

DIGITAL EDUCATIONAL AND EDUCATIONAL SERVICES IN A CONSUMER SOCIETY

SERVIÇOS DIGITAIS DE EDUCAÇÃO E EDUCAÇÃO EM UMA SOCIEDADE DE CONSUMO

SERVICIOS DIGITALES EDUCATIVOS Y EDUCATIVOS EN UNA SOCIEDAD DE CONSUMIDORES

Volkov Daniil VLADIMIROVICH¹
Ponyashova Anastasia SERGEEVNA²
Tarasova Mariya ILINICHNA³
Vishnyakova Viktoriya ALEKSANDROVNA⁴
Vasileva Lidiya ANATOLEVNA⁵

ABSTRACT: The digital educational process is designed to facilitate communication in society associated with the growth of knowledge. In the context of a pandemic, the processes have transformed, but, despite this, the attitude towards technology has not changed. The present article attempts to analyze the digital educational and educational services in a consumer society. Moreover, the article also examines various proposals of Russian universities regarding the digital educational environment and the assessment of users of educational services. To meet that aim, the methods and measures of active observation, alternatives, active-learning, problem-analysis method, method of annotation, and selective observation are utilized. Based on the results, the human mind requires development constantly - this phenomenon forms the demand for education. Educational services, in this case, are exclusive because being locked up in their apartment, a person finds a way out in the information environment.

KEYWORDS: Digitalization. Educational processes. Distance education. Digital educational platform.

RESUMO: O processo educacional digital visa facilitar a comunicação na sociedade associada ao crescimento do conhecimento. No contexto de uma pandemia, os processos se transformaram, mas, apesar disso, a atitude em relação à tecnologia não mudou. O presente artigo busca analisar os serviços educacionais e educacionais digitais em uma sociedade de consumo. Além disso, o artigo também examina várias propostas de universidades russas em

¹ Russian State Social University, Moscow – Russia. Researcher. ORCID: <https://orcid.org/0000-0002-0546-4731>. E-mail: education.com.ru@gmail.com

² Russian State Social University, Moscow – Russia. Director of the Institute. ORCID: <https://orcid.org/0000-0002-0732-2702>. E-mail: ponyashova_A@gmail.com,

³ Russian State Social University, Moscow, Russia. Senior Researcher. ORCID: <https://orcid.org/0000-0003-2179-9336>. E-mail: tarasova18@gmail.com

⁴ Russian State Social University, Moscow – Russia. Head of Department. ORCID: <https://orcid.org/0000-0001-5986-2498>. E-mail: vishnyakova12@gmail.com

⁵ Russian State Social University, Moscow – Russia. Researcher. ORCID: <https://orcid.org/0000-0002-4441-6740>. E-mail: lidia18@gmail.com

relação ao ambiente educacional digital e à avaliação de usuários de serviços educacionais. Para cumprir esse objetivo, são utilizados os métodos e medidas de observação ativa, alternativas, aprendizagem ativa, método de análise de problemas, método de anotação e observação seletiva. Com base nos resultados, a mente humana requer um desenvolvimento constante - esse fenômeno constitui a demanda por educação. Os serviços educacionais, neste caso, são exclusivos porque, estando trancada em seu apartamento, a pessoa encontra uma saída no ambiente da informação.

PALAVRAS-CHAVE: *Digitalização. Processos educacionais. Educação a distância. Plataforma educacional digital.*

RESUMEN: *El proceso educativo digital está diseñado para facilitar la comunicación en la sociedad asociada al crecimiento del conocimiento. En el contexto de una pandemia, los procesos se han transformado, pero, a pesar de ello, la actitud hacia la tecnología no ha cambiado. El presente artículo intenta analizar los servicios educativos y educativos digitales en una sociedad de consumo. Además, el artículo también examina diversas propuestas de universidades rusas sobre el entorno educativo digital y la evaluación de los usuarios de los servicios educativos. Para alcanzar ese objetivo, se utilizan los métodos y medidas de observación activa, alternativas, aprendizaje activo, método de análisis de problemas, método de anotación y observación selectiva. Con base en los resultados, la mente humana requiere un desarrollo constante; este fenómeno forma la demanda de educación. Los servicios educativos, en este caso, son exclusivos porque al estar encerrado en su apartamento, una persona encuentra una salida en el entorno de la información.*

PALABRAS CLAVE: *Digitalización. Procesos educativos. Educación a distancia. Plataforma educativa digital.*

Introduction

Our world is steadily changing every day. Some events change it at a galloping speed. These changes cannot be called transformational processes due to the radical nature of the processes and the forced scale of adaptation, which is noted by many scientists of our time (AL-JARRAH; PONTELLI, 2020). Thus, in the context of the global Covid-19 pandemic, many countries announced the decision to transfer multiple enterprises to remote operations (ZHANG *et al.*, 2020; MAGALHÃES *et al.*, 2020).

