

ppi 201502ZU4645

Esta publicación científica en formato digital es continuidad de la revista impresa
ISSN-Versión Impresa 0798-1406 / ISSN-Versión on line 2542-3185 Depósito legal pp
197402ZU34

CUESTIONES POLÍTICAS

Instituto de Estudios Políticos y Derecho Público "Dr. Humberto J. La Roche"
de la Facultad de Ciencias Jurídicas y Políticas de la Universidad del Zulia
Maracaibo, Venezuela



Vol.41

Nº 79

Octubre

Diciembre

2023

Legal transformation of the content and forms of education under the pressure of the COVID-19 Pandemic

DOI: <https://doi.org/10.46398/cuestpol.4179.20>

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Abstract

The main objective of the article was to study the characteristics of the legal transformation of the contents and forms of education under the pressure of the COVID-19 pandemic. The research methodology was based on the dialectical, systemic and institutional approach. Legal provision and public policy in the field of education and science play a decisive role in ensuring the development of human capital and, at the same time, the achievement of economic benefits through stable economic growth, social and individual well-being, future prosperity and quality of life, all of which have an impact on legal awareness. It is concluded that achieving these objectives requires policy initiatives, long-term investments and effective management decisions, especially in the face of the effects of COVID-19. As a result of the study, the main characteristics and mechanisms of the phenomenon of legal transformation of the contents and forms of education under the pressure of the COVID-19 pandemic were investigated.

Keywords: legal transformation; society; quarantine measures; education; COVID-19 pandemic.

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Transformación jurídica de los contenidos y formas de la educación bajo la presión de la pandemia del COVID-19

Resumen

El objetivo principal del artículo fue estudiar las características de la transformación jurídica de los contenidos y formas de la educación, bajo la presión de la pandemia del COVID-19. La metodología de la investigación se basó en el enfoque dialéctico, sistémico e institucional. La disposición legal y la política pública en el campo de la educación y la ciencia juega un papel decisivo para asegurar el desarrollo del capital humano y, al mismo tiempo, la obtención de beneficios económicos a través del crecimiento económico estable, el bienestar social e individual, la prosperidad futura y la calidad de vida, todo lo cual incide en la conciencia jurídica. Se concluye que alcanzar estos objetivos requiere iniciativas políticas, inversiones a largo plazo y decisiones de gestión efectivas, especialmente ante los efectos del COVID-19. Como resultado del estudio se indagaron las principales características y mecanismos del fenómeno de transformación jurídica de los contenidos y formas de la educación bajo la presión de la pandemia del COVID-19.

Palabras clave: transformación legal; sociedad; medidas de cuarentena; educación; pandemia COVID-19.

Introduction

One of the most important social institutions that satisfies the need of society for the reproduction and transfer of knowledge, social experience, and the solution of socio-political, economic and cultural problems is education. Modern education is a complex dynamic social phenomenon that is being transformed along with society and its needs. The level of development of this social institution, the quality of education in the state makes it possible to assess the civilization and general state of the culture of society.

Changes in the natural, social and cultural foundations of human life in one way or another affect the transformational processes in education, the definition of its place in society, the dynamics and essence of changes. The social role and nature of the interaction of education with other spheres of public life, the methodology of education, the dynamics of the processes of education and upbringing, the relationship between students and teachers, etc., acquire new qualities. The global COVID-19 pandemic that began in 2019 exacerbated the global economic and social crisis and revealed new

social problems that need to be addressed urgently. But we cannot agree with this. An attempt to analyze scientific primary sources revealed a rather limited theoretical base and the lack of fundamental research on the problem of transforming the education system in a pandemic.

The forced introduction of quarantine measures during the pandemic led to the transition of education to distance learning. For many participants in the educational process, this form turned out to be quite problematic in terms of organization, psychological characteristics, complexities of information, financial, technical, scientific, methodological and other types of support. However, this form is not new and has long been used in world pedagogical practice. Its main advantage over other forms of education is the convenience for students who get the opportunity to choose their own time and place of study. This allows the student to be more mobile, work and at the same time study or even receive education in another country. True, in a pandemic, when full-time students were transferred to distance learning, this mobility was lost.

The general conclusion that scientists and educators are inclined to in a situation of a pandemic and social uncertainty is that the existing models of education in a pandemic can acquire such fundamental changes that returning to them in the future will become almost impossible, and the social consequences of these transformations will be much more difficult than we now imagine. Therefore, modern science and scientists face the difficult task of anticipating the reflection of educational problems and scientific prediction of effective ways to solve them.

