

18th PCSF 2018
Professional Culture of the Specialist of the Future

**EXPERIENCE IN INTEGRATING PUBLIC RESOURCES OF
UNIVERSITY IN PROVIDING ON-LINE EDUCATION**

L.V. Zanina (a), Zh.Yu. Kara (b), V.A. Kirik (c), A.V. Miroshnichenko (d)*

*Corresponding author

(a) Southern Federal University, Nagibina 13, office 519, Rostov-on-Don, 344000, Russia, lvzanina@sfedu.ru

(b) Southern Federal University, Nagibina 13, office 228, Rostov-on-Don, 344000, Russia, kara_j@mail.ru

(c) Southern Federal University, Nagibina 13, 510, Rostov-on-Don, 344000, Russia, vakirik@sfedu.ru

(d) Southern Federal University, Nagibina 13, office 228, Rostov-on-Don, 344000, Russia, akmrgu@mail.ru

Abstract

The experience in the development of the on-line course "Prevention of dependencies of schoolchildren: risks, technologies, advice, advice" is presented, taking into account the specificity of the teacher's position in conditions of binary paradigmatic opposition in the transition to a digital society and digital educational environment. The analysis of risks and threats to the life activity of schoolchildren in the context of transition to an innovative educational paradigm and the difficulties that the teacher faces in these conditions, in connection with the changing requirements for his activities. The content of the on-line training course is presented, the implementation of which contributes to the solution of the problem of continuing professional education of the teacher, and developed as a result of the cooperation of the Southern Federal University with the University Alumni Association, which provided developers with a platform for implementing the online course program. A list of professional competencies is being developed, which are being improved in the process of studying the online course.

© 2018 Published by Future Academy www.FutureAcademy.org.UK

Keywords: Addiction prevention, risks, security, the digital educational space, threats.



1. Introduction

The state of human history at the present stage is determined by the contradiction of man-made and humanistic tendencies, which makes it possible to define the situation as extremely acute. Philosophers consider this contradiction as a global fundamental contradiction of the natural and artificial, the solution of which requires a deep study of the laws of social life, which, in turn, is the methodological foundation of the humanities education. The modern educational situation is also determined by the binary nature of paradigmatic oppositions, when simultaneously the well-established traditional point of view on the essence of education coexists; and innovative, which casts doubt on the productivity of the traditional. At the same time, the problem of ensuring the unity of the educational space, which in the modern educational situation is defined as a digital educational space, whose technologies and educational tools are primarily focused on the education of the moral personality, socially responsible young people, capable of taking part in the construction of a new Russian democratic society. This approach determines the importance of the humanitarian paradigm, the values of which allow preserving and developing relations as a manifestation of a truly human essence, which gives stability to the existence of man in the world. The main slogan of the humanitarian paradigm is "the education of man in man"; help the person in the formation of such a system of relations to himself, to the world and to the world, which helps him to acquire the meaning of his own being (Rudenkin, 2018). In this educational situation, there are additional difficulties and risks for both the student and the teacher, who must model the digital educational space, realizing the humanitarian paradigm in changing educational and life situations (Poleshchuk, 2008).

2. Problem Statement

In the conditions of the binary nature of paradigmatic oppositions in the modern educational situation, when the high rate of change in information flows leads to the fact that information does not have time to transform into knowledge; the notion of "continuous education", according to which education, "once and for all," loses its meaning, is considered in a special way, since it is not an end in itself, but a means of continuing education throughout life. Thus, it is relevant to consider the essence of the continuity of professional education of the teacher, which is designed to model and implement the pedagogical process in the context of transition to an innovative educational paradigm. The complexity of this position lies in the fact that changes are taking place both in essence and content of education (Arshinov & Lebedev, 2007), and in the characteristics of readiness for the continuous education of schoolchildren and teachers. And, in addition, the actual ways are to "finish" these competencies of the teacher during the transition period to the "digital culture" in conditions of binary educational opposition. In the mentioned conditions, in a special way, the system of supplementary education should be considered. Its essence, technologies and separate methods (Savelyev, 2007).