It's worth noting that remote mode was not new to everyone. Previously, many IT companies, educational organizations, and other representatives of the service sector switched to this method of the production process (BRONNIKOVA *et al.*, 2019). In this regard, an interesting precedent for the evolution of social life arises, which did not allow but forced many organizations to switch to a digital form of interaction.

In our opinion, the most interesting transformations took place directly in the field of education, since the transformation into digital education has been going on for a long time and was an unobtrusive additional service that was not perceived adequately by everyone (PATSULA *et al.*, 2019). At the Russian State Social University, for example, a student's account was implemented, in which all interaction with the student took place. This evolutionary process and the reaction of the university community was different. But the acceptance or rejection of technology by individual consumers does not lead the entire society to focus on the needs of the minority (BRUNS *et al.*, 2020).

Materials and Methods

To implement an overview study of the situation with the influence of isolation processes in society on the educational environment of the information society, the following methods were used:

1) Active observation is a kind of observation method, when the observer actively participates in the activities of the studied group, at the same time registering the details of the behavior of its members, thus in our study we examined the behavior of society and criticism from its side of digital education platforms.

2) Method of alternatives - this method improves the quality of work performed by objectifying the procedure for choosing a method for solving a specific problem, since when using it, different alternatives, options for methods of action, an answer to a question, and options for solving a problem are put forward. This method was used considering the opinions of experts from the Russian State Social University.

3) The method of active learning - the use of this method increases the effectiveness of training activities in the process of project implementation. This method improves quality in all activities of the project work for which it is defined. This method was applied in the framework of the implementation of support for the DES RSU.

4) Problem analysis method - this method is used to solve the problems of choosing alternatives through their multi-criteria rating. The method allows analyzing the problem. In this case, the problem is presented in the form of hierarchically ordered: a) the main goal (main criterion) of rating possible solutions, b) several groups (levels) of the same type of factors that somehow affect the rating, c) groups of possible solutions, d) a system of connections indicating on the mutual influence of factors and decisions.

5) Method of annotation - a summary of the general content of the book or article.

6) Method of bibliographic search/Method of searching for information sources (documents and publications), which contain or may contain the necessary information. The use of the method improves the quality of work (services) since allows you to get all the necessary information in the traditional information environment in the best possible time. This method improves quality in all activities for which it is defined.

7) Web technologies - technologies used on the Internet, which make it possible to effectively represent all types of information, have a flexible system of links between various sources of information and provide effective means of communication. The use of the method of web technologies will make it possible to effectively use the Internet as a working tool, a source of reference materials, a channel for accessing websites for effective interaction of professional communities. Using this method will improve the quality of work by organizing effective communication and exchange of information between all project participants and recipients of its results.

8) Selective observation - the researcher selectively observes the websites of educational institutions of higher education, in our case, platforms for the provision of digital educational services were monitored, in addition, we took part in a scientific discussion of the Higher School of Economics about their digital educational platform.

Literature Review

An academic assessment of the post-pandemic situation says different things. They touch upon a very important aspect of social life, such as learning. From the point of view of formal logic, the contribution to self-education for each individual should prevail over the need for entertainment. Nevertheless, statistics suggest otherwise.

