

**METHODOLOGICAL PRINCIPLES OF ORGANIZING EDUCATIONAL WORK  
OF EDUCATIONAL INSTITUTIONS IN THE DIGITAL REALITY**

***PRINCÍPIOS METODOLÓGICOS DA ORGANIZAÇÃO DO TRABALHO  
EDUCACIONAL DAS INSTITUIÇÕES DE EDUCAÇÃO NA REALIDADE DIGITAL***

***PRINCIPIOS METODOLÓGICOS PARA ORGANIZAR EL TRABAJO EDUCATIVO DE  
LAS INSTITUCIONES EDUCATIVAS EN LA REALIDAD DIGITAL***

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**ABSTRACT:** In this article we aim to problematize methodological principles of organizing educational work of educational institutions in the context of modern trends in a transforming society. The authors emphasize the inconsistency and multiplicity of conditions for mental and personal development of a person in the context of digital reality. The adoption of strategic documents that set the mandatory directions of educational activities at all levels of education requires an understanding of the existing traditions of teaching and education. The authors point to the insufficient elaboration of theoretical and methodological backgrounds of education of the digital society children - “digital natives”, insufficient analytics of the effectiveness and efficiency of the technologies and digital educational resources used. The article presents a fundamental vision of the organization of educational work: as a system and as a joint activity. The authors are convinced that for the organization of relatively socially controlled socialization of society members, for the transmission of culture and social norms, it is necessary to update the methodological principles of systematization, the environmental principle, the principle of value of behavioral foundations, the principle of producibility, the principle of individual age characteristics inclusion and the principle of emotional involvement.

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**KEYWORDS:** Methodological principles. Educational activities. Digital natives.

**RESUMO:** Neste artigo objetivamos problematizar os princípios metodológicos da organização do trabalho educacional das instituições de ensino no contexto das tendências modernas de uma sociedade em transformação. Os autores enfatizam a inconsistência e a multiplicidade de condições para o desenvolvimento mental e pessoal de uma pessoa no contexto da realidade digital. A adoção de documentos estratégicos que definem os rumos obrigatórios das atividades educacionais em todos os níveis de ensino e requer uma compreensão das tradições existentes de ensino e educação. Os autores apontam para a insuficiente elaboração dos enquadramentos teóricos e metodológicos da educação das crianças da sociedade digital - “nativos digitais”, insuficiente análise da eficácia e eficiência das tecnologias e recursos educacionais digitais utilizados. O artigo apresenta uma visão fundamental da organização do trabalho educativo: como sistema e como atividade conjunta. Os autores estão convencidos de que para a organização da socialização dos membros da sociedade relativamente controlada socialmente, para a transmissão da cultura e das normas sociais, é necessário atualizar os princípios metodológicos da sistematização, o princípio ambiental, o princípio dos fundamentos comportamentais de valor, o princípio de produtividade, o princípio da inclusão de características individuais de idade e o princípio do envolvimento emocional.

**PALAVRAS-CHAVE:** Princípios metodológicos. Atividades educacionais. Nativos digitais.

**RESUMEN:** En este artículo pretendemos problematizar los principios metodológicos de la organización del trabajo educativo de las instituciones educativas en el contexto de las tendencias modernas en una sociedad en transformación. Los autores enfatizan la inconsistencia y multiplicidad de condiciones para el desarrollo mental y personal de una persona en el contexto de la realidad digital. La adopción de documentos estratégicos que establecen las direcciones obligatorias de las actividades educativas en todos los niveles de la educación requiere una comprensión de las tradiciones existentes de enseñanza y educación. Los autores señalan la insuficiente elaboración de antecedentes teóricos y metodológicos de la educación de los niños de la sociedad digital - “nativos digitales”, insuficiente análisis de la efectividad y eficiencia de las tecnologías y recursos educativos digitales utilizados. El artículo presenta una visión fundamental de la organización del trabajo educativo: como sistema y como actividad conjunta. Los autores están convencidos de que para la organización de una socialización relativamente controlada socialmente de los miembros de la sociedad, para la transmisión de la cultura y las normas sociales, es necesario actualizar los principios metodológicos de sistematización, el principio ambiental, el principio de valores comportamentales, el principio de producibilidad, el principio de inclusión de las características de la edad individual y el principio de implicación emocional.

