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TABLE OF CONTENTS

SECTION 1. ECONOMICS, FINANCE & ACCOUNTING 4

USHKHO A., TUTARISHEVA F. RUSSIA IN THE CONTEXT OF WORLD CHALLENGES: PRECONDITIONS FOR THE TRANSITION TO AGRO-INDUSTRIAL COMPLEX 4.0..... 4

SECTION 2. ICT 10

KURBONOVA Z.M. CYBER TERRORISM AS A THREAT TO NATIONAL AND INTERNATIONAL SECURITY... 10

NURULLINA E.S. DIGITALIZATION OF THE EDUCATION SYSTEM 15

SECTION 3. PEDAGOGY, LANGUAGE AND CULTURE IN EDUCATION 19

ABADILDAYEVA SH.K., ERKHANKYZY A. SELF-MANAGEMENT OF THE STUDENTS IN LEARNING ENGLISH DURING DISTANCE EDUCATION 19

ABENOVA A.ZH., ALTAYEVA I.A., ATYRAUOVA G.B. LEARNING A FOREIGN LANGUAGE ONLINE: ADVANTAGES AND DISADVANTAGES 24

SADVAKASSOVA ZH.M., ALIBEKOVA A.O., RAIMKULOVA ZH.T. DIGITAL SCHOOL OF THE FUTURE IN PANDEMIC CONDITIONS 27

SECTION 4. URBAN POLICY AND STATE PRACTICES ON SOCIAL JUSTICE AND THEIR IMPACT..... 30

YASHKIN A.V. UNIVERSAL VALUES IN THE SYSTEM OF PUBLIC ADMINISTRATION 30

SECTION 1. ECONOMICS, FINANCE & ACCOUNTING

UDC 33

Ushkho A., Tutarisheva F. Russia in the context of world challenges: preconditions for the transition to agro-industrial complex 4.0

Россия в контексте мировых вызовов: предпосылки перехода к АПК 4.0

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***Abstract.** Fundamental scientific and technical changes and discoveries that have taken place in recent decades, the actualization of global problems of our time have created the preconditions for the transition of the agro-industrial complex to a fundamentally new stage of development. The observed transformations are so rapid and large-scale that in the next decade they will radically change the appearance and conditions for the development of the world agro-industrial complex, the role of which is already not limited to the simple function of food production. The paradigm of the development of the global agro-industrial complex in the horizon of the next decade will be determined by the transition to a new technological order.*

***Keywords:** agro-industrial complex, digital technologies, innovations, diversification.*

***Аннотация.** Фундаментальные научно-технические перемены и открытия, произошедшие в последние десятилетия, актуализация глобальных проблем современности создали предпосылки для перехода АПК на принципиально новый этап развития. Наблюдаемые преобразования настолько стремительны и масштабны, что уже в ближайшее десятилетие кардинально изменят облик и условия развития мирового АПК, роль которого уже сейчас не ограничивается простой функцией производства продовольствия. Парадигму развития глобального АПК в горизонте ближайшего десятилетия будет определять переход на новый технологический уклад.*

***Ключевые слова:** агропромышленный комплекс, «точное» сельское хозяйство, цифровые технологии, инновации.*

Современное мировое сельское хозяйство в результате эволюционного развития технологий переходит на путь развития «Сельское хозяйство 4.0» (Agriculture 4.0) и ориентировано на использование экологически чистых природных ресурсов, передовых инновационных технологий, «точного» земледелия, в частности генетической модификации, нано биотехнологий, вне грунтового выращивания растений и вертикального земледелия, а также сложных технологических систем спутниковой навигации, роботов,

беспилотных летательных аппаратов/дронов, 3D-печати продуктов питания, IoT(интернета вещей), блокчейн-технологий и т. д.

До перехода к 4.0, предшествовала поэтапная истории развития отрасли.

«Сельское хозяйство 1.0» основано на ручном труде и традиционных методах возделывания земли и выращивания животных. Оно до сих пор сохранилось в небольших подсобных хозяйствах, далеких от современных технологий и стремления к расширению.

Процесс индустриализации породил «Сельское хозяйство 2.0», интенсивную механизацию и замену ручного труда на продукцию машиностроения. Тенденции к повышению производственных мощностей и производительности породили активную селективную работу по созданию модифицированных высокоурожайных сельскохозяйственных культур, применение новых техник в переработке сырья, стимулирование урожайности за счет искусственных удобрений, гербицидов и пестицидов.

Когда новый технологический уклад стал проникать во всех сферы АПК, наступило время «Сельского хозяйства 3.0». Мы сейчас находимся именно на этом этапе. Уже мало кого можно удивить системами автоматического полива и регулирования микроклимата в теплицах или автоматическими доильными аппаратами. Чипы на животных используют для отслеживания состояния и местонахождения животных. Датчики на сельхозтехнике позволяют вести дистанционный контроль и управление за процессами посевных работ, внесения удобрений и сбора урожая. Однако весь этот инструментарий цифрового прогресса используется точно, оптимизируя лишь отдельные задачи на производственном пути сельскохозяйственной продукции.

«Сельское хозяйство 4.0» – это следующая ступень развития, когда новые технологии позволят не только оптимизировать деятельность за счет автоматизации отдельных процедур, но внедрить такой способ ведения хозяйства, в котором человек будет выполнять роль исключительно координатора и наблюдателя.

Это будет все то же сельское хозяйство, где по-прежнему используется почва и важны природно-климатические условия, но производственные процессы будут подключены к одной большой платформе, позволяющей собирать, систематизировать и обмениваться информацией с ферм и полей в онлайн-режиме и корректировать работы на производственных участках в зависимости от полученной информации.

Звучит фантастически, однако в мире уже многие компании встают на этот путь и видят в этом фундамент для устойчивого и успешного развития сельского хозяйства.¹

Развитие сельского хозяйства будет в значительной степени зависеть от развития географических информационных систем (ГИС), дистанционного зондирования (ДЗЗ) и

¹ «Сельское хозяйство 4.0», или четвертая революция.

URL:<https://www.proagrotalk.org/news/selskoe-hozyajstvo-4-0-ili-chetvertaya-revoljuciya/>. (Дата обращения: 02. 03. 2021г.)

глобальных систем позиционирования (GPS). В сочетании с такими показателями, как урожайность, качество и распространенность заболеваний, они могут указывать на наиболее подходящие мероприятия на данном участке. Помимо оказания помощи в управлении фермерскими хозяйствами, они могут быть использованы потребителями для определения происхождения продукции.