3. Research Questions

In a number of studies, the innovative paradigm is defined as the "new electronic culture" described in the categories "digital nomadism" and "consciousness transformation" (Aladyshkin, Kulik, Michurin & Anosova, 2017), which is reflected in the accumulated problems associated with the implementation of digital education: 1) the feasibility of classical traditional processes of formation, translation and mastering

knowledge and, consequently, the learning process (Bylieva, Lobatyuk, & Rubtsova, 2018) on the basis of an analysis of the destructive consequences of network communications and the manifestations of Internet culture, 2) risks of information security of students, threats to the destruction of mental health of the population, 3) the danger of generating deviations of various types (Gashkova, Berezovskaya, & Shipunova, 2017), 4) the development of Internet addiction, the threat of the development in society of a "new antagonism" that generates, on the one hand, enmity and intolerance in society between those who associate themselves with the inhabitant of the social empirical space and, on the other hand, the inhabitants of the virtual space (Aladyshkin, Kulik, Michurin, & Anosova, 2017). Proceeding from the above problems and risks, the following research questions were formulated: how can the formation of the teacher's competencies in the conditions of the binaryism of the paradigmatic oppositions of education be ensured in the system of advanced training? And how in these conditions is the continuity of the teacher's professional education considered? Can the university use the public resources and capacity in the organization of continuous pedagogical education?

4. Purpose of the Study

Based on the realities of the transition period to digital education, the "new electronic culture" described in the categories "digital nomadism" and "consciousness transformation" (Holod, 2017). According to the researchers, a contemporary of a digital society can be described as a digital nomad characterized by qualities of hedonistic selfishness, including: the need for priority satisfaction of the desire not to be tied to a permanent workplace, and freely structure its living space and time; to carry out social communication solely on the basis of objective necessity and of one's own volition; determine the secondary interests of the family and loved ones (Senko & Frolovskaya, 2017). In this case, the teacher and the parent need to show the risks of these characteristics and what are the ways to prevent their occurrence.

Therefore, the aim of the research is to develop an on-line program of advanced courses for teachers and parents (since it is a single space for continuing education), which provides a positive impact on the existing practice of protecting schoolchildren in threats related to the specifics of their communication in the network; which exerts a positive influence on the changes in the existing educational reality, and improves the quality of the professional activity of the teacher (and the parent community), and determines the forms of interaction between the parties in a continuous educational space. This definition of the purpose of the study (Tyaglova, 2012) is based on the consideration of the main purpose of continuing education in satisfying the individual needs of the trainee's interests, increasing competence, including the ability to independently improve the economic, social, political and cultural conditions of one's own life (Kolesina, Miroshnichenko, Saidov, & Grimsoltanova, 2016). Defining the purpose of the study, we proceeded from the recognition of the binary nature of paradigmatic oppositions in the modern educational situation, which means the need for a new understanding of the purpose and objectives of the education system, based on an analysis of current trends in society. At the same time, we proceeded from the fact that the implementation of the new paradigm is carried out by practical teachers, the degree of meaningfulness with which the necessity of transition to an innovative paradigm ensures the success of its implementation. And in this aspect, attention should be paid to the fact that the traditional educational paradigm is characterized by excessive stability and conservatism of teachers, whose personal mechanism lies in the fact that routine

and documented pedagogical activity, rituals, etc. contribute to the immutability of the current state of affairs. Which, in turn, is a way to provide the teacher with their own safety. Therefore, the specific goal of the study is to adjust the pedagogical position of the teacher towards the development of his creativity and the positive perception of educational innovations.

5. Research Methods

The need to develop and implement a professional development program led to the results of a survey of teachers showing that teachers see drug use and computer addiction as a threat to schoolchildren. However, analyzing the indicators of the threat of computer addiction, you found out that for teachers the danger lies in the fact that being in the network hinders the fulfillment of tasks and the success of studies. To develop an online advanced education course between the Southern Federal University and the SFU Alumni Association, a license agreement was signed, according to which the Alumni Association was transferred to the SFedU for the development of on-line courses. The Alumni Association of SFedU develops a platform on which educational content is placed.

6. Findings

The program of on-line training for teachers "Prevention of dependencies of children and schoolchildren: risks, technology, advice, advice", is designed for 72 hours and includes the following modules:

Table 01. The program of on-line training, main modules

Module	Contents
Technologies for the prevention of alcohol and drug addiction 8 hours	Psychological and pedagogical basis of dependence. Age features of manifestation. Technologies for designing primary prevention programs based on GEF. Social anti-drug advertising. Media service in the school. Volunteering in the prevention of dependencies
Technologies for the Prevention of Extremism and Xenophobia 8 hours	The main accents in the prevention of extremism and technology for their prevention: 1) forcible change in the fundamentals of the constitutional system and violation of the integrity of the Russian Federation. 2) the public justification of terrorism, 3) the incitement of social, national, racial or religious hatred. 4) propaganda of exclusivity, superiority and inferiority. 5) calls for extremist propaganda, 6) Nazi propaganda of paraphernalia or symbols.
"Speech technologies of involvement in destructive social practices" 6 hours	Speech strategies and tactics of involvement in destructive social practices and technologies for their diagnosis and prevention: 1) propaganda of cruelty and violence, 2) propaganda of suicide, 3) propaganda of drug addiction. 4) propagation of incest, 5) involvement in a religious extremist organization. 6) involvement in sects, training communities, 7) diagnosis of community content in a social network.