The main purpose of the article is to study the features of the legal transformation of the content and forms of education under the pressure of the COVID-19 pandemic.

1. Materials and methods

The research methodology is based on dialectical, systemic and institutional approaches, according to which the phenomenon of education is considered as a continuous process, during which both state-legal and intra-organizational mechanisms are involved. During the study, general scientific and special scientific methods were used to study the phenomenon of legal transformation of the content and forms of education under the pressure of the Covid-19 pandemic.

The interpretation of the main categories and concepts is based on the use of methods of analysis and synthesis, induction and deduction, abstraction, analogy, theoretical generalization and modeling in the formation of a generalized vision of the process of legal transformation of the content and

forms of education under the pressure of the Covid-19 pandemic. All this allows to achieve the goal set in the article.

2. Literature review

The challenges facing the educational systems of all countries of the world, generated by the COVID-19 pandemic, require prompt response from teachers and students in order to provide quality education. The pandemic has led to dramatic changes in education throughout 2020 worldwide. According to UNESCO, the vast majority of countries have at least temporarily closed all educational institutions. The COVID-19 pandemic has become a test of mankind's ability to counteract general civilizational threats and organize to solve pressing problems, since it has largely affected all areas of human life, highlighting a number of problems, including in the education system.

The consequences of the pandemic have significantly affected all participants in the educational process, in particular, according to the results of our research, it was revealed that students suffer from forced isolation, social deprivation, low-quality distance learning, disorganization, uncertainty about the future and uncertainty about their own further academic development and learning outcomes (Ojha, 2013; Kononko, 2008).

The phenomenon of the concept of "transformation of education" in scientific research is revealed taking into account the main ideas and needs of society, it is found that changes in pedagogical thought and the paradigm of education are impossible without considering the phenomenon under study in a historical context (Dobrila, 2020; Lien, 2022). Thus, changes in education that affect the quality of transformation are subject to ideas, among which we determine those that affect its participants: the methodological foundations of the modern philosophy of education, cultural changes, educational information and organizational space, the process of transforming the internal basis of the existing system of values of the individual (Zhavoronok, 2022; Kholiavko, 2021; Jones, 2012; Hutsol, 2020).

Most scientists note that the transformations that have taken place in the structure of domestic higher education since the beginning of the COVID-19 pandemic, the introduction of quarantine measures, forced social distancing, are characterized by force, contradiction and uncertainty. Such uncertainty for all educational levels is the result of insufficient preparedness of university education for modern challenges. The main negative consequences of the pandemic and all related measures for domestic and foreign higher education are, first of all, a decrease in the

quality of education of young people, since millions of students and school graduates were forced to receive virtual training, and therefore lost academic motivation, depth of knowledge, personal contact and communication with educators and peers, as well as opportunities for social-emotional learning. All these negative consequences will need to be overcome in the post-pandemic period (Djakona, 2021; Grosu, 2021; Bakulina, 2019).

3. Research Results and Discussions

The COVID-19 pandemic has affected most countries of the world and almost all spheres of public life, and the education system is no exception. One of the ways to contain the coronavirus infection was social isolation, the measures of which required the partial or complete quarantine closure of educational institutions of all levels and their accompanying social infrastructure (dormitories, canteens, sports clubs and other organizations). Under such conditions, all participants in the educational process (government bodies, heads of educational institutions, scientific and pedagogical workers, students and their parents) had to adapt to the new conditions of distance learning.

Although until recently there was no common vision among scientists of what the education system should be like in the digitalization of the world, how to combine technological capabilities with training programs. Therefore, it became obvious that some parameters of distance learning should be reviewed. It is safe to say that COVID-19 will forever change the consciousness of the world's population in all areas of life, including education.

For better clarity Fig.1. depicts the main challenges faced by the education sector in the context of COVID-19.

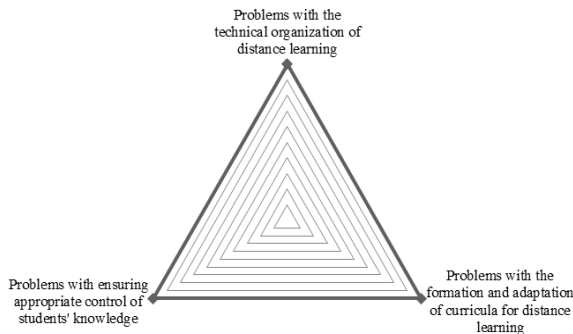


Figure 1. The main challenges faced by the education sector in the context of COVID-19. Source: prepared by the authors (2023).

