. Almost every tenth respondent indicated the lack of interaction as such, which is a very alarming indicator, especially for working in a remote format and, in fact, the student's impossibility of real communication with university mentors.

77% of the surveyed students expressed their satisfaction with the organization of their interaction with the scientific supervisor. The share of those who are not satisfied with joint work with a scientific supervisor is also quite high - 23%.

The lack of personal communication with the scientific supervisor and the inconvenience associated with this was noted by 54.2% of the respondents.

Thus, the distance format affects not only the organization of the educational process - lectures and seminars. But it also has a serious impact on the process of transferring experience and skills in the professional sphere -

interaction with a scientific mentor. Despite the fact that in normal work mode, the main form of interaction is e-mail, students experience a lack of personal contact, alienation and the inability to find compensation for these contacts in the educational process. Consequently, the organization and forms of work within the framework of scientific mentoring at the university also need separate analysis, methodological and technical elaboration.

Assessment of difficulties and problems in the organization of distance learning. All survey participants indicated that they experienced certain difficulties in learning when implementing it in a distance format. They were associated with different problems (Figure 5).

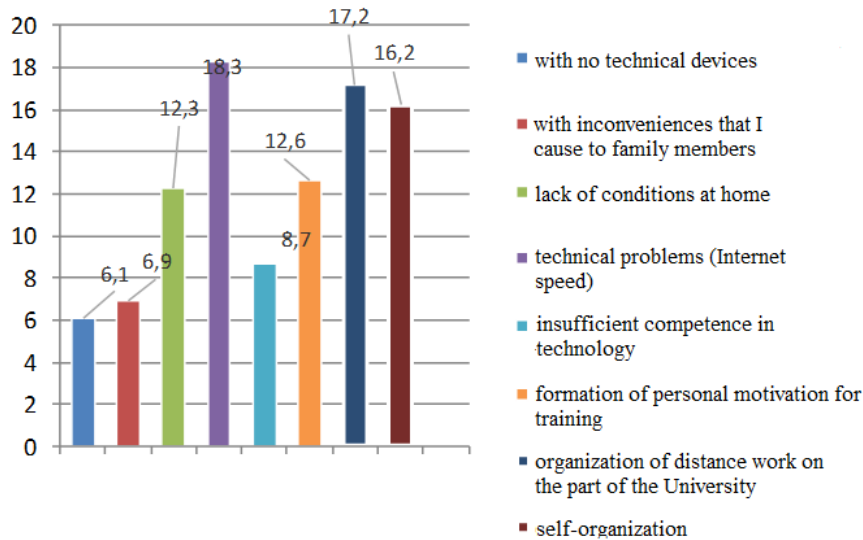


Figure 5 Experienced learning difficulties in distance learning (in % of the number of respondents) [1]

The main difficulties in organizing remote work were named by the respondents as technical problems (Internet speed and connection quality) and the lack of the necessary headset (headphones, microphones, high-resolution cameras) - 24.4% of the respondents. Experienced difficulties with the organization of distance learning from the university 17.2% of respondents. A significant part of the respondents associates the problems that have arisen with personal characteristics: problems of self-organization - 16.2%, the formation of motivation for learning - 12.6%.

It is significant that less than 10% of respondents - 8.7% - indicated such a problem as the lack of necessary technical skills and competencies in organizing their distance learning. This suggests that the current generation of young people is already quite adapted and integrated into the digital educational space. It feels fairly confident from a technical point of view and does not experience significant inconvenience in having to adjust its training from a technical point of view. This makes them significantly different from their teachers, for whom the need to urgently master new technical capabilities, programs and resources, as well as the technical component of working in a digital environment, are a serious, even stressful problem.