**PALABRAS CLAVE:** Principios metodológicos. Actividades educativas. Nativos digitales.

## Introduction

Under the influence of global challenges, the 21st century society is undergoing transformations in all spheres: the crisis impact of post-ideology on the public life spheres, the mixing of real and virtual modes of human existence, the diffusion of identities (TURKLE, 2010). One of the global challenges is transitivity, which sets the vectors of uncertainty in changing realities and multiple contexts.

The following issues require conceptual attention of researchers in the field of education: methodological reflection of mechanisms and determinants of personal development and upbringing, the tension of communication and interaction between “digital immigrants” and “digital natives” (PRENSKY, 2001), «epidemic of loneliness in a digital society» (VOISKUNSKII; SOLDATOVA, 2019). Under the experience of the Covid-19 pandemic recent studies have stimulated concerns about the potential negative outcomes of digital devices on the development of younger children (PEREIRA; FILLOL; MOURA, 2019; PEREIRA, PONTE; ELIAS, 2020; SALAKHOVA *et al.*, 2020). The digital age has created new media and platforms and generated a greater diversity of content, with children and young people using different ways of access and distinct consumption and communication practices. This digital socialization has generated new research challenges, raised new discussions and offers new clues to study the digital reality and its action on the identities, cultures and rights of children and young people.

New reality - digital reality sets virtual agents of socialization (social networks, Internet communities, virtual games). On the one hand, the digital educational landscape provides multiple conditions for versatile mental and personal development, indicates new lines of development pathways. On the other hand, the inclusion of the individual in the world of Internet communities and spontaneously formed Internet affiliate needs allow us to talk about replacing the social environment with a virtual one, about changing the nature of socialization.

The strategic goal of educational policy is to affirm the value of childhood and create conditions for the comprehensive spiritual, moral and intellectual development of children, to foster patriotism and civic consciousness in them, respect for the memory of the Fatherland defenders and the older generation. Today, a number of important initiatives have been implemented to develop education in the educational system of the Russian Federation. The Federal Educational Standard of general (primary general, basic general, secondary general) education includes an educational component. By the decree of the President of the Russian Federation the all-Russian public-state pre-adolescent organization "Russian movement of schoolchildren" was created, which provides additional opportunities for self-realization of schoolchildren, their positive socialization. Since 2015, the Strategy for the Education

Development (2015) in the Russian Federation for the period up to 2025 has been implemented, in accordance with which education is considered a strategic national priority. Within the framework of the plan approved by the Russian Government, a set of measures is being taken to implement the Strategy. In the Russian Federation the education of students is a logical continuation and development of state policy in the field of education, and it fixes mechanisms of organizing education at the legislative level. In the Russian Federation education is the foundation of free development of personality, its socialization and self-determination. In the implementation of basic general educational programs, education is carried out constantly and largely determines the trajectory of spiritual, moral and civil formation of a person, his life principles and values.

The adoption of strategic documents that set the mandatory directions of educational activities at all levels of education requires an understanding of the existing traditions of teaching and upbringing, the search for optimal technologies for educational work in educational institutions of higher education and secondary vocational education. It is necessary to state the insufficient elaboration of theoretical and methodological backgrounds of education of digital society children - “digital natives”, insufficient analytics of the effectiveness and efficiency of methodological developments and digital educational resources.

### **Methodological Framework**

Methodological principles in pedagogy and psychology of education (ASMOLOV; GUSELTSEVA, 2019; KARABANOVA; MALOFEEV, 2019; SALAKHOVA *et al.*, 2019; REAN, 1999) argue that personality education should be organized in the logic of humanitarian, systemic, activity-based, procedural, individual approaches.

