PROFESSIONAL EDUCATION IN A PANDEMIC

**Svetlana V. Lezhenina^{1*}, Nadezhda V. Shuvalova², Ansell Lammert³
Oleg N. Viktorov⁴, Olesya I. Moscovskaya⁵
Alexander V. Moskovsky⁶, Svetlana A. Yastrebova⁷**

¹Assoc. Prof., M.D., Ph.D., I. N. Ulyanov Chuvash State University, RUSSIA, svl-8888@bk.ru

²Prof., M.D., D.Sc., I. Ya. Yakovlev Chuvash State Pedagogical University, RUSSIA
msta77@yandex.ru

³M.D., M.Sc., B.Sc.N., I. N. Ulyanov Chuvash State University, RUSSIA
ansellammert@seznam.cz

⁴Assoc. Prof., M.D., Ph.D., I. N. Ulyanov Chuvash State University, RUSSIA, viktorovon@mail.ru

⁵Assoc. Prof., Spec.-Biol., Ph.D., I.N. Ulyanov Chuvash State University, RUSSIA,
alissmoskovskaya@yandex.ru

⁶Prof., M.D., D.Sc., I. N. Ulyanov Chuvash State University, RUSSIA, moskovskii9@yandex.ru

⁷Assoc. Prof., Spec.-Biol., Ph.D., I. N. Ulyanov Chuvash State University, RUSSIA
yastrebovasvetka1@yandex.ru

*Corresponding Author

Abstract

Purpose of the study: to identify the most preferable, from the point of view of practical training, tools and resources for organizing distance learning for vocational education programs in the Chuvash Republic, in the period March 2020-November 2020.

We obtained the following results from the survey on the use of tools and resources for organizing distance learning in vocational education programs, sorted by % of respondents. The survey involved 10 institutions of professional education of the Chuvash Republic, and those interviewed were the heads of the various departments responsible for organizing distance learning. These results are presented below: video conference between teachers and students – 27%; development of new teaching materials in text form – 3% preparation of video materials – 0%; creation of virtual learning environments – 0%; development of blogs and discussion forums – 15%; YouTube – 0%; distribution of educational materials in text form – 50%; simulators and virtual or augmented reality tools – 0%; use of television – 0%; using podcasts – 0%; the respondent finds it difficult to answer – 5%.

Conclusions: 1) As a rule, theoretical courses are the focus of distance education in colleges. At the same time, these colleges plan to fill the gap in practical training only after returning to a traditional mode of education; 2) For teachers, an important aspect of the organization of distance learning is not only the organization of training, but also the issue of psychological support for students during forced isolation; 3) The experience of the past months has confirmed the effectiveness of group forms of organizing distance learning. These forms of academic work help alleviate the lack of social differences in students.

Keywords: vocational training and pandemic, pandemic and hands-on learning challenges, distance learning methods.

1. RELEVANCE

The pandemic has become a global challenge for vocational education systems around the world, and the

Chuvash Republic is no exception. The transition to distance learning has, once again, clearly demonstrated the acuteness of socio-economic inequality, both at the broad state level and between distinct social groups. Inequality manifests itself not only in the differences in the material and technical base (students' access to modern technology), but also in the existence of a margin of safety in vocational education systems. This margin is defined in terms of the availability of modern methodological developments, digital technologies, and the availability of educational content in various languages. Countries with such a margin of safety have had much more room for emergency action (Krotenko, 2020; The list).

Training workers and technical specialists in the Chuvash Republic has acquired an applied, practical nature. For example, future nurses of the Medical College under the Ministry of Health of the Chuvash Republic should master the implementation of educational and practical medical procedures in healthcare institutions. Training in any profession usually requires access to equipment, sometimes complex and expensive. This training takes place with the direct participation of a curator who instructs, prompts, and points out the mistakes. It is incredibly difficult, and in some cases impossible, to organize this entire process remotely and without students having access to real equipment and face-to-face contact (Popov and Alexandrova, 2020; Decree).

2. PROBLEM

In addition to the task of organizing the learning process within the walls of professional educational organizations under quarantine conditions, the vocational education system requires that students undergo professional training in real-life workplace conditions. The organization of practices in the context of coronavirus in the Chuvash Republic has caused great difficulties, since a significant part of enterprises suspended their activities as part of measures to combat COVID-19. In addition, even in cases where firms did not cease operations, the quarantine of colleges made it difficult to coordinate the educational process between educational organizations and employers.

Purpose of the study: to identify the most preferable, from the point of view of practical training, tools and resources for organizing distance learning for vocational education programs in the Chuvash Republic, in the period March 2020-November 2020.

Research methods: a quantitative research method was used, which employed a questionnaire survey of vocational education institutions. The following options were included in the questionnaire: videoconference between teachers and students, development of new teaching materials in text form, preparation of video materials, creation of virtual learning environments, development of blogs and discussion forums, YouTube, distribution of teaching materials in text form, simulators and virtual or augmented tools. reality, the use of television and podcasts.