Это реальная отправная точка для сельского хозяйства 4.0. «Точное» сельское хозяйство работает, используя данные различных сенсорных технологий для повышения точности и эффективности своей деятельности. В зависимости от характера задачи вмешательство человека может больше не потребоваться. Сенсоры могут варьироваться от технологий визуализации до ГИС и датчиков оборудования. Другие, такие как интеллектуальные датчики сельскохозяйственных культур, могут анализировать такие переменные, как вода, электропроводность почвы, высота, содержание органического вещества, азот в почве и pH. Потенциальные области применения многочисленны, например, уведомление производителей о неожиданных заморозках. Калифорнийские фермеры, выращивающие спаржу, используют интеллектуальные сенсоры для удвоения урожая при одновременном сокращении потребления воды на 6%. Внутрихозяйственные данные могут быть использованы для планирования движения сельскохозяйственных грузов, чтобы уменьшить уплотнение почвы. Уборка урожая может быть улучшена за счет синхронизации движения транспортных средств. На полевом уровне экологические данные могут быть использованы для обеспечения надлежащего уровня удобрений, экономии средств и сокращения загрязнения окружающей среды.

В сочетании с разработками в области автоматизации, эта информационная революция вполне может привести к тому, что сельское хозяйство не будет трудоустроено или почти не будет занято людьми.²

Окна возможностей, создающие принципиально новые перспективы роста конкурентоспособности, открываются преимущественно в период смены технологических укладов. Именно этот период для нашей страны является ключевым для обеспечения дальнейшего экономического роста.

Россия в последние годы добилась впечатляющих результатов в укреплении национальной продовольственной безопасности и вошла в ряд крупнейших аграрных держав. До сих пор основными локомотивами развития сектора выступали главным образом рост инвестиций и улучшение качества менеджмента, увеличение покупательской способности населения и фактор продовольственного эмбарго, в настоящий момент, однако, их ресурс практически исчерпан. Современное российское сельское хозяйство сталкивается с

² Сельское хозяйство 4.0 меняет отрасль таким образом, что мы не можем себе представить// DairyNews.ru. URL: <https://www.dairynews.ru/news/selskoe-khozyaystvo-4-0-menyaet-otrasl-takim-obraz.html>. (Дата обращения: 02. 03. 2021г.)

мировыми вызовами и должно переходить на новый технологический уровень, чтобы сохранить и усилить свою роль на внутреннем и внешнем рынках:

Обладая очень сильными позициями в мировом экспорте сельскохозяйственного сырья и продуктов невысокой степени переработки (зерновые, растительные масла и некоторые другие) и локализуя импортозависимость по отдельным товарным группам продуктов глубокой переработки, наша страна критически нуждается в средствах их производства.

Развитие научного потенциала и внедрение инновационных решений становится критически важным с точки зрения обеспечения устойчивости дальнейшего развития АПК России. В связи с этим, необходимо обратить достаточно детальное внимание как на характер и фактуру конкретных вызовов, так и их сочетания, индуцирующие ключевые инновационные тренды и новые системы социально-экономического взаимодействия (зачастую выходящие за пределы сферы АПК в его традиционно сложившемся понимании), что позволяет сделать более четким определение проблематики национального научно-технического и экономического развития. В противном случае технологический разрыв с развитыми странами мира может значительно увеличиться, а многие рынки просто перестанут существовать для российской продукции АПК уже в ближайшее десятилетие.

Глобальными вызовами для нашей страны в процессе перехода к (Agriculture 4.0) могут выступать следующие факторы:

1. Факторы трансформации, вызванные ростом спроса на продовольствие на фоне замедления темпов роста производительности в АПК и сокращения его ресурсного потенциала.

2. Факторы трансформации, вызванные растущей урбанизацией, сменой ценностных ориентиров новых поколений и ростом мирового среднего класса.

3. Экономические и геополитические факторы, выраженные в усилении волатильности цен на продовольственных рынках и изменении в ближайшее десятилетие динамики цен на продовольствие.

4. Факторы трансформации, вызванные внедрением новейших информационных технологий и IT-инфраструктуры

Отталкиваясь от глобальных вызовов, определяющих проблемные факторы перехода к 4.0, можно обозначить следующие перспективные векторы дальнейшего развития АПК России:

- Укрепление собственной фундаментальной базы роста продуктивности технологий селекции и улучшения генетического потенциала в комплексе с технологиями обеспечения наилучшей реализации этого потенциала (кормовые добавки, удобрения, средства защиты растений и обеспечения здоровья животных и иные, образующие так называемые пакетные решения). Данное направление не должно быть сфокусировано исключительно на конвенциональных сегментах сельского хозяйства, но также предполагает возможность поддержки новых перспективных секторов.

- Внедрение цифровых технологий и кроссплатформенных решений в АПК, в том числе «умных» роботизированных систем, что необходимо для сокращения отставания от лидирующих стран по производительности труда, повышения урожайности/ продуктивности и снижения продовольственных потерь.

- Диверсификация производимого ассортимента продовольственных продуктов с приоритетами высоко маржинальных сегментов здорового, функционального и персонализированного питания, продуктов глубокой переработки сельскохозяйственного сырья, характеризующихся высокими темпами роста спроса на внешнем и внутреннем рынке. Важнейший акцент также должен быть сделан на повышении и обеспечении стабильно высокого уровня качества и безопасности – это важнейшее условие эффективного встраивания отечественных продуктов в мировые продовольственные цепочки.

- Поддержка развития систем закрытого земледелия, независимого от внешних агроклиматических и биологических факторов. Существующие технологии позволяют исключить фактор сезонности и дают возможность получения свежей, безопасной и доступной высокоценной продукции (ягод, зелени, овощей) в любой точке нашей страны, что особенно актуально не только в мегаполисах, но и в отдаленных регионах.

- Развитие сектора переработки отходов АПК: созданные за последние 20 лет в мире технологии доказывают возможность эффективной переработки отходов не только в энергоресурсы (тепло- и электроэнергию, моторные топлива), но и многие другие продукты с высокой добавленной стоимостью, а также сделать их конкурентоспособными. Современные технологии стерилизации, консервации и упаковки позволяют обеспечить существенно более длительные сроки сохранности продуктов без изменения ценных питательных и физических свойств продукта.³

Отметим, что эффективное развитие аграрной сферы в России требует изменений в использовании ее ресурсной базы, внедрения ресурсосберегающих инновационных высокопроизводительных технологий сельскохозяйственного производства для обеспечения производства высококачественной и конкурентоспособной на внутреннем и внешнем рынках сельскохозяйственной продукции и продовольствия.