In a review of modern paradigmatic scientific knowledge, it is worth considering the current situation from two poles - compulsory education and voluntary education (FANTINI *et al.*, 2020; DE HAAS *et al.*, 2020). So, let's highlight the approach to education within schools and universities. In the face of the pandemic, many educational institutions around the world are adopting a social distancing format. In the United States, similar technologies were used even during severe epidemics of influenza among students, but previously they were limited exclusively to interrupting the educational process (USCHER-PINES *et al.*, 2020). In the context of COVID-19, such a measure seemed not entirely promising. The dynamics of a pandemic should not overwhelm the education process (SANDRONE; SCHNEIDER, 2020). The introduction of special motivating practices, gamification models, and other tools for

transforming the educational process into the education process made it possible to form the offer of educational services in a slightly new way. Society needs to train skilled professionals to build a welfare society (LIU *et al.*, 2020). Communication and social connections in these conditions have changed, but the educational process must also meet quality standards (BAILEY *et al.*, 2020; BERVELL; ARKORFUL, 2020).

Voluntary education has also changed in all countries. It is important to note that in addition to universities that provide educational services, it is required to include all kinds of additional education courses.

Results and Discussion

The topic of isolation processes in society has been raised many times. Previously, the processes with predictions about a futuristic society in which people interact with each other exclusively through the information environment were considered. Many science fiction writers used these concepts in their works, which allowed them to create their reputation, and the world community to draw certain conclusions for themselves (BOVERMANN; BASTIAENS, 2020). So, we also decided to summarize the current evolutionary processes of changing the educational process.

The public reaction suggests that each technology must be implemented and presented to the public at a specific time (FIDALGO *et al.*, 2020). This process is due to the complexity of integrating the new technology into the existing order (VOLKOV *et al.*, 2019). This is exactly what happened with the implementation of the Distance Education System (DES) at the Russian State University (RSU). Many students greeted technology with a storm of indignation. What were the foundations of their dissatisfaction? The answer is simple. Despite the digitalization processes in our education and society as a whole, the students lacked precisely live communication with the teacher. It sounds paradoxical, but it is. The introduction of the DES was criticized by students and teachers. The teachers were dissatisfied with the increase in the volume of work since all the innovations made it possible to check more students' work in the information environment and there was no need for personal meetings with students in the classroom to collect and control the educational process, which is also noted in studies of the foreign implementation of this form of the educational process (KHATTAB *et al.*, 2020; LUO; CHEA, 2020). More work means more dissatisfaction, but the quality of education is higher. They began to work with each student and there was irrefutable evidence of the adequacy of the assessment of knowledge in the university system. And as always, part of the

society was happy, and some were not, a similar situation could be observed in Turkey with their education reforms and the consequences of the pandemic (BOSTAN *et al.*, 2020).

In this situation, RSU was able to afford such a form of education as distance day education - an increase in the hours spent in the information space of the university, naturally with access to all resources, subscriptions, and the library fund, with a reduction in the time spent in classroom studies (VOLKOV *et al.*, 2018). And also, the assessments of the society were shared by satisfied and dissatisfied users of the information environment.

Meanwhile, in Russia, the largest universities such as the Higher School of Economics, Moscow State University, Moscow State University of International Relations have created the same educational platforms on which the educational process can be fully deployed. Some of them, for example, the Higher School of Economics, went further in the process of implementing the platform's resources, namely, deployed full-scale integration with various universities from the periphery of the Russian Federation, which made it possible not only to test the capacity and availability of platforms but also to correct the educational environment directly. The transformation processes, despite this, did not proceed as fast as they could due to several circumstances.

But in the face of a pandemic that began in 2019, the situation has changed dramatically. The Ministry of Higher Education and Science issued a decree on the complete transition to the information environment of the educational process. Interaction with a personal presence throughout the country was excluded, so it became very difficult for those educational organizations that did not integrate similar technologies into the educational process.

Populations in many countries have united against a common enemy. To combat it, you need to stay at home as much as possible (BETTINELLI *et al.*, 2020). The information environment has become a haven for many people. Many people have chosen different activities. Thus, according to a study by Telecom Daily, which surveyed about a thousand respondents, 76.5% of Russians study and work from home. But, as in the story with the DES RSU, there were dissatisfied people. Despite the official instructions of the government, the society did not like the conditions of work and training. For example, the All-Russian Center for the Study of Public Opinion and Social Business Group published their research on May 15. According to a survey in which 1600 respondents participated, the majority of Russians (61%) are dissatisfied with remote work either completely or to a large extent⁶.

