

# Integrity and Integration of Educational Space as a Factor of Stability and Quality of Education in the Trans-Urals Region

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**Keywords:** Integration, Stability, Quality of Education, Region.

**Abstract:** The attention of researchers in this work is focused on the forms of integration in the educational space of the Trans-Ural region, the peculiarities of its implementation in the conditions of a village, a small town and a regional center. Integration is considered by the authors as a means of preserving the integrity of the educational space, through the interaction, the relationship of its participants. The article provides data on the ways of cooperation aimed at stabilizing the educational process at all levels of education. The effectiveness and quality of the existing integration models were revealed in the process of researching 3,670 students, the same number of parents and 455 teachers. In the course of the study, it was concluded that the conditions for the successful integration of all types of educational institutions are the interaction of the structural elements of the educational space and the effectiveness of ties in the process of cooperation.

## 1 INTRODUCTION

The relevance of the article is due to the fact that the modern scientific paradigm in the field of pedagogy is actively studying the processes of integration of education and various socio-cultural phenomena. Let us note the studies affecting these problems in foreign countries. A. Khozhanova, G. Zvezdina, M. Elagina in their work, substantiate the need for the integration of organizations of a technical and professional orientation for the response of the educational systems of Kazakhstan. R. Ali, D. Lepeshev, K. Kulambayeva, S. Dossanova, A. Kukubayeva, N. Ivankova also touch upon the problems of the Republic of Kazakhstan and describe educational modules, focusing on ways to integrate seven modules into one lesson. O. Erez, A.Y. Degani on the integration of music schooling and social policy in Israel. K.A. Allee-Herndon, A.B. Kaczmarczyk, R. Buchanan analyze the ability of future primary school teachers to integrate an educational component related to social justice and the necessary knowledge in school subjects in teaching English and social studies. The integration of education and various related industries in the

interaction of government, universities and industrial enterprises is written by authors such as Z.B. Chen, W. Zhang, L. Li, M.He, J.Wang.

The problems of the integrity and integration of the educational space were considered by many scientists:

- aspects of the relationship between lesson and extracurricular work, basic and additional education: E.B. Evladov, V.I. Kazarenkov, Z.A. Kargin, N.A. Morozova, M.O. Checkov;
- studies on the problems of integration of general and additional education, the specifics of its organization and software: V.A. Berezina, V.V. Belova, E.B. Evladova, I.V. Kalish, L.G. Loginova, A.V. Zolotareva, S.L. Paladyeva.

Forms of integration are distinguished depending on the level of integration (from lowest to highest); in general, the following forms are distinguished: cooperation, association, merger.

Cooperation and association as forms characterized by a minimum and average degree of mutual rapprochement of the subjects of integration can be discussed in relation to the integration of institutions of general and additional education of children. Merger as a form characterized by the

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maximum degree of mutual convergence of the subjects of integration, most often describes the integration processes within one educational institution.

Concept "integration" occurs in various fields. Today they talk about political, social, industrial, economic, financial, cultural, scientific and educational integration (Sorokina, 2008).

The issues of practical integration in the pedagogical process are reflected in many scientific works (S.M. Arefieva, S.Yu. Buriylova, V.V. Guzeev, V.A. Klenikova, V.M. Panfilova, V.B. Sinnikov, S.Yu. Strashnyuk and others.) Practical integration implies the use of different techniques, methods and learning paths. First of all, this is the creation of integrated courses, the integration of subjects and their components.

Historically, integration in Russian education, according to S.V. Omelchenko (Omelchenko, 2006) took place in three stages: turn of the XIX-XX centuries – 20th - unified labor school; 50th – 70th - introduction of interdisciplinary connections; 80th – 90th - interaction, interpenetration (integration itself).

In a modern reading, according to T. K. Sozykina, integration in education provides conditions (Sozykina, 2014): implementation of individual educational trajectories of students; life and professional self-determination; ability development; formation of key competencies of students. Career guidance, as a process of choosing and acquiring a future profession, is an important part of the educational process. With its help, students develop willingness to work and planning a professional career.

Today, digitalization has had a huge impact on modern career guidance, which means the translation of information into digital, the transition to digital services and the automation of processes. The term "digitalization" appeared in connection with the strengthening of information and communication technologies (Ryleeva et al., 2019).