Потенциальные выгоды от цифровизации агропродовольственного сектора убедительны, но для этого потребуются серьезные преобразования систем сельского хозяйства, сельских экономик, общин и управления природными ресурсами. Это будет сложной задачей и потребует систематического и целостного подхода для достижения всех потенциальных выгод.⁴

³ Орлова Н. В., Серова Е. В., Николаев Д. В. и др. Инновационное развитие агропромышленного комплекса в России. Agriculture 4.0 // докл. к XXI Агр. междунар. науч. конф. по проблемам развития экономики и общества. Нац. исслед. ун-т «Высшая школа экономики». – М.: Изд. дом Высшей школы экономики, 2020. – 128 с.

⁴ Анищенко А.Н., Шутьков А.А. Agriculture 4.0 как перспективная модель научно-технологического развития аграрного сектора современной России // Продовольственная политика и безопасность. – 2019. – Том 6. – № 3. – С. 129–140.

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SECTION 2. ICT

UDC 004

Kurbonova Z.M. Cyber terrorism as a threat to national and international security

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***Abstract.** Today, interest in information security problems is manifested primarily in the aspect of large systems, which include especially important objects and organizations of the state level. If we approach large systems as information systems, in which information processing and their organization largely depend on the use of IT, then such information security threats are usually characterized as a manifestation of cyber terrorism. Attention to cyber terrorism has greatly increased throughout the world, including in the post-soviet space, which stimulated research and exchange of information on the problems of combating it.*

***Keywords:** cyber terrorism, important objects, exchange of information.*

Cyber terrorism is understood as a set of illegal actions associated with threats to the security of an individual, society and the state, destructive actions in relation to material objects, distortion of objective information or other actions in order to gain an advantage in solving political, economic or social problems. To achieve their goals, cyber terrorists use special software designed for unauthorized access, penetrate computer systems and organize remote attacks on the information resources of the object of interest (the victim). These can be computer software bookmarks and viruses, including network viruses, which erase, modify or destroy information, the so-called "logic bombs", Trojans and other types of information weapons.

In cyberspace, various techniques can be used to carry out a cyber-attack:

- obtaining unauthorized access to state and military secrets, banking and personal information;
- damage to individual physical elements of the information space, for example, the destruction of power supply networks, interference, the use of special programs that stimulate the destruction of hardware;
- theft or destruction of information, programs and technical resources by overcoming protection systems, introducing viruses, software bugs, etc.;
- impact on software and information; - disclosure and threat of publication of classified information;
- seizing media channels in order to spread disinformation, rumors, demonstrate the power of a terrorist organization and announce their demands;
- destruction or active suppression of communication lines, incorrect addressing, overload of communication nodes;

- carrying out information and psychological operations, etc.

These techniques are constantly being improved depending on the means of protection used by the developers of computer networks.

The analysis of the phenomenon of cyber terrorism shows that its features include:

1. It is an information weapon, as it uses computer systems and networks, special software and information technology.
2. It is international in nature, since the criminals are located in one state, and their victims are abroad.
3. Diversity of goals.
4. It is characterized by a high level of latency and a low level of disclosure.
5. Requires relatively low financial costs and causes huge material damage.

There is a direct relationship between the degree of development of the information infrastructure, the computerization of the country and the number of such terrorist attacks. Currently, the problem of cyber terrorism is especially relevant for countries that are leading in the use of satellite communication systems and global networks. According to experts, cyber terrorism is a serious threat to Humanity, comparable in effectiveness to weapons of mass destruction. Indeed, there is no state in the world that would be completely protected from attacks by cyber terrorists.

The threat of cyber terrorism forces various states to cooperate to combat it. International bodies and organizations are engaged in this: the UN, the Council of Europe, the International Organization of Experts and Interpol. The UN plays a central role in coordinating efforts in this area, primarily its main bodies: the General Assembly (GA), the Security Council, as well as various multilateral informal partnerships.

Aims of cyber terrorism. Cyber terrorists' actions are aimed at:

- hacking computer systems and gaining access to personal and banking information, military and government confidential data;
- failure of equipment and software, interference, disruption of power supply networks;
- theft of data by hacking computer systems, virus attacks, software bookmarks;
- leakage of classified information into the public domain;
- spreading disinformation through captured media channels;
- disruption of communication channels;
- other.

To achieve the desired goals, cyber terrorists use special software used to hack the computer systems of companies and organizations, and carry out attacks on remote servers of companies and organizations.

Cyber terrorists do not plant bombs, do not take hostages. They threaten with computer means: disabling a large computer network of some company, destroying the data of bank

customers, disrupting the operation of factories and power plants, etc. for the purpose of obtaining a ransom. To achieve these goals, various methods can be used: illegal access to state and military archives with classified information, details of bank accounts and payment systems, personal data; control over infrastructure facilities to influence their performance up to the failure of individual components and complete shutdown of life support systems; theft or destruction of information, software or technical resources by introducing various types of malicious programs; false threats to carry out attacks that may lead to the destabilization of the economic or socio-political situation. The ways of carrying out these and similar operations are constantly changing in connection with the development of information security systems that are used in various computer networks. The relationship between the level of development of information infrastructure and the number of hacker attacks has been revealed. The higher the level of globalization and the use of automation systems for various process in a given region, the greater the likelihood of terrorist cyber-attacks.

Targets of cyberterrorism. States, international organizations, large corporations and relatively small companies, politicians and other famous personalities, as well as randomly selected people can equally be attacked by online terrorists. Cyber terrorists can target civilian infrastructure and military facilities. Some experts are inclined to believe that the most susceptible to terrorist cyber-attacks are the energy and telecommunications industries, aviation dispatch centers, financial institutions, defense enterprises and other important facilities. Attacks can target hardware, software, network communication protocols, stored information, information technology professionals, and maintenance personnel. Attackers can take over control of defense systems to disable them later. The latter scenario occurs in most cases, and the functioning of individual services is often disrupted. Usually such actions are carried out by individuals or companies who share the views of terrorists and are their accomplices. The criminals themselves mainly perform actions aimed at destroying communications, damaging information and transport channels. If the attacked objects are part of critical life support systems, third-party interference in their work can lead to large-scale destruction and human casualties, as in ordinary terrorist attacks. Since cyber terrorism is cross-border in nature, its manifestations can lead to a deterioration in relations between states, disrupt economic and diplomatic ties, and hinder the work of interstate organizations. This can completely destroy the built-up system of international relations, cause panic in society and make it difficult to organize against physical crime in an organized way.