⁶ More information at: <https://www.vedomosti.ru/technology/articles/2020/05/15/830347-rossiyane-v-samoizolyatsii>

Society does not like to work remotely, most likely due to the inability to do this at home. But with training, things were much better. What could be more interesting for an economic person than a contribution to himself, to his education (LEE; BRAHAM, 2020, VOLKOV *et al.*, 2019)? And many took advantage of this. Thus, according to EKF, the volume of online education consumers in Russia has doubled⁷. This company has organized training seminars in the information environment of the Internet. And the interest of consumers in this situation speaks of the growing interest of society in self-development in conditions of isolation from society.

Marianna Snigireva, executive director of the online university Netologia, made an official statement that analysts at their university predict that the market turnover of online education will increase by more than 25% this year due to the pandemic⁸. Such statements were made by representatives of many educational organizations, which allows us to conclude that it is necessary to develop educational technologies in the information environment, since the competition, especially in the current situation, will only increase.

The demand for quality academic education has always been, is, and will be. The implementation of the educational process, in this case, will be the main difference and an essential feature for forming an opinion and making a choice to consume the service or not from this or that educational service provider.

Conclusion

In conclusion, it should be said that technologies are required at a time when they are needed by society. The introduction of information systems into the educational process is a very difficult event within the framework of its implementation, as we can see from the example of the RSU. Consumers of educational services can be both in favor of such integration, and against it. But what cannot be denied is that in this situation around the world, the introduction of this technology has proven to be a very prudent decision. Internet universities in modern realities, as a concept, do not look like a utopia, but as a natural need of society.

The cost of creating an informed educational product pays off over time. The need of society for new technologies can both lie on the surface and be hidden in certain life situations.

⁷ More information on the subject at: http://www.press-release.ru/branches/education/vo_vremya_karantina_vdvoe_vyros_spros_na_onlayn_obuchenie_15_04_2020_18_06/

⁸ More data on the theme at: <https://www.comnews.ru/content/205186/2020-03-24/2020-w13/koronavirus-polzu-obrazovatelnyh-servisam>

Few could have imagined that these would be the consequences of the virus, which claimed thousands of lives. But for the education sector all over the world, this has become the engine of the progress of education in the information environment. It is important for the future of our society that this outlet is not only entertainment but also education.

REFERENCES

- AL-JARRAH, A.; PONTELLI, E. The collaborative virtual affinity group model: principles, design, implementation, and evaluation. **International Journal of Computers and Applications**, v. 42, n. 5, p. 485-513, 2020.
- BABAKAEV, S. *et al.* New approaches to assessing consumer preferences. **International Journal of Innovation, Creativity, and Change**, v. 8, n. 10, p. 153-170, 2019.
- BABAKAYEV, S. V. *et al.* The influence of personal characteristics on the formation of consumer preferences for goods and services. **International Journal of Management and Business Research**, v. 8, n. 1, p. 108-119, 2018.
- BAILEY, M. *et al.* Social connectedness in urban areas. **Journal of Urban Economics**, v. 118, 2020.
- BERVELL, B.; ARKORFUL, V. LMS-enabled blended learning utilization in distance tertiary education: establishing the relationships among facilitating conditions, the voluntariness of use and use behavior. **International Journal of Educational Technology in Higher Education**, v. 17, n. 1, 2020.
- BETTINELLI, G. *et al.* Orthopaedic patient workflow in CoViD-19 pandemic in Italy. **Journal of Orthopaedics**, v. 22, p. 158-159, 2020.
- BOSTAN, S. *et al.* The effect of the COVID-19 pandemic on Turkish society. **Electronic Journal of General Medicine**, v. 17, n. 6, 2020.
- BOVERMANN, K.; BASTIAENS, T. J. Towards a motivational design? Connecting gamification user types and online learning activities. **Research and Practice in Technology Enhanced Learning**, v. 15, n. 1, 2020.
- BRONNIKOVA, E. M. *et al.* Safety and labor protection: the USA and Russian experience. **Journal of Environmental Treatment Techniques**, v. 7, p. 1134-1140, 2019.
- BRUNS, D. P.; KRAGULJAC, N. V.; BRUNS, T. R. COVID-19: Facts, Cultural Considerations, and Risk of Stigmatization. **Journal of Transcultural Nursing**, v. 31, n. 4, p. 326-332, 2020.
- DE HAAS, M.; FABER, R.; HAMERSMA, M. How COVID-19 and the Dutch 'intelligent lockdown' change activities, work and travel behavior: Evidence from longitudinal data in the Netherlands. **Transportation Research Interdisciplinary Perspectives**, v. 6, 2020.