With the advent of digital technologies, a huge range of opportunities opens up in career guidance work, which makes it possible to solve the main task of career guidance - to increase the motivation of students for independent professional self-determination. The use of modern information and communication technologies can help achieve this goal and increase the competitiveness of young people in the labor market. Digitization of vocational guidance has helped to make this process not only more "flexible", but also to solve the territorial problem. Career guidance became available for children living in regions who lacked vocational

guidance at school. Coverage has become greater than with conventional career guidance.

All of the above contributes to an increase in the level of professional self-determination of the student and the formation of a holistic view of the modern labor market and professions among schoolchildren, motivates to take a more serious approach to choosing a profession, and with the help of various Internet methods in the field of choosing a future profession, you can tentatively identify your personal and professional interests and inclinations (Amirov, 2016).

In accordance with paragraph 1.3 of the protocol of the meeting of the National Council under the President of the Russian Federation for Professional Qualifications dated June 25, 2020 No. 45, the Ministry of Labor of Russia, together with the All-Russian Research Institute of Labor, the Ministry of Labor of Russia and ANO "Digital Economy" were recommended to develop standard modules containing descriptions of the competencies of the digital economy, for inclusion in professional standards. To describe in professional standards specific requirements for workers, the key competencies of the digital economy should be presented in professional standards in the form of digital competencies - sets of skills and knowledge necessary to perform labor actions using digital technologies. By digital competence of teachers, we mean the ability of teachers to use information and communication technologies in their work in combination with pedagogical (didactic) understanding and awareness of its strategic importance in the educational process.

Modern digital competencies are associated with the fact that the teacher was forced to start work in a fundamentally new, digital environment. Interaction with other participants in the educational process: directly with schoolchildren, with colleagues, with the administration and parents, it became necessary to carry out in a new format. When organizing education using distance technologies, most teachers tried to simply transfer their practices to a digital environment, but this approach was not productive. That is why teachers need new competencies to work in a new environment.

To date, two forms of organization of distance learning have been formed. The first form involves communication with children in real time, that is, conducting online lessons, during which the teacher interacts with all students at once. At the same time, for remote teamwork, he can use online whiteboards, joint screens, mobile applications and chats to

communicate, involve students in the discussion, and prevent distractions.

The second form involves off-line interaction between a teacher and children. Various digital technologies are used here. These can be recorded lessons and lectures, quizzes, online assignments, and so on.

Both distance learning formats require students to have certain resources. The most pressing issue is whether children have a computer and a high-speed Internet connection. Modern telephones may well replace a computer, but the remoteness of a settlement from a district or regional center does not always allow for the operation of an uninterrupted Internet.

The younger the generation, the higher its digital literacy. Today's children actually have digital skills from birth, but at the same time, they want to learn only if they are really interested. The school is faced with the task of creating such conditions so that teachers can meet the necessary competencies. Unfortunately, the spring events showed that not everything that teachers were taught and that was previously considered necessary was useful to them in practice. However, thanks to this, errors and shortcomings were discovered. This means that today they can be eliminated, the education system as a whole can be improved and, of course, the new necessary competencies of the teacher can be developed.

The federal project "Digital Educational Environment" provides for the creation of a digital educational environment starting from school and in general in each region of the country. Such a modern digital educational environment will ensure the organization of educational and extracurricular activities of students, including the management of school life, with all the necessary digital devices.

The federal project is aimed at solving a number of problems that will allow introducing new methods of teaching and upbringing at all levels of general education, developing new educational technologies, ensuring the development of basic skills and abilities in students, as well as increasing motivation for learning and involving them in the educational process. In addition, to create a modern safe digital educational environment that ensures high quality and accessibility of education of all types and levels.

T.K. Sozykina emphasis is placed on the close interaction of general and additional education (Sozykina, 2014).

The integration of basic and additional general education programs as a trend in the development of the modern education system is reflected in the Federal State Educational Standard of General

Education in the provisions providing, in particular, the inclusion of extracurricular activities in the main educational program of the school.

Today, a certain system of views and approaches has developed in defining the concept of integration in the pedagogical process, revealing various aspects of its content. In general, in pedagogy, integration is understood as the highest form of expression of the unity of goals, principles and content of the organization of the process of teaching and upbringing, the result of the functioning of which is the formation of a qualitatively new integral system of knowledge and skills in students. A comprehensive study of the problem of integration in education has confirmed its importance and positive impact on the pedagogical process.