Sources of Cyberterrorism. Terrorist groups actively use the latest developments in information technology to maintain communications, resolve organizational and financial issues, plan operations and monitor their implementation. They can be funded or even controlled by individual states. All major terrorist groups have their own websites, and their members can be found on numerous forums and chat rooms. Social networks and other similar resources on the Internet are actively used to promote and recruit new members. With the help of modern technologies, any messages are easily encrypted; the necessary schemes, photographs, documents and other

materials are placed. By entering the appropriate query in any search network, you can find many pages describing the manufacture of weapons and explosives from improvised means. Many groups take advantage of the fact that on the Internet it is not necessary to be under your real name, so hackers are known by pseudonyms. At the same time, it is necessary to distinguish cyber terrorists from other hackers who write and distribute viruses and other malicious programs for personal gain, are computer scammers or hooligans. Their actions become terrorism in those cases when they bear grave consequences: destruction, death of people. Many radical groups are trying to ensure that their acts produced as much resonance as possible, and the maximum number of people around the world learned about them. Some organizations have entire teams of programmers who create and update websites, blogs, and social media pages. The largest groups also have their own TV channels and radio stations. The leadership of the groups resorts to cyber terrorism, because it provides the desired result with minimal investment (which is especially important for people from poor countries), and also complicates the search for direct perpetrators. Recently, most of the hacker attacks against various government and military organizations are originating from China and other developing countries in Southeast Asia.

With the development of technology, the threat of cyber terrorism is gradually being compared in importance with the rest of its manifestations. Due to the high level of technology development, a terrorist using a computer connected to the Internet can do more harm than various explosive devices. New gadgets are viewed by criminals as a means to achieve goals that often contradict generally accepted moral and ethical standards. Many extremist organizations are capable of committing acts of computer terror: ISIS, Al-Qaeda, IRA, ETA, various religious movements and other illegal armed groups (banned in Russia). Their attacks maintain international tensions in several regions and provoke global crises in the economy and diplomatic relations between many countries. Such consequences were not typical of traditional terrorist attacks. To combat this phenomenon requires the mobilization of the efforts of the entire world community. The UN, the Council of Europe, Interpol and other international organizations are closely dealing with this problem. In the face of joint danger, even irreconcilable rivals who have significant contradictions on a number of key issues unite.

To successfully counter cyber terrorism, it is necessary:

1. Adoption of comprehensive laws on electronic security in accordance with applicable international standards and the Council of Europe Conventions "On Combating Cybercrime" and "On Preventing Terrorism".
2. Organization of effective cooperation with foreign states, their law enforcement agencies and special services, as well as with international organizations.
3. Establishment of national cybercrime units and an international contact point for assistance to respond to transnational computer incidents.

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UDC 004

Nurullina E.S. Digitalization of the education system

Цифровизация системы образования

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***Abstract.** The modern world sets new challenges for education. The digital transformation of education is one of the trends in the world's leading educational systems and an important resource for the development of education in Russia. On the one hand, digitalization helps to solve a number of problems, on the other hand, it creates new challenges. In this article, the problems of introducing digitalization into the educational environment were identified and solutions were prescribed.*

***Keywords:** digital educational environment, digital literacy.*

***Аннотация.** Современный мир ставит перед образованием новые задачи. Цифровая трансформация образования является одним из трендов ведущих образовательных систем мира и важным ресурсом развития образования в России. С одной стороны, цифровизация помогает решать ряд проблем, с другой - создает новые вызовы. В данной статье были выявлены проблемы внедрения цифровизации в образовательную среду и прописаны пути решения.*

***Ключевые слова:** цифровая образовательная среда, цифровая грамотность.*

Изменения в сфере образования протекают под воздействием целого ряда факторов: технологических новаций, изменений социально-экономического порядка, трансформации политических институтов. Развитие системы образования в его цифровой реальности призвано обеспечить потребности экономики нового технологического уклада. Инструменты цифрового обучения позволяют повысить эффективность образовательного процесса, разнообразить его содержание, оптимизировать рутинные операции педагогов и администраторов образовательных учреждений.

Построение цифрового образования – одно из приоритетных направлений государственной политики в современной России. Проблема цифровизации осознана на государственном уровне, видимыми свидетельствами чего стали разработка и популяризация Портала государственных услуг. Правительством РФ в 2017 году утверждена и в настоящее время реализуется программа «Цифровая Экономика Российской Федерации».

Перед системой образования, которая по определению должна обеспечить цифровую трансформацию экономики страны квалифицированными кадрами, поставлены соответствующие времени задачи в Национальном проекте «Образование», все десять федеральных проектов которого в различной степени включают аспекты цифровизации.

Одной из задач федерального проекта «Цифровая Образовательная Среда» среди прочего входит «разработка и утверждение целевой модели цифровой образовательной среды, включающей в себя: целевую модель "бережливой школы"; целевую модель системы управления обучением; целевую модель построения индивидуальных учебных планов; целевую модель базового профиля цифровых компетенций обучающегося; создание системы объективного оценивания обучающихся, включающей оценку универсальных компетенций; целевую модель сервисов и контента для родителей; целевую модель сервисов и контента для педагогических работников, в том числе сервисов консультативного сопровождения по построению индивидуального учебного плана обучающихся, включающего в себя возможности общего и дополнительного образования детей» [1].

Приказ Министерства просвещения РФ «Об утверждении Целевой модели цифровой образовательной среды» определяет направления развития *материально-технической базы и информационно-технологической и коммуникационной инфраструктуры образовательных организаций* для успешного функционирования цифровой образовательной среды.

Сам термин «цифровизация» появился в связи с интенсивным развитием информационно-коммуникационных технологий. Давоссе Клаус Шваб, называя первую цифровую революцию 1960–1980 годов «промышленной», полагает, что ее катализатором стало развитие полупроводниковых ЭВМ, в 60–70-х — персональных компьютеров, в 90-х — сети интернет. Автор предопределил приближение четвертой промышленной революции, которая также будет цифровой в связи с «вездесущим» и мобильным интернетом.

В данное время существуют некоторые проблемы цифровизации образования, а именно дегуманизация образовательных, а далее и всех иных социальных отношений, возможное углубление кризиса интеллектуальной культуры людей, их способности к творчеству, рост прагматизма и индивидуализма на основе ценностей личного комфорта и эгоистичного потребления. В связи с чем возникает вопрос, удастся ли в складывающихся условиях сохранить лучшие достижения системы образования индустриальной эпохи, адекватно ответить на серьезные социальные вызовы, связанные с кардинальными преобразованиями в этой важнейшей сфере человеческой деятельности.