FANTINI, M. P. *et al.* COVID-19 and the re-opening of schools: a policy maker's dilemma. **Italian journal of pediatrics**, v. 46, n. 1, p. 79, 2020.

FIDALGO, P. *et al.* Students' perceptions on distance education: A multinational study. **International Journal of Educational Technology in Higher Education**, v. 17, n. 1, 2020.

IVANOV, A. V. *et al.* Development of volitional qualities of adolescent in the pedagogy of consciousness. **Eurasian Journal of Analytical Chemistry**, v. 13, n. 1, 2018.
DOI:10.29333/ejac/102252.

IVANOV, A. V. *et al.* Ethical concepts of pedagogy of consciousness as a foundation for the development of the school for the future. **Astra Salvensis**, v. 6, p.453-462, 2018.

IVANOV, A. V. *et al.* Pedagogical conditions for developing a sense of responsibility in adolescents and youth. **International Journal of Civil Engineering and Technology**, v. 9, n. 11, p. 1809-1821, 2018.

KHATTAB, N. *et al.* Children returning to schools following COVID-19: A balance of probabilities – Letter to the Editor. **International Journal of Surgery**, v. 79, p. 202-203, 2020.

LEE, J. M.; BRAHAM, W. W. Measuring public service quality: Revisiting residential location choice using emergent synthesis of local governments in Pennsylvania. **Cities**, v. 102, 2020.

LIU, F.; SHEN, Y.; ZHANG, T.; GAO, H. Entity-related paths modeling for knowledge base completion. **Frontiers of Computer Science**, v. 14, n. 5, 2020.

LUO, M. M.; CHEA, S. Wiki use for knowledge integration and learning: A three-tier conceptualization. **Computers and Education**, v. 154, 2020.

MAGALHÃES, P. *et al.* Online vs traditional homework: A systematic review on the benefits to students' performance. **Computers and Education**, v. 152, 2020.

PATSULA, A. V. *et al.* The role of green marketing in the development of economic behavior of the population of Russia and the USA. **EurAsian Journal of BioSciences**, v. 13, n. 12, p. 1683-1690, 2019.

SANDRONE, S.; SCHNEIDER, L. D. Active and Distance Learning in Neuroscience Education. **Neuron**, v. 106, n. 6, p. 895-898, 2020.

USCHER-PINES, L. *et al.* Feasibility of Social Distancing Practices in US Schools to Reduce Influenza Transmission During a Pandemic. **Journal of public health management and practice: JPHMP**, v. 26, n. 4, p. 357-370, 2020.

VOLKOV, D. V.; VINOGRADOVA, M. V.; KULYAMINA, O. S. The synthesis of modern consumer preferences with the use of social networks in the supply chain. **International Journal of Supply Chain Management**, v. 7, n. 5, p. 851-857, 2018.

VOLKOV, D. V.; ZUBOV, M. V.; MASEHNOVICH, A. G. Dependence of the adequacy of methods of micro-segmentation of network users on macro-segmentation errors.

International Journal of Advanced Trends in Computer Science and Engineering, v. 8, n. 4, p. 1399-1404, 2019.

VOLKOV, D. V.; ZUBOV, M. V.; MASEHNOVICH, A. G. Formation of reputation in semantic fields. **International Journal of Advanced Trends in Computer Science and Engineering**, v. 8, n. 5, p. 1876-1880, 2019.

ZHANG, H. *et al.* A learning style classification approach based on a deep belief network for large-scale online education. **Journal of Cloud Computing**, v. 9, n. 1, 2020.

How to reference this article

VLADIMIROVICH, V. D.; SERGEEVNA, P. A.; ILINICHNA, T. M.; ALEKSANDROVNA, V. V.; ANATOLEVNA, V. L. Digital educational and educational services in a consumer society. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 25, n. esp. 7, p. 4065-4074, Dec. 2021. e-ISSN:1519-9029. DOI: <https://doi.org/10.22633/rpge.v25iesp.7.16166>

Submitted: 13/03/2021

Required revisions: 26/07/2021

Approved: 28/11/2021

Published: 31/12/2021

Processing and editing: Editora Ibero-Americana de Educação.
Correction, formatting, normalization and translation.