We consider the following as the leading principles of organizing educational work in educational institutions of higher education and secondary vocational education in the field of anti-terrorist and anti-extremist propaganda:

–the principle of systematization, which involves a qualitative analysis of the educational process subjects and the disclosure of their integration mechanisms in order to solve urgent educational problems.

The principle of systematization of educational tasks is realized through a systematic understanding of the interaction mechanisms of the educational process subjects in the formation of normative behavior patterns, a systemic vision of the criteria for the effectiveness

of educational activity and the educational process building, taking into account the laws of age development and socio-cultural conditions.

–the environmental principle (the formation of a networked educational space and information culture of the educational process subjects).

It is necessary to monitor the digital environment in an educational institution (assessing the quality of digital educational resources, diagnosing the digital competence of students and parents, analyzing the state of the methodology for using and developing digital educational resources). The high level of professionalism of a school as a social institution presupposes the construction of the Education Environment (educational system, educational space) based on the digital competence of a teacher. In modern conditions, the competitiveness (professionalism) of a teacher should be determined by the level of his digitalization. The effectiveness of the educational process is ensured by a teacher's skill, his ability to skillfully use digital resources in order to achieve educational results. It is necessary to realize that digital skills and competencies of students need to be shaped and developed. Digital literacy should become a subject that teaches positive and dangerous consequences of interacting with the Internet, training opportunities in the field of IT-technologies. The development of digital competence can be considered as the formation of a coping strategy that is in demand for resolving conflict situations in the virtual space (bullying, aggression).

An important role for understanding the phenomenon of digital culture and determining mechanisms for managing it is played by the idea of who is responsible for regulating the digital environment. According to the large-scale studies conducted by Voiskunskii and Soldatova (2019), all age groups agree that the responsibility for regulating the digital environment and online aggression lies with moderators of online communities. Older adolescents believe that in addition to moderators (43%), the digital generation itself is also responsible: peers (38%) and ordinary users (30%). Also, one in five teenagers aged 14-17 believes that representatives of the IT-industry can influence the digital culture. Younger adolescents, first of all, believe that the regulation functions should equally lie with moderators of Internet communities (40%) and their parents (39%). Teachers are not a group that could influence situations of online aggression. Parents (17%) and younger adolescents (18%) rely to some extent on teachers, among young people - every seventh, and among older adolescents only one in ten.

–the principle of value orientation (value behavioral foundations).

Value orientations (focus, worldview) act as motivators and determine social regulation mechanisms of an individual's behavior. The formation of value behavioral foundations in modern children and adolescents, recognized by them as a life strategy, undergoes complex and

multidirectional modifications and requires the search for innovative methods. Elements of gamification, web platforms and mobile applications, educational media have proven to be effective in creating values that motivate changes in lifestyle, people's habits, etc. Digital technologies must be used "at the right time, in the right place". The development of personal values and meanings in the conditions of influencing training and education contributes to the further successful personality socialization, inclusion in social practices. It is necessary to expand the experience of creating a virtual educational space (research, creative), where students can learn values (Active busy life, Why it is important to cooperate with each other, Why it is useful to make mistakes, Why it is important to be kind and help others, etc.), take part in online meetings, discussions, unite in groups based on common interests and values, take part in the development of tracking and social videos. This recent situation has generated new educational challenges, raised philosophical work with children and young people (BIESTA, 2017). Santi (2019) emphasizes that we should be aiming to align academic education not with what society is, but with what it could or should be. To achieve this, education policies and planning actions need to focus on values and principles, on matters such as freedom, social equity and participation.

–the principle of producibility (social technologies of education).

Educational technology is aimed at the production (and reproduction) of the human in a person: its meanings, values, positions, including activity and professional ones. We are talking about a differentiated and personalized approach to teaching and education. Collaborate is considered a core 21st-century skill and we consider social technologies of education (BENINGHOF, 2020; HA LE; WUBBELS, 2018; MENDE; PROSKE; NARCISS, 2021).