Discomfort from learning at home was indicated by 19.2% of respondents. They noted that they caused inconvenience to their loved ones and that they did not have the conditions for comfortable learning from home. However, here it is necessary to make a comment regarding the non-

standard nature of the situation, since at the same time all family members were forced to be at home. At the same time, almost everyone had to carry out their social activity remotely as well (study at school, work from home). This situation is far from usual, therefore this problem should be considered taking into account the prevailing circumstances.

Evaluating the positive and negative aspects of distance work, students note quite real and objective problems. Positive factors of working in a remote format. The main positive aspect of the respondents was the absence of the need to spend time on the way to the place of study and back - 21.7%. Then there is the opportunity to study in a comfortable home environment - 18.4% and the ability to independently structure their working time - 12.3%. For 13.8% of respondents, this is an opportunity to use new resources and technologies, and for 10.3% - the development of new skills. There was also a group of answers reflecting the specifics of the current situation with quarantine - the possibility of additional communication and contacts - with fellow students (6.7%) and with teachers (5.3%).

Negative factors of working in a remote format.

In the first place, the survey participants put social factors - the absence of student life, personal communication - 19.2% and direct communication with teachers - 18.2%. These answers are a direct component of distance learning and require special attention. T, as they show that personal social interaction is an important and significant part not only of learning, but also of a person's life. It cannot be

ignored and no one tries to replace it with other communication channels, organizing interaction online. The share of those who note that online education significantly reduces physical activity is also significant, which will negatively affect human health (15.3%).

16.9% of respondents record an increase in the proportion of independent work and 9.7% are dissatisfied with the lack of laboratory and practical classes in distance learning. Problems in the organization of work on the part of the university were also noted by 8.5% of the respondents.

Assessment of the prospects for distance learning.

Half of the students are not even ready to even consider translating their studies completely into online format - 51.9%. A third part of the respondents noted that this can be realized partially due to the specifics of the disciplines studied (31.9%). 16.2% are completely ready to go online (these are mainly those who study in the humanitarian and technical areas of training).

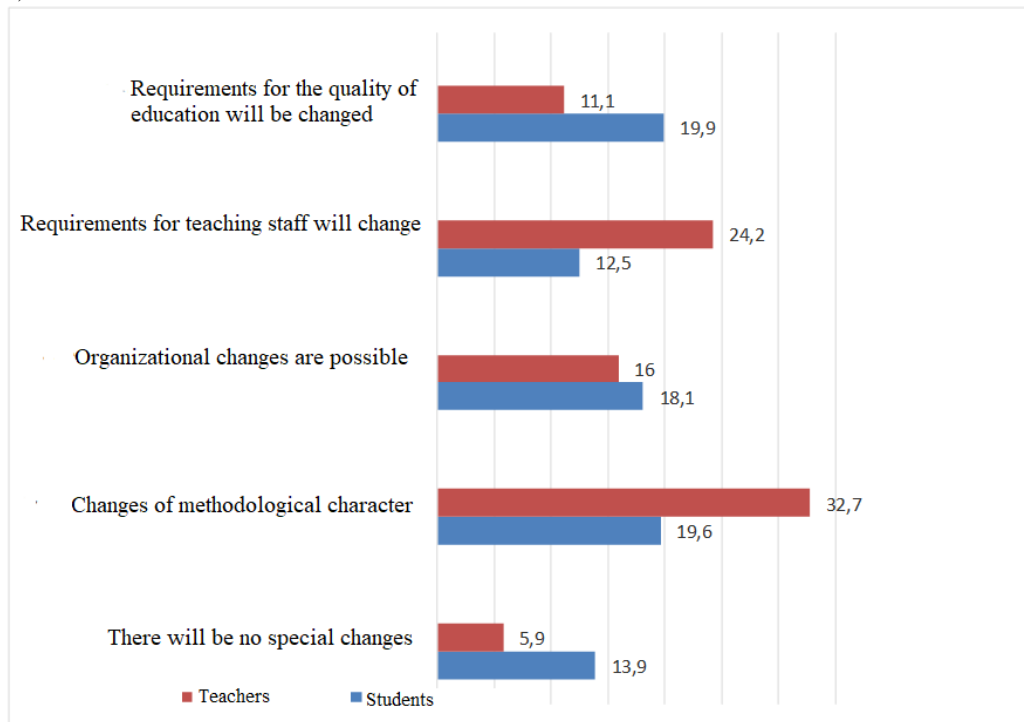
Possible forms of organizing remote work were assessed by the survey participants as follows. Combined training, when all possible forms of organizing communication between a teacher and students are used - 59.0%. Synchronous learning (lecturing and conducting seminars in real time on online platforms) - 29.5% of respondents. Only every tenth respondent chose the option of asynchronous learning, when it is necessary to master lectures from notes and study in the mode of independent work (10.4%). The teachers' answers have an almost