К тому же роль педагога трансформируется: к тем компетенциям, которые были присущи этой профессии веками, добавляются новые. Доступность и количество информации растут как никогда раньше, и важно уметь с этим работать. Кроме того, актуальность приобретает развитие «гибких» навыков. Поэтому современный педагог не только носитель знаний, но также ментор и наставник. Он должен учить детей работать в команде, применять рефлексию, планировать свое время и т.д. Поэтому осваивать новые компетенции необходимо педагогам по всей стране. Однако цифровая среда требует от педагогов другой ментальности, восприятия картины мира, совершенно иных подходов и форм работы с обучающимися. Педагог становится не только носителем знаний, которыми он делится с обучаемыми, но и

проводником по цифровому миру. Он должен обладать цифровой грамотностью, способностью создавать и применять контент посредством цифровых технологий, включая навыки компьютерного программирования, поиска, обмена информацией, коммуникацию. Международные исследования систем преподавания и обучения обнаружили дефицит цифровой грамотности педагогов и нехватку технических средств обучения.

Цифровая грамотность – это способность создавать и применять контент посредством цифровых технологий, включая навыки компьютерного программирования, поиска, обмена информацией, коммуникацию. Содержание цифровой грамотности сводится к пониманию того, что, если будет ясность в структуре и содержании цифровой реальности, тогда будет ясность в контроле и взаимодействии с цифровыми технологиями. Управление цифровизацией возможно при единых базах данных, критериях эффективности обучения, другими словами, комплексном подходе, который определял бы цели, структуры и содержание образовательного процесса.

Существуют явные преимущества цифровизации: один из способов сделать образование одинаково качественным для всех, способна создать равные возможности и для детей с особенностями развития. Однако необходимо понимать, что на данный момент техника и онлайн-инструменты доступны не всем и не везде.

Применительно к России нами были выявлены пути решения проблемы цифровизации образования. К ним относятся развитие материальной инфраструктур, а именно появление новых каналов связи и устройств для использования цифровых учебно-методологических материалов. Так же необходимо внедрение цифровых программ и развитие онлайн-обучения. Постепенный отказ от бумажных носителей информации, облегчает ведение отчетности. Разработка новых систем управления обучением помогают образовательным учреждениям предоставлять и реализовывать образовательные курсы или учебные программы. Повышение навыков преподавателей в вопросах применения цифровых технологий в учебно-воспитательном процессе. Разработка внутренней нормативной базы, определяющей условия и возможности использования в учебном процессе онлайн - курсов и зачитывания результатов их прохождения студентами дисциплин по выбору, факультативных курсов;

Педагоги должны быть готовы не только разрабатывать и применять качественный цифровой образовательный контент, но и, выстраивая индивидуальную траекторию обучения для конкретного обучающегося, учитывать коллективистскую отечественную ментальность; демпфировать постоянно возникающие интернет-угрозы, вовлекая обучающихся в позитивную проектную деятельность и развивая их социальную активность. Педагоги должны быть готовы к перманентному обучению, совершенствующему их профессиональную компетентность.

Никто не ставит под сомнение необходимость цифровой трансформации образования. Однако для ее реализации требуется вложение значительных финансовых

ресурсов в материальную инфраструктуру и переподготовку кадров, а также переосмысление целей и содержания образования всех уровней.

Суть цифровой трансформации в том, чтобы эффективно и гибко применять новейшие технологии для перехода к персонализированному и ориентированному на результат образовательному процессу.

Система образования должна обеспечивать обществу уверенный переход в цифровую эпоху, ориентированную на рост производительности, новые типы труда, потребности человека. Информатизация образования создала базу для перехода на новый уровень, цифровизация направлена на подготовку специалистов, которые гарантированно востребованы на рынке труда, легко и свободно владеют мобильными и интернет технологиями, а также ориентированы на непрерывное обучение с помощью электронного обучения.

Цифровые технологии в современном мире – это не только инструмент, но и среда существования, которая открывает новые возможности: обучение в любое удобное время, непрерывное образование, возможность проектировать индивидуальные образовательные маршруты, из потребителей электронных ресурсов стать создателями.

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SECTION 3. PEDAGOGY, LANGUAGE AND CULTURE IN EDUCATION

UDC 37

Abadildayeva Sh.K., Erkhankyzy A. Self-management of the students in learning English during distance education

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***Abstract.** Distance education is the education with using massive information and scientific approaches. Recently, the distance education system in the country makes it possible to use language teaching widely.*

Distance education aids are increasingly being introduced into the educational process. In particular, they give such directions: increasing the intensity of classes; expansion of content; the construction of individual trajectories for each student, taking into account his abilities and the motivational-value sphere of the personality; intensification of students' independent work. Although distance learning has appeared recently, it has already become a serious educational element. This type of training is gaining popularity due to a personal approach, taking into account the student's self-esteem, motivating him and using the latest technological tools in the learning process. And now, in order to further increase the effectiveness of distance learning methods, it is time to develop a holistic concept for creating tools for working with the English language.

***Keywords:** distance education, communication technologies, distance learning technologies, factors in successful distance education, types of traditional motivation.*

It is too early to talk about the widespread use of distance learning in our country, to talk about full-fledged distance learning, both schools and students' homes must have good hardware and software. Moreover, the quality of communication should be high, we still have that weakness. Of course, the computer base of educational institutions will be further expanded and improved, but nevertheless, it is necessary to make full use of the available tools and try to make the most of their capabilities. In conclusion, the introduction of information and communication technologies in the educational process is a difficult task, both technically and psychologically. However, new information technologies are widely used in the educational system of Kazakhstan. In connection with the great attention is focused on radical changes in English Language teaching methodology. With the advent of online education the relationships between the students and teachers become more open and cooperating, because the students get more involved, interested and motivated in

learning foreign languages. Apart from this, the main components of distance education are briefly considered.

There are two components of distance learning: learning management and independent learning. Distance learning forms the student's independent learning, changes the attitude of parents to new technologies.

Distance education has been teaching learners a lot. We are working with a remote computer with a high degree of competence, practicing it, providing students with information on their subject and developing students' skills in using resources in information systems. At the same time, the students learn to work independently in the learning process at a convenient time, place, at an effective pace. Masters the techniques and methods of independent work, the basics of self-education at a high level. Distance learning is a difficult and responsible task for parents. Parents began to monitor the progress of the learning process, to search for their children on their own, and to monitor the implementation of tasks. or have opened communication via video conferencing.

Distance education has increased the responsibility of this trio (teacher - student parent).



It contributes to the future of each person's life, self-education and spiritual development. As in the past the child heard direct information from the teacher, now there are times when the student is surprised by the teacher's knowledge and learns from the student when the teacher reads and learns on his / her own, under the guidance of the teacher. The main task of the learners of distance education technology is to manage themselves by working independent work. The student may be able to complete an online lesson faster than a traditional curriculum suggests. This can be especially beneficial for students who are accustomed to staying ahead of the assignment plan. He will no longer have to get bored in joint lessons and analyze 100 times what others did not understand.