In an attempt to overcome the emerging difficulties, the government and professional scientific organizations are joining forces to build the educational process with the help of all available means. For this, both a specialized distance learning infrastructure and some “everyday” electronic services that have become widespread in recent years are used. In this regard, UNESCO specialists offer a certain classification of tools for organizing distance learning.

Almost all of the technologies used to transfer full-time education to an online environment or to distance learning formats. Conventionally, they can be divided into two main groups: platform and non-platform solutions.

The first group, for example, includes the Moodle platform. Distance education in the Moodle learning environment makes it possible to remotely receive the necessary educational material at any time, it has become an inseparable part of education in higher education institutions. This form of organization of the educational process makes it possible to use interactive technologies for presenting material, to receive a full-fledged education or improve professional qualifications in specially organized courses, and to work independently with educational material.

The second group includes the following technologies that work both independently and in interaction with other functional solutions:

- transmission of educational content through media channels. Such methods of training are especially needed where, due to circumstances, the use of high-tech tools is not yet possible.
- schoolchildren and students of higher educational institutions receive assignments, lecture materials or even entire courses on their mobile and home computers, interaction with teachers is carried out using online conferences, teachers advise students on emerging issues, control the completion of homework and term papers, and receive credits and exams.
- where there is no access to the media and communication at all, copies of textbooks and necessary tasks are printed for students, which are subsequently sent by mail or delivered by community organizations and volunteers.

The main model for ensuring food security in the context of socio-economic development is shown in Figure 2.

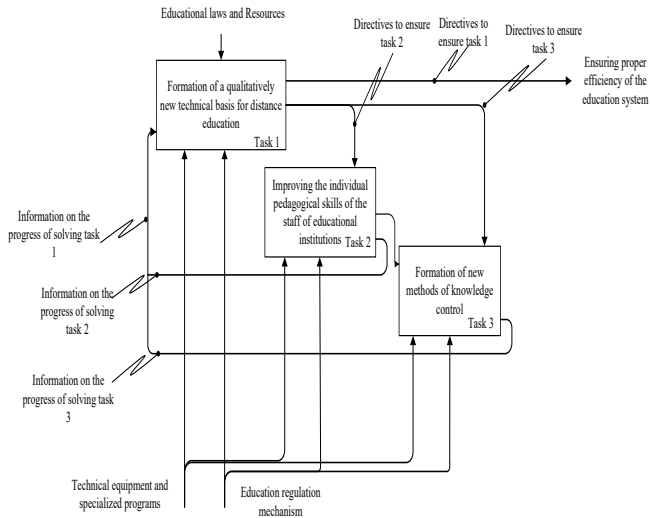


Figure 2. The main model for transforming critical elements of education provision in the context of COVID-19. Source: prepared by the authors (2023).

Now there is a rethinking of the content of education as an important social practice. Accelerated digitalization has turned out to be a kind of test of the strength of teachers, educational institutions, national educational systems, and, perhaps most importantly, the ability of mankind to cooperate in the face of great challenges.

It is not yet clear what lesson in distance learning will ultimately be learned both by an individual educational institution and the entire system of the educational industry, which is being formed in connection with the pandemic. However, we should talk about revising approaches to teaching at all levels of education and gradually prepare teachers and students for the new conditions of development of the modern world.

Conclusions

Modern society cannot function in any way without the education system, which is one of the most important factors of human development, involved in all events at all stages of human development. Education at the present stage is radically different from the former education system in the past. The increase in information channels, ease of access to information, its diversity creates the need for changes in the education system. The

COVID-19 pandemic has made its own adjustments to changes in all spheres of life, including in the field of education.

The pandemic has led to a transformation of the established format of the organization of learning at all levels of education and created an unprecedented distance learning environment for both teachers and students, as they had to learn how to use new technologies and provide interactivity in a short period of time.

The COVID-19 pandemic has led to an emergency transition to online, but education has generally coped with the situation. The digital transformation of education is the renewal of the planned educational results, the content of education, methods and organizational forms of educational work, as well as the assessment of the results achieved in a rapidly developing digital environment to radically improve the educational results of each student. For the first time in history, digital technologies make it possible to provide individualization for each student of the educational trajectory, methods (forms) and pace of mastering educational material.

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DEL ZULIA

CUESTIONES POLÍTICAS

Vol.41 N° 79

*Esta revista fue editada en formato digital y publicada en octubre de 2023, por el **Fondo Editorial Serbiluz**, Universidad del Zulia. Maracaibo-Venezuela*

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