Research results. We obtained the following results from the survey on the use of tools and resources for organizing distance learning in vocational education programs, sorted by % of respondents. The survey involved 10 institutions of professional education of the Chuvash Republic, and those interviewed were the heads of the various departments responsible for organizing distance learning. These results are presented below: video conference between teachers and students – 27%; development of new teaching materials in text form – 3% preparation of video materials – 0%; creation of virtual learning environments – 0%; development of blogs and discussion forums – 15%; YouTube – 0%; distribution of educational materials in text form – 50%; simulators and virtual or augmented reality tools – 0%; use of television – 0%; using podcasts – 0%; the respondent finds it difficult to answer – 5%.

3. CONCLUSIONS

- As a rule, theoretical courses are the focus of distance education in colleges. At the same time, these colleges plan to fill the gap in practical training only after returning to a traditional mode of education (The government);
- For teachers, an important aspect of the organization of distance learning is not only the organization of training, but also the issue of psychological support for students during forced isolation.
- The experience of the past months has confirmed the effectiveness of group forms of organizing distance learning. These forms of academic work help alleviate the lack of social differences in students (Order of the Ministry; Types of professions).

One of the key problems associated with the organization of distance learning in vocational education was the provision for the practical part of training. The transfer of on-the-job internships to a remote medium turned out to be impracticable for a significant part of professional educational organizations. Data for the

Chuvash Republic indicate the impossibility of making a single decision vis-a-vis the entire population of students. In this case, the priority should be to ensure the safety of students and to preserve their life and health. In addition, the importance of developing regulatory and legal mechanisms to potentially increase the duration of study in cases where quarantine measures significantly influenced the course of practical training of students must be emphasized.

The most important lesson of the crisis is that the constituent entities of the Russian Federation, and also individual professional educational organizations, should have prepared in advance action plans in case of situations that force them to temporarily suspend their full-time work. The experience and data gained during the forced transition to distance learning during a pandemic should be used to develop new action plans for professional educational organizations in emergency situations (Lessons; 18 professions).

Teachers need to be systematically introduced to the use of new computer technologies. This requires massive and systematic retraining, in order to master modern digital skills. To begin with, it is important to analyze what and how teachers are taught in the current professional development programs, which are financed today from the regional budget. Regular completion of advanced training programs aimed at mastering modern digital competencies should be a priority task for all teachers in the professional education system.

REFERENCE LIST

1. Akhmetshin, A. A. (2018). The concept of the viability of institutions of additional professional education: an overview and definition // *Creative Economy*, vol. 12, no. 3.
2. Valiev, Sh. Z. (2015). On the role of additional educational services in solving personnel problems of housing and communal services // *Bulletin of USPTU. Science, education, economics. Series: Economics*, no. 1 (11).
3. Krotenko, T. Yu. (2020). Problems and opportunities of the e-learning system // *Bulletin of the University*, no. 5.
4. The list of sectors of the Russian economy most affected by the deterioration of the situation as a result of the spread of the new coronavirus infection [Electronic resource]. URL: https://www.economy.gov.ru/material/dokumenty/perechen_otrasley_ekonomiki_postradavshih_v_rezultate_raspros-traneniya_koronavirus (Date of treatment 25.08.2020).
5. Popov, V. L., Alexandrova, T. V. (2020). Integratives as a form of personnel training in the context of the implementation of the national project "Labor productivity and employment support" // *Bulletin of the University (State University of Management)*, no. 6.
6. Decree of the Government of the Russian Federation of April 3, 2020 N 434 "On approval of the list of sectors of the Russian economy that are most affected in the context of a worsening situation as a result of the spread of a new coronavirus infection".
7. The government allocated 3 billion rubles for retraining the unemployed [Electronic resource]. URL: <https://yandex.ru/turbo/s/vedomosti.ru/economics/news/2020/08/20/837196-3-mlrd-na-pereobuchenie-bezrabotnih> (Date of treatment 27.08.2020).
8. Order of the Ministry of Science and Higher Education of the Russian Federation of August 28, 2020 N 1133 "On the organization of the beginning of the 2020/21 academic year in organizations subordinate to the Ministry of Science and Higher Education of the Russian Federation in the context of preventing the spread of a new coronavirus infection (COVID-19) in the territory Russian Federation".
9. Types of professions [Electronic resource]. URL: <http://www.grandars.ru/college/biznes/tipy-professiy.html> (Date of treatment 25.08.2020).
10. Lessons from the "stress test" universities in a pandemic and after it: analytical report (2020). Ministry of Science and Higher Education of the Russian Federation.
11. 18 professions in demand during and after quarantine [Electronic resource]. URL: <https://miridei.com/success-ideas/business-ideas/18-vostrebovannyh-professij-na-vremya-i-posle-karantina> (Date of treatment 26.08.2020).