symmetric distribution (the majority favored combined teaching, synchronous teaching - 14.3%, asynchronous teaching - 4.7%). These data fully confirm the current trend towards a gradual transition of education to a blended learning model - which combines traditional learning with distance and online methods.

The assessment of the personal reflection of the respondents in relation to education is generally quite indicative in the answers to the question of whether the change in the format of teaching influenced the perception of education. 33.3% of the respondents indicated that their ideas about education remained unchanged. 37.8% noted that they revealed the effectiveness or, on the contrary, the ineffectiveness of certain techniques, techniques and teaching methods. 18.5% noted significant changes in their views. Moreover, every tenth respondent could not answer this question - 10.4%. This may indicate either the lack of formulation of their own assessments and critical analysis of the situation on the part of students, or the unwillingness to make their, most likely, critical judgments in public space.

In the current information field (publications in the media, on the Internet, in scientific literature and in the statements of authorities and opinion leaders in education), the question of what changes await higher education after the end of the pandemic is being actively discussed.

The opinions of the student respondents on this issue are compared with the opinions of the teachers (Figure 6).



**Figure 6** In your opinion, will the higher education system in Russia change after the lifting of restrictive measures related to the pandemic? (in % of the number of respondents) [1]

The predictive estimates given by the respondents regarding the expected changes in higher education after the lifting of restrictive measures were distributed as

follows: they believe that there will be changes in the methodological nature and organization of work with students (teachers - 32.7%; students - 19.6%); expect



changes in the requirements for the teaching staff (teachers - 24.2%; students - 12.5%); note that changes in the organizational nature of teachers - 16.0%, students - 18.1% are possible (the number of universities will decrease, the possibility of learning remotely will expand) and expect changes in the requirements for the quality of education, for the competencies and skills of graduates 11.15% of the surveyed teachers and 19.9% of students). The share of respondents who answered that there will be no special changes is 5.9% for teachers, and 13.9% for students.

A comparison of the answers of teachers and students shows that students are much more optimistic in their forecasts than their mentors on a number of parameters. They associate the main changes with the practical component of education and with the requirements for university graduates and general objective changes after a forced distance learning.

### **3. RESULTS OF THE STUDY CONDUCTED**

The transition to the remote format of the work of higher education in Russia, according to university students, was carried out quite quickly and massively.

Almost all of the respondents stated that they have their own distance learning system. At the same time, the awareness of the availability of such a resource in the university among students is much higher than among teachers (only about half of the respondents indicated it). Almost all respondents (94.4%) also stated that students have permanent access to DLS resources.

However, a significantly smaller number of respondents stated that this is a really working and constantly used system in teaching among students, as well as among teachers. That is, the data obtained confirm that the problem of introducing and actively using the DLS of universities is at an early stage and needs additional stimulation of the transition to it of all subjects of the educational process. It can be noted that in those universities where the use of the distance learning system was an obligatory element of the organization of the educational process, during the period of forced remote learning, it was actively used in the organization of the educational process.