In particular: setting goals and objectives; consideration of emerging issues; transfer of knowledge, experience; organizational activities; organization of interaction between students; control of the educational process. Thus, distance learning has stimulated the English learners' interest in self-education and information retrieval, formed skills and increased knowledge, skills and hard work.

Six factors that affect learning English engagement

*The right not to understand and to be wrong

Fear of being wrong and feeling uncomfortable due to not understanding the topic keep the student from being involved in educational work.

Elbert Hubbard said: "The worst mistake you can make in life is being afraid to make a mistake all the time."

This also applies to training. Facing misunderstandings, making mistakes, asking questions, getting feedback, correcting understanding is learning. And if the student understands this, then he refers to mistakes as part of development.

*Feeling that you can handle

Motivation to work appears when the student understands that he will cope with the task.

*Understanding the meaning of the work you do

If the student does the work because the teacher needs it, he will look for a way not to do it or do it in a way that will spend less time on it.

*Choice

Choice gives a sense of freedom. When a student makes his choice, he also takes responsibility for it. This means that the probability that the work will be done increases.

*Submission of educational material

The student needs some optional, extra materials to cope with the task.

*Understanding that you are not alone

When there is understanding, that in the learning space we learn from each other, that there is no atmosphere of competition and enmity, the student is active.

Students need to feel that the teacher is not for control but for help.

Factors that can contribute to motivation:

- Believe in yourself. (I can do it! I will reach a high level! I will force myself to do it! I will go all the way!)

Safe work on the Internet. It was already mentioned above that in the process of distance education, the student actively uses the Internet space. It should be understood, however, that the World Information the network is not only a repository of valuable and diverse information, thanks to which you can solve educational problems, but also a source a variety of threats. Along with the obvious development benefits Internet communications, uncontrolled access to the global information space carries serious latent and direct threats to students from the Internet.

In distance education, the student and teacher interact in educational process in the following modes:

*synchronously, simultaneously being on the Internet, on a distance learning site and directly interacting with each other, having the ability to carry out a dialogue (online);

*asynchronously, when the student is doing some kind of independent work, and the teacher assesses the correctness of its implementation and gives recommendations based on the results of educational activities (offline).

We know that learning English is today's requirement. That's why the main reasons why learners like English are:

- It will be needed when entering higher education institutions and travel
- Required when working with a computer and to study overseas
- In the future have a good job and a good career.

Everyone has his own ways of learning language. Mostly they prefer learning English by the directions of teacher. Thus they can get used to master language themselves by self-management.

Having the skill of using different platforms during distance education promotes students to master the language proficiency. Google Forms is a simple, convenient and reliable tool. It is intuitive, easy to learn, quickly deployable and, importantly, free. The service is cross-platform, you can use it on PCs, tablets and smartphones. This kind of platform helps us to get and check students' answers easily.

The experiments showed that distance learning is effective when integrated with traditional learning, as well as when the work program of traditional and distance learning is consistent. The analysis of the questionnaires showed that the students are open and strive for new, more effective forms of education, which are aimed at developing cognitive, activity, expanding their horizons and knowledge about the world's cultures, as well as improving communication skills.

The second platform is Zoom. It is the platform which services for video conferencing, online meetings and distance learning for schoolchildren. This also helps us studying through the distance education in quarantine now.

Suggestions for English learners to be responsible during learning English in distance education, be careful with new materials while being explained, not to waste your time with doing misunderstandable materials; Work by motivation! Learn control yourself and self-management during distance education.

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UDC 37

Abenova A.Zh., Altayeva I.A., Atyrauova G.B. Learning a foreign language online: advantages and disadvantages

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***Abstract.** The paper provides a brief overview of the advantages and disadvantages of learning via Skype and gives the example of exercises used. The major educational benefit is in meeting the needs of the students who make decision of learning autonomously.*

***Keywords:** Skype, digital technology, online learning, computer technology, web camera;*

Modern students from junior nails master digital technology. They prefer to exchange text messages, play on the Internet and communicate on a social network reading books and going to the theater, not to mention the fact that it will not occur to any of them to write letters by hand. This is a generation that has grown up in a paperless and wireless world; a new tribe of people who have been surrounded since childhood by computers, cell phones and other gadgets. In our rapidly changing world, teachers are also forced to use new technologies that make lessons interesting to students and at the same time empower teachers.

Over the past decade, online learning has ceased to be a bold idea and has long been used in various educational institutions. Computers are very useful in many aspects of learning. They can greatly facilitate and accelerate many processes - for example, it is known that students are successfully using distance learning using the Internet all over the world. Computer technologies can also be useful when working with students in classes.

The advantage of new technologies is that they allow the student to study the subject at a convenient pace and mode. In addition, students can choose how much time they will devote to studying this subject, make their own schedule of classes, choose a convenient day and even an hour when nothing will interfere with their studies. Thus, ideally, students take responsibility for their studies.

Skype is a tool to simplify the learning process, it can make this communication more effective. Highlight the main benefits of Skype training. The usual foreign language lessons are probably not the most effective because the group includes too many students. There are different textbooks, but the most important aspect is missing - individual communication. Today, using the Internet anytime you want, you can get this communication. There is no backlog, static or postponement. There is also an additional convenience - to build a relationship with one person for a long period of time. Skype classes avoid monotonous and boring exercises.

In the lesson, the teacher and student include Skype, headset and video camera (if desired), download textbooks and begin to study. There is no need to purchase literature. You can copy or download training materials online. In addition to textbooks, additional authentic materials from various sources are used, selected to achieve the personal goals of students. The teacher explains the material, trains students using exercises and secures the material in practice using active games, drilling and role-plays. There are many opportunities to diversify lessons, to make classes take place in a fascinating atmosphere: you can share screenings around Skype, which will save you from explaining many things, you can watch videos together or open sites. The teacher motivates to speak from the first lesson, gives useful advice and corrects errors in the chat. The atmosphere of these classes gives the student the opportunity to liberate and easily leave the comfort zone.