<p>"Communicative Aikido 10 hours</p>	<p>Conflict communication: a verbal portrait of a communicant. Speech aggression: tactics of counteraction. Speech manipulation: recognition and reaction.</p>
<p>"Technologies for diagnosing and correcting the risks of the appearance of dependencies in family". 10 hours</p>	<p>Technologies for identifying personal characteristics of children and adolescents, family relationships and child-parent relations: a package of diagnostic data with instructions. Corrective technologies: For children and teenagers. Development of emotional intelligence in the training of communication, healthy communication, as well as individual work. For parents. Analysis of intrafamily relations. Changing the destructive patterns of behavior. Working with the self-concept of parents. Development of personal and personal environment resources on the formation of more effective models of family relationships. For teachers. Conducting preventive training for the promotion of HLS. Group and individual work aimed at the prevention of emotional burnout, as well as psychological competence</p>
<p>Technologies for preventing Internet addiction 10 hours</p>	<p>Violation of psychological stability and harmonious development as the basis for the emergence of Internet addiction (replacement of live communication with virtual). Transformation in the communicative and emotional-volitional spheres.</p>
<p>Technologies for preventing suicidal behavior 10 hours</p>	<p>The weakening of willful functions, the substitution of values and the depreciation of the meaning of life (which is exacerbated by extreme depressive states or when factors that the human psychological defense mechanisms fail to cope with) can lead to suicidal behavior and actions. Improvement of qualification in this part is aimed at discussion and understanding of the processes, causes and conditions of the above-mentioned risks among children and adolescents, their accompaniment.</p>
<p>Express diagnosis of the emotional state of adolescents prone to addiction 10 hours</p>	<p>The main indicators of the emotional and physical state of children and adolescents. Predictors and indicators for which it is not possible for a specialist to identify markers of a pathological condition. Technologies of step-by-step actions of parents and teachers in nonspecific prevention of threats of dependence in a schoolboy</p>

The professional competencies of the students, deepening and improving in the course of the advanced training course include the following:

- the ability to carry out practical activities on the social, pedagogical, psychological support of children and adolescents, as well as their families, coordination of interaction in this area of various institutions, organizations and services,

- the ability to monitor the social educational environment, carry out an assessment of risks and development resources,
- the ability to develop and implement programs aimed at preventing deviant behavior.
- the ability to identify the specific features of a person's mental functioning, taking into account the characteristics of age stages, development crises and risk factors, monitor the personal development and social behavior of individuals and groups, make psychological and pedagogical diagnostic conclusions and recommendations for their use,
- the ability to identify individuals at risk, to carry out psychological and pedagogical diagnosis of minors with deviant behavior,
- the ability to develop and implement pedagogical and psychological technologies, programs aimed at personal growth of children and adolescents, their harmonious development, the formation of attitudes towards a healthy lifestyle, the productive overcoming of life's difficulties;

To help teachers, the researchers of the Academy of Psychology and Pedagogy of the Southern Federal University have developed a program for identifying the predictors of addictions in the youth environment (certificate of state registration of the computer program No. 20108616276). The developed program allows you to track the emergence of signs of possible dependence in students and at this stage to ensure their prevention and prevention. The content of such activities is presented by the on-line program for the professional development of teachers "Prevention of dependencies of children and schoolchildren: risks, technologies, advice, advice".

The pilot launch of the program showed that its implementation implies the continuation of the on-line course in the form of webinars on specific topics that aroused special interest among the audience.

7. Conclusion

In the conditions of development of the digital educational environment, the complete informatization of human life, the position of the teacher is the most vulnerable, since, as the teacher is the organizer of the educational process. In the conditions of changing educational paradigms, it is the teacher who is expected to raise expectations, which, on the one hand, require him to meet the new requirements of the educational environment. And on the other hand - to have information about the individual characteristics of students and take them into account in modeling the educational interaction. With the third party, the psychological and pedagogical characteristics of modern schoolchildren, significantly changed under the influence of active network communication. And this should also be taken into account by the teacher. In this increasingly difficult field, the teacher needs support and scientific and methodological support, which will be successfully implemented with the support of the scientific community, the community of professionals and the parent community. A variant of the solution of this problem is the presented experience of cooperation between the scientists of the Southern Federal University and the Alumni Association of SFedU (in particular, the public chair of modern technologies and counseling in psychotherapy), on the platform of which the on-line refresher course for teachers "Prevention of dependencies of children and schoolchildren: risks , technology, advice".