By social technologies of education, we mean specially organized joint work of a teacher and students with the obligatory reflexive "withdrawal" of the activity experience on the part of a student. The fundamental principles of the social practices implementation are the following: 1) subjects of the educational process must be motivated for the activity (starting from goals and problems solved in the process of activity, ending with the transparency of project results); 2) students need to pass through the "assignment" – personal knowledge and personal experience are developed on the basis of reflective activity. The well-known technologies of education under discussion (everyday, situational, promising technologies of education) will be effective if these principles of implementation are observed. Collaborative learning, collaborative memory, and group brainstorming (Mende Proske & Narciss, 2021) are considered as effective means to foster the educational process.

- the principle of individual age characteristics inclusion.



The main thing here is the development of individually differentiated educational routes, taking into account a student's personality (focus, worldview, ethnocultural psychological characteristics, life strategy, metacognitive skills) (DUGAROVA *et al.*, 2020). There are traditional approaches of personality-oriented organization (development of an individual educational program, specialization of a program and adjustment of an education trajectory, considering a current situation). In the digital education, the possibility of using logical artificial intelligence for the implementation of students' individual trajectories (mivar technologies). Under digital situation Tetzlaff, Schmiedek and Brod (2020) propose a novel, dynamic framework of personalization that conceptualizes learners as dynamic entities that change during and in interaction with the instructional process. As these dynamics manifest on different timescales, so do the opportunities for instructional adaptations—ranging from setting appropriate learning goals at the macroscale to reacting to affective-motivational fluctuations at the microscale. Brod (2020) considers effectiveness of generative learning strategies intended to improve students' learning by prompting them to actively make sense of the material to be learned. Brod (2020) stresses on the cognitive and metacognitive prerequisites of generative learning that can explain individual age characteristics differences.

–the principle of emotional involvement.

Digital socialization provides tremendous opportunities for the development of intelligence and cognitive interests, while the digital environment is also associated with the risks of maladjustment and emotional distress. We lay stress on the importance of resolving emotional balance of students, reducing their anxiety and fears, creating for children and young people to 'work' on their existence (ASMOLOV, 2019; CONTAGE, 2019; KOHAN; KENNEDY, 2017).

Biesta (2017) singles out philosophical work with children to cover a range of educational activities with children and young people in the contemporary curriculum and the modern school in many countries around the world. We share this actual question – a question relevant for all educational projects, programmes, endeavors, and practices, and hence also relevant for philosophical work with children and young people. The question Gert Biesta raises is how particular educational practices, settings and arrangements position the child in and in relation with the world. What kind of subject positions are, in other words, made available in and through particular arrangements and what kind of opportunities does this create for children and young people to 'work' on their existence as a grown-up, non-egological subject: in the world but not in the center of the world.

## Result and Discussions

We are convinced that for the organization of relatively socially controlled socialization of society members, for the transmission of culture and social norms, it is necessary to update the methodological principles of systematization, the environmental principle, the principle of value behavioral foundations, the principle of producibility, the principle of individual age characteristics inclusion and the principle of emotional involvement.

Most educational institutions acquire and actively use digital resources, while their use in most cases remains spontaneous and with an emphasis on tasks of students' cognitive (intellectual) development. The impact on the emotional sphere, the development of emotional intelligence remains an urgent task for the implementation of education in the digital environment. The manifestation of cognitive emotions ("learning with pleasure") promotes the stimulation of cognitive activity and the development of cooperation. Positive emotions accompanying learning activities can increase their effectiveness, motivate further cognitive activity and affect the physiological vital activity of an individual's body. New information products open up many opportunities for mental and personal development, including for constructing various aspects of identity (cognitive, emotional and behavioral).

## Conclusion

So, the methodological principles of organizing educational work in educational institutions are the invariant basis of modeling educational systems. The discussed principles contribute to the system development of organizing educational work in the field of education, updating the content and mechanisms of education, increasing the educational potential and its implementation effectiveness in order to foster patriotism and civic consciousness. The central figure is a teacher who realizes the need for digital transformation of his activities and implements innovative forms and technologies that ensure the continuance of student education and socialization traditions. We recommend discussed methodological principles for educational activities at all levels of education.

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