Skype gives us other advantages:

1. It's very convenient. You can learn the language at home or at work (if you have enough time). You only need a few things: a computer with Internet software, headphones and a webcam;
2. It saves you money and time. If you choose this type of class, you save a lot of time, because you are not in a hurry to learn, and this is the main advantage. Lessons in Skype can be held anywhere - where there is the Internet;
3. You can study materials such as texts, tables, audio, video, presentations using a computer. To do this, you do not need to buy textbooks, they can be downloaded and printed. With the Internet, you can listen to audio and watch video, which is not always easy to arrange at an individual meeting or at a lesson in the audience;
4. You can practice with a teacher at any end of the Earth;
5. You don't spend money on public transport and gasoline;
6. Flexible schedule. You can always move the lesson to a more convenient time;
7. The fact that the teacher's attention is drawn to one student, and not to a group, at times increases the effectiveness of the training process;

As for the disadvantages, the main one is dependence on technical means and Internet accessibility. What if the webcam doesn't work? Many believe that the webcam is always used in Skype lessons, but this is far from the case. Practice shows that while working with a student, the teacher may not use the video camera, thus mobilizing his attention as much as possible. This very effectively develops auditing skills, much faster than during a regular classroom session, where auditing is supported by other types of communication.

It is believed that Skype lessons are more expensive than individual occupations. That's not always the case. If you want to engage with professionals and at the most convenient time for you, the price can be the same as for an individual lesson.

Who may not be recommended for Skype training?

1. Skype is not the best teaching tool for children under 13 due to their psychological and age characteristics. Children of primary school age lack motivation to learn a foreign language, as well as the ability to focus for a long time.
2. If a person already spends a lot of time at work with a computer, additional time spent on the screen will negatively affect his health.

In parallel with self-improvement, the teacher needs to work on preserving his students and developing his own brand. We usually set out principles, teaching methods, and information on education on our website. Potential students get acquainted with this information, ask questions of interest to them. This helps them make a choice in our favor. Creativity and the ability to keep up with the times will be useful here. Undoubtedly, a special responsibility in conducting such classes should fall on the teacher, who acts not only as a consultant on a certain subject, but also as the organizer of the entire educational process at a new stage. That is, the teacher's task is to intensify the cognitive activity of the student in the process of teaching foreign languages. The use of multimedia programs does not exclude traditional methods at all, but is harmoniously combined with them at all stages of training: familiarization, training, application, control. The use of the computer allows not only to repeatedly increase the efficiency of education, but also to encourage students to continue to study the English language independently. Gaming components may also be present to facilitate understanding and assimilation of the presented material. Success largely depends on how methodically well the material is organized, where part of the classes can be implemented using multimedia courses, and monitoring can be carried out using a testing system. However, it should be noted that the effectiveness of language programs is related to the conditions of the environment in which they are applied.

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UDC 37

Sadvakassova Zh.M., Alibekova A.O., Raimkulova Zh.T. Digital school of the future in pandemic conditions

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Abstract. This article is devoted to the digital school of the future in pandemic conditions.

Keywords: the COVID-19 pandemic, education, information technology, distance education

The pandemic COVID-19 caused global changes in the social and economic life of not only individual countries, but also humanity as a whole. Long-term quarantine events have necessitated a fundamental revision of the established principles for the functioning of individual social industries, in particular those based on direct (contact) and long-term communications of a large number of subjects.

In the conditions of self-isolation, the educational industry underwent special transformations, which was forced to completely switch to distance learning. If higher education has turned out to be more prepared for this form of organization of the educational process (for example, in many higher education institutions there are special units with appropriate personnel and material and technical support for the implementation of distance education), then for institutions of general secondary education this has become a real challenge that they, in general, coped with.

The closure of educational organizations due to the spread of the pandemic COVID-19 led to the fact that students were forced to study at a distance. On the one hand, this situation was quite justified, as it allowed to protect people from the risk of getting sick with COVID-19. On the other hand, quarantine has posed new challenges for educational institutions as well as education authorities at the local and national levels.

Among the significant social and economic losses of society associated with the closure of general secondary education organizations due to the pandemic, experts from the United Nations Educational, Scientific and Cultural Organization (UNESCO) identify: increasing pressure on secondary general education institutions that remained open; problems of ensuring the objectivity of

intermediate and final control of students' knowledge; the inability of most parents to support forms of distance and home schooling; the high economic loss in productivity associated with the combination of childcare and distance work; stressful manifestations among students, teachers and parents; problems of care and upbringing of children from disadvantaged families; increased risk of psychotropic drug use and adolescent social behaviour; increasing the rate of outflows of children and young people from schools; increased exploitation of child labour.

At the beginning of 2020, all educational institutions became participants in the intensification of distance learning. The forced mass transition to electronic education during the period of self-isolation has become a kind of global challenge for the entire educational environment, in particular for secondary school.

In the modern conditions of informatization, there is a need to educate a developed younger generation, which will own modern technologies and be able to navigate the information space.

During quarantine, distance learning was introduced in most countries of the world and in Kazakhstan. This is a training in which students and teachers interact with each other indirectly, using different communication technologies, while being in different locations - at a distance. Modern digital technologies and network communication are used to organize distance learning. At the same time, all components of the educational process are preserved: goals, content, teaching methods, outcome assessment, etc., including the educational process management system.

For full distance learning, in addition to high-quality access to the Internet, the appropriate technical and software equipment of all participants in the educational process is needed.

Teachers were not provided with the necessary assistance from the institutes of postgraduate pedagogical education in developing their own skills in organizing distance learning in educational organizations, methodological materials, advice, support, recommendations on the use of electronic resources and software tools for working in a distance format.

Distance learning based on electronic formats can be carried out in two formats: synchronous and asynchronous. In practice, the correlation between the application of these regimes depends on the objective technical conditions for providing the school and the participants in the educational process - on the one hand, and on the age of the students who study, and the corresponding educational subjects - on the other hand. But, regardless of the proportion of their application, to organize the educational process, it is necessary to use an educational platform (or an educational site, cloud services, etc.), which will provide personalized access to all participants in the educational process to fulfill educational roles for fulfilling professional tasks. For example, teachers - for posting educational and didactic materials in electronic format, students - for obtaining educational materials and posting their own tasks, administration - for monitoring the process and results of educational activities. Such an educational platform (or software application), also called LMS (Learning Management System), designed to integrate digital learning tools, as well as the administration, management and distribution of training programs, and generate analytics of

reporting of the training process. The purpose of the educational platform is to organize such interaction between participants in the educational process with educational content and among themselves, which will achieve educational goals.

It should be noted that teachers except author's educational and methodical and didactic materials during the work with educational platforms can use the ready materials from various sources created especially for distance learning, for example, mass open online courses, materials of e-books, materials of repositories, video lectures on scientific and educational channels YouTube.

As the analysis of practice shows, in the world the most popular educational platforms are: Moodle, Google Classroom, WebTutor, iSpring, Collaborator, SAP LSO, Edmodo, MoClassDojo, etc.

Thus, in the process of implementing distance learning forms during the period of the coronavirus pandemic, several important points were revealed.