Despite the popular and actively supported point of view in the media that distance learning is rapidly gaining momentum and gradually replacing the traditional format, or at least seriously competing with it, most of the survey participants noted that until March 2020 they had no personal experience receiving education in a distance format.

An analysis of the assessment of the organization of the educational process during a forced distant student allows us to conclude that both lectures and seminars were organized mainly in a passive format using resources that are not directly related to this form of work - e-mail and communication in instant messengers. The main emphasis was placed on the independent work of students and the

report on this work to the teacher. Slightly more successful was the organization of seminars, when online work in small groups and group defense of projects and creative work in the online conference mode was carried out. However, these types of work are the exception rather than the general line of business. Consequently, a methodological and technical development of possible forms of organizing a seminar, individual practically directed activity is necessary. The more such models and formats there are, the more opportunities the teacher will have to organize their interaction with students (taking into account the specifics of the discipline, the characteristics of students, etc.).

Separately, the study considered the issue of interaction between the student and the scientific supervisor. The data shows that in the traditional work format, the main format of interaction is email. Therefore, on the one hand, it was in this area of work that the students did not feel any special changes, and on the other hand, it suggests that it is necessary to pay more attention to the organization of interaction between the mentor and the student on the subject of the effectiveness and productivity of this work at the level of the university, specialty, direction preparation. It should also be noted that students separately focus on dissatisfaction and a certain alienation due to the lack of direct contact with the scientific supervisor during training and the implementation of term papers and theses. The main difficulties in organizing remote work, according to the respondents, can be summarized in two groups. The first one is technical problems (internet speed and connection quality) and the lack of the necessary headset (headphones, microphones, a good resolution camera). The second group, as the teachers noted in the course of a survey conducted in May, are personal problems - motivation, self-organization, self-discipline. The information received shows that distance education is not only technical limitations. First of all, it is individual training. Consequently, it is not suitable for everyone, and not everyone can organize themselves, their working hours and employment to undergo regular training. Lack of confident personal motivation will at least affect the quality of education, and possibly become the reason for its incompleteness. This observation must be taken into account when developing and implementing the passing of disciplines in a remote learning format.

Research data show that the modern generation of young people is quite adapted and integrated into the digital educational space. They feel fairly confident from a technical point of view and do not experience significant inconvenience. This makes them significantly different from their teachers, for whom the need to urgently master new technical capabilities, programs and resources, as well as the technical component of working in a digital environment, are a serious, even stressful problem.

Assessing the positive and negative aspects of working in a distance format, the main "advantages" of the distance student were the comfort of working at home and the ability not to travel to and from the place of study. Among these "minuses" - the lack of interpersonal, social contact, as an important and significant part of not only learning,

but also a person's life. It cannot be ignored and no one tries to replace it with other communication channels, organizing interaction online.

Evaluating the possible prospects for transferring education to a distance form, almost half of the respondents indicated that they are not ready for this form of work, and do not consider it for themselves as possible for higher education. From the point of view of the most acceptable forms of organizing distance learning, students, like teachers, spoke in favor of combined learning, when all possible forms of organizing communication between a teacher and a student are used. This confirms the current trend towards a possible blended learning model - which combines traditional learning with distance and online methods.

In line with the problems regularly raised in the media and public opinion of the change in students' attitudes towards education in universities under the influence of a forced distance, the assessment of the personal reflection of survey participants in relation to education is indicative. 33.3% of the respondents indicated that their ideas about

education remained unchanged. Another 37.8% noted that they have identified the effectiveness or, on the contrary, the ineffectiveness of certain techniques, techniques and teaching methods. 18.5% noted significant changes in their views. Moreover, every tenth respondent could not answer this question - 10.4%. This may indicate either a lack of formulation of their own assessments and critical analysis of the situation on the part of students, or a reluctance to make their, most likely, critical judgments in public space. Assessing the general prospects for changes in higher education and universities after the pandemic, survey participants associate them with the practical component of education and with changes in requirements for university graduates and general objective changes in life, economy, and the labor market. That is, they potentially formulate a request to expand the practical component of education, increase the share of flexible skills and focus on the rapidly changing requirements of a digital society and a dynamic labor market.