Acknowledgments

The research team expresses its gratitude for Alexey Lisnyansky, member of the board of the Association of Alumni of SFedU, the official partner of Mail.Ru Group in the South of Russia, the initiator of the project "Rostov at the fingertips", for the resource support of our research and Olga Shorokhov, the head of the public chair of modern technologies in counseling and psychotherapy of the Alumni Association of SFedU for their participation in the development of the content of on-line training for teachers "Prevention of dependencies of children and schoolchildren: risks, technologist and advice, advice".

References

- Aladyshkin, I., Kulik, S., Michurin, A. & Anosova, N. (2017). Information Prospects For Socio-Cultural Development: Contradictory Grounds *RPTSS 2017 International Conference on Research Paradigms Transformation in Social Sciences, The European Proceedings of Social & Behavioural Sciences EpSBS, Vol. XXXV*, 19-25. doi:10.15405/epsbs.2018.02.3
- Arshinov, V.I., & Lebedev, M.V. (2007). Postneklassicheskaya racionalnost, virtualistika I informacionnie tehnologii. [Post-non-classical rationality, virtualistics and information technologies.] *Philosophical sciences*, 7, 9-29. [In Rus.]
- Bylieva, D., Lobatyuk, V., & Rubtsova, A. (2018). Homo Virtualis: existence in Internet space. *SHS Web of Conferences 44, 00021 (2018) CC-TEESC2018*. DOI: 10.1051/shsconf/20184400021
- Gashkova, E., Berezovskaya, I., & Shipunova, O. (2017). Models of self-identification in digital communication environments. *RPTSS 2017 International Conference on Research Paradigms Transformation in Social Sciences, The European Proceedings of Social & Behavioural Sciences EpSBS, Vol. XXXV*, 374-382. doi:10.15405/epsbs.2018.02.44
- Holod, A.M. (2017). "Novaya elektronnyaya kultura", cifrovoi nomadizmi transformatsiyaso znaniya/ cifrovoe kochevnichestvo kak globalnii I sibirskii trend ["New electronic culture", digital nomadism and the transformation of consciousness] / digital nomadism as a global and Siberian trend.]. In G. A. Okushova (Ed.), *Collection of materials of the III International transdisciplinary scientific and practical WEB-conference*. (pp. 283-290). Tomsk: National Research Tomsk State University.
- Kolesina, K.Yu., Miroshnichenko, A.V., Saidov, A.A., & Grimsoltanova, R.E. (2016). Integrativnie processi kak soderzhatelno processualnoe yadro metaproektnogo obucheniya [Integrative processes as the intensional and procedure kernel of metaproject education.] *Russian psychological journal, Vol. 13, Issue 3*, 73-89 DOI: 10.21702/rpj.2016.3.5
- Poleshchuk, L.G. (2008). Sovremennye problemy filosofii v obrazovanii [Modern philosophical problems of education.] *Modern science-intensive technologies, 1*, 91-92
- Rudenkin, D.V. (2018). Ekspansiya interneta v prostranstvo povsednevnoi kommunikatsii rossiiskoi molodegi: portret yavleniya. [Expansion of the Internet into the space of everyday communication of Russian youth: a portrait of the phenomenon.] *The scientific journal "Discourse", 4 (18)*, 188 - 196. [In Rus.]
- Savelyev, A.V. (2007). Epistemologiya samopoznananiya v neirokomputernoi paradigmat.[Epistemology of self-knowledge in the neurocomputer paradigm.] *Philosophy of Science. 3 (34)*, 41-55[In Rus.]
- Senko, Yu.V., & Frolovskaya, M.N. (2017). Gumanitarnoe osnovanie klasternogo podhoda v podgotovke pedagoga [The humanitarian basis of the cluster approach in teacher training.] *World of Science, Culture, Education. Gorno-Altaysk. No. 1 (62)*, 153-154. [In Rus.]
- Tyaglova, E. V. (2012). Specifika gumanitarnoi paradigmati v issledovanii mirovozzreniya [Specificity of the humanitarian paradigm in the study of the world outlook.] *Izvestiya Saratov University. New Ser. T. 12. Ser. Philosophy. Psychology. Pedagogy, vol. 4*, 41. [In Rus.]