1. The most important requirements for the implementation of e-learning are: teachers and students have high-quality access to the Internet; teachers and students have the necessary technical support (computers, laptops, tablets, smartphones, etc.), as well as relevant software; a sufficient level of digital competence for teachers and pupils to meet educational challenges; access to educational content on the Internet, etc.

2. Theoretical material should be issued in small portions and in different forms (audio, video, text) so that students have more opportunities to absorb it.

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SECTION 4. URBAN POLICY AND STATE PRACTICES ON SOCIAL JUSTICE AND THEIR IMPACT

UDC 351

Yashkin A.V. Universal values in the system of public administration

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***Abstract.** The article provides a comparative analysis of the values used in the system of public administration of the Russian Federation in comparison with the universal values declared in international legal acts. The article substantiates the importance of applying a value-based approach to the public administration system to improve the quality of life of the population. Both domestic and international normative legal acts and the works of domestic and foreign scientists are used as sources of information. The main method of cognition is monographic.*

***Keywords:** value-based approach, universal values, criteria of public administration*

Introduction

The program-target method of planning, which is laid in the foundation of the public administration system of the Russian Federation, unfortunately, has shown its failure in the real economy. The dynamics of achieving the key indicators of state programs "on paper" is diametrically opposed to those indicators that people have to face "on the ground". Desynchronization of real cases with reports leads to the fact that public servants are making strategic decisions by the state, can not see the real situation and make decisions that lead to further disintegration of the system of state management of the society. One of the key reasons for this state of affairs lies in the fact that socio-economic indicators of the development of society are considered through the prism of economic instruments and poorly take into account the social needs of the population. In fact, the universal values were replaced by management goals, and the criteria for improving the quality of life – the achievement of certain indicators.

The main part

The term "value" has several fundamentally different interpretations. There are "material values", "spiritual values", "universal values", "eternal values", etc. One of the first definition of "value" gave Claude Clachan "Values - is a conscious or unconscious characteristic of an individual or group of individuals desired, which determines the choice of targets (individual or group) with the possible means and ways of action"[1]. Currently, the problem of value is being addressed by scientists from various fields of science: educators, philosophers, sociologists, ethnographers,

lawyers, economists, and others. Their numerous studies differentiate value on three grounds: value as significance, value as choice, and value as a phenomenon that is characterized by a certain set of properties and attributes. It should be noted that there are also forms of the existence of values: social ideals (values developed by the public consciousness and the generalized ideas of perfection in various spheres of public life present in it), object-embodied values (embodied in the products of activity) and personal values (motivational structures of the individual that encourage him to implement social value ideals in his activities). [2]

The attitude to values is different. There are opinions that there are no common universal values. For example, the doctor of Philosophy of the M. V. Lomonosov Moscow State University believes that "Western European values" imposed on the world are behind universal values [3], on the other hand, the American philosopher and political scientist, senior researcher at Stanford University E. F. Fukuyama believes that in the modern world, where no community of people exists in isolation from others, for the peaceful coexistence of cultures, some common system of values is simply necessary. [4]

In the system of global population management, the value approach is reflected at the level of general goal-setting. In the UN General Assembly resolution "Universal Declaration of Human Rights" [5], the main universal values are: freedom and equality in dignity and rights (Article 1); life, freedom and personal integrity (Articles 3, 4, 9 and 11); physical and mental health (Articles 5 and 25); equality before the law (Article 7); the right to private and family life, inviolability of home and correspondence (Articles 12 and 16); freedom of movement (Article 13); citizenship (article 15); ownership of property (Article 17); freedom of thought, conscience and religion (articles 18, 19 and 20); equal access to public service and public administration (article 21); the right to social security (article 22); the right to work and equal pay for equal work (Article 23); the right to a reasonable limitation of the working day (Article 24); free education (article 26); participation in the cultural life of society (article 27).

Speaking about the modern approach to building a humane and socially-oriented society, it is impossible to ignore the goals of sustainable development. The UN General Assembly resolution "Transforming Our World: the 2030 Agenda for Sustainable Development" de jure sets out 17 Sustainable Development Goals and 169 related targets, which are integrated and indivisible. [6] However, de facto, this document enshrines global values that require special attention in today's difficult times.

The basic values of the citizens of the Russian Federation are legally reflected in the first and second chapters of the Constitution of the Russian Federation. In addition, in part, the focus on universal values can be traced in the documents responsible for the global vectors of the country's development and state policy. According to the Constitution, in the Russian Federation, the President is responsible for goal-setting. In his annual Messages to the Federal Assembly, he informs about the situation in the country, about the main directions of the state's domestic and foreign policy. [7] It

can be fairly noted that legally the annual Presidential Address to the Federal Assembly is not a normative legal document, and the goals laid down in it are not binding, but the presidential decrees issued as a result are an official guide to action.

In the last Presidential Address to the Federal Assembly of January 15, 2020 [8], the key values were indirectly identified as "the population of Russia", "material well-being", "access to education", "access to healthcare", and "access to the Internet". Other proposals, such as the priority of the Constitution over international legal acts, changes in the mechanism of application of the "economic articles" of the Criminal Code, the restructuring of the system of public administration and public service do not directly affect civil and universal values. It should also be noted that the value of "accessibility of health care" is not the same concept as the value of "physical and mental health of a person", although it affects it, and "population size" does not correspond at all to the values enshrined in the Universal Declaration of Human Rights.

Another, no less important normative legal act in which one can notice a focus on universal values, but with a regional bias, is the Presidential Decree "On evaluating the effectiveness of the activities of senior officials and Executive Authorities of the subjects of the Russian Federation". [9] Analysis of 20 performance indicators of the regional authorities showed that:

- directly aimed at achieving universal values-30% of the performance indicators of the heads of subjects;
- indirectly aimed at achieving universal values – 25% of indicators for assessing the effectiveness of the heads of subjects;
- not aimed at achieving universal values – 45% of the indicators for evaluating the effectiveness of the heads of subjects.

Thus, almost half of the criteria by which the leadership of the subject of the federation is evaluated are not aimed at assessing the level of achievement of universal values enshrined in the Universal Declaration of Human Rights. Accordingly, the activities of the regional leadership will not seek to satisfy the declared values.

Conclusion

Summing up the above, it can be summarized that at present the goals of public administration in the Russian Federation do not have a high correlation with the values declared by both international normative legal acts and the Constitution of the Russian Federation. There are several possible reasons for this: the shift in values from 1948 to the present; the difference between "Western European" values and those inherent in Russian society; the lack of a value-oriented approach in the system of public administration, and others. In any case, the presence of these circumstances does not reduce the public demand for the satisfaction of value needs, and the deep integration of value markers into the system of public administration will reduce the negative in society, improve the quality and effectiveness of serving the people.

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