## REFERENCES

- [1] Order of the Ministry of Science and Higher Education of the Russian Federation of March 14, 2020 No. 397 "On the organization of educational activities in organizations implementing educational programs of higher education and corresponding additional professional programs, in the context of preventing the spread of a new coronavirus infection in the Russian Federation". <https://www.garant.ru>.
- [2] Distance learning in the context of the coronavirus. IA REGNUM. <https://regnum.ru/news/society/3091817.html>
- [3] How coronavirus is changing education: global problems and the experience of other countries, 2020. <https://xn--80aabdc3aef1bhdbbd1amr9v.xn--p1ai/kak-koronavirus-menyayet-obrazovanie-globalnye-problemy-i-opyt-drugih-stran/>
- [4] Official website of the Ministry of Science and Higher Education of the Russian Federation. Form N VPO-1 "Information about the organization carrying out educational activities on educational programs of higher education - bachelor's programs, specialty programs, master's programs". <https://minobrnauki.gov.ru/ activity / stat / highed / index.php>
- [5] Online survey of students on the transition to distance learning from the Ministry of Science and Higher Education of the Russian Federation. <https://www.rea.ru/ru/events/Pages/online-opros-minobrnauki.aspx>
- [6] A survey of Russian university professors about working remotely <https://esstu.ru/uportal/faculties/viewNews.htm?newsId=8013>
- [7] E.Yu. Chernyavskaya, Topical issues of the study of reproduction and the formation of human resources in modern Russia, Bulletin of the Tajik State University of Law, Business and Politics. Social Science Series, 2(2) (2015) 199-209.
- [8] O.N. Ragozin, Ye.Yu Shalamova, N.A. Ilyushchenko, O.V. Ragozina, I.A. Shevnin, D.V. Surinov, Sex and age characteristics of daily activity of distance learning students in northern climate, Bulletin of Nizhnevartovsk State University, 2 (2020) 130-135.
- [9] G.G. Karhanyan, Analysis of distance learning in force majeure conditions, Cross - Cultural Studies: Education and Science. Vol. 5.No. 2.P. (2020) 92-96.
- [10] Yu.V. Semenikhina, V.G. Galkin, Yu.N. Kharlamova, S.E. Kostyrykina, Secrets of the success of distance learning / In the collection: Pedagogy and psychology: development prospects, All-Russian scientific-practical conf. with int. participation, ed O. N. Shirokov, pp. 23-26, 2020.
- [11] I. Kalacheva, The. Distance learning system MOODLE in the educational space of the university MOODLE distance learning system in the educational space of the university, Modern university in the digital educational environment: a benchmark for advanced development, X Int. educational and methodological

conf., Chuvash State University named after I.N. Ulyanov, pp. 19-23, 2018.

[12] T.V. Gromova, Distance learning models and basic requirements for the level of mastering the content of the course "distance learning teacher", Russian science: current research and development, IV All-Russian correspondence scientific and practical conf. pp. 185-188, 2017.

[13] M.Yu. Gorbukhova, Distance learning in the conditions of the 2019-2020 academic year. inside view, Experience and prospects of teaching foreign languages in the Eurasian educational space, 5 (2020) 78-88.

[14] E.M. Ruban, I.A. Gordeeva, A.A. Lekomtseva, Optimization and Evaluation of the Effectiveness of Distance Learning for Professional Training of Bachelors of Education - Future Teachers at a Pedagogical University in a COVID-19 Pandemic, Modern Scientist, 5 (2020) 118-123.

[15] D.V. Rakutina, S.V. Polyakova, Distance learning as a form of organization of the educational process, The synthesis of science and education in solving global problems of our time, Ufa, pp. 205-210, 2020.