## 2 RESULTS AND DISCUSSION

Modern approaches to the organization of the educational process, presented in the Federal State Educational Standard of GE, imply the design of educational environments that ensure the development of the interests, abilities and inclinations of students. At the same time, the elements of an integrated educational environment include: objects of the surrounding reality; subjects of the process of performing various types of educational activities; means, methods, forms of organization and implementation of training and education processes; methodological association that ensures interaction between teachers of secondary schools and teachers of additional education for children; development and maintenance of individual educational routes for the development of students' abilities; an integrated author's program as a model of joint activities of a teacher of a general education school, a teacher of organizing additional education for children and a child. In this regard, new requirements are imposed on the professional competence of teachers who carry out pedagogical activities in the conditions of the requirements of the Federal State Educational Standard. (Ryleeva et al., 2019).

The problem of integrating the educational space as a factor of stabilization and quality in the Trans-Urals region was associated with the need to develop and implement models of interaction between educational organizations of various types: kindergartens, schools, institutions of additional education, special institutions. As a result of the regional stage of the competition of social and educational projects, such models became: "Professions of the future" (profiling), "Digitalization

of the educational environment" (distance education), "Lesson - abilities - activities - creativity" (activities of resource (support) centers), "Give me your hand - friend"(social partnership in education).

The profiling model "Professions of the future" operates according to the "kindergarten - school - vocational education" scheme and solves the issues of primary vocational guidance (kindergarten, primary school), professional self-determination (senior classes of secondary schools) and professional identification (students of secondary vocational education and junior high school students).

The model "Digitalization of the educational environment" allows the introduction of innovative forms of interaction, the use of distance technologies that allow participants to master integrated skills: to navigate in various subject areas of knowledge; work with large flows of information; create their own databases.

The activity of resource (support) centers is organized within the framework of the project "Lesson - Abilities - Activity - Creativity", organically combines the capabilities of educational and cultural institutions, contributes to the improvement of the creative development of both students and teachers.

Social partnership in education operates within the framework of the "Give a hand - friend" project and creates opportunities for the implementation of children's and youth projects of interaction with society.

## 2.1 Diagnostics of the Level of Effectiveness of the Implementation of Existing Integration Models

The main goal of this work is to check the effectiveness of the implemented models and projects in the integrative educational space of micro societies in the Trans-Ural region, satisfaction with the educational activities of students, their parents (legal representatives) and teaching staff.

The questionnaire for parents, included questions identifying the degree of satisfaction with educational services, priority areas for their children, attitudes towards digitalization and distance technologies in education, assistance in professional self-determination.

Students were asked to fill out a questionnaire to determine the priority motivation in choosing an activity, satisfaction with the learning process and additional educational programs, attitude to distance education.

The teachers determined the conditions for the efficiency and quality of integration processes in their

microsociums and determined the leading tasks of digitalization.

The total sample of respondents was 7795 persons: from parents - 3670 persons, from schoolchildren - 3670, from teachers - 455 persons.

Table 1: Sample by municipalities.

Municipality	schoolchildren	parents	teachers	total
Vargashi (workers' settlement)	670	570	55	1295
Kurtamysh (small town)	900	700	150	1750
Kurgan (regional center)	2100	2400	250	4750

The results of the survey indicate the satisfaction of various interests and needs of children, understanding of the significance of parents of the importance of creating a single educational environment for the development of the child.

The analysis of the students' answers made it possible to reveal an opinion about those aspects of the educational and upbringing process, which were organized in accordance with their interests and hobbies.

After analyzing Table 2, we can conclude that all factors of satisfaction of parents and children with the quality of education are positive dynamics.

Table 2: Analysis of the satisfaction of students and their parents with the educational space in the region.

Questions	Answer options	Parents	Children
1. I receive help in self-determination and choosing a future profession	a) yes	1480 (40%)	2790 (76%)
	b) partly	740 (20%)	740 (20%)
	c) no	740 (20%)	140(4%)
2. I can use digital technologies	a) yes	3350 (91%)	3650 (99.5%)
	b) partly	300 (7.5%)	20 (0.5%)
	c) no	20 (0.5%)	0
3. I'm satisfied with the quality of the teachers' work	a) yes	3480 (95%)	3670 (100%)
	b) sometimes	170 (4.5%)	0
	c) no	20 (0.5%)	0

Table 2: Analysis of the satisfaction of students and their parents with the educational space in the region (cont.).

Questions	Answer options	Parents	Children
4. I'm satisfied with the quality of additional education	a) yes	3340 (91%)	3670 (100%)
	b) partly	310 (8.5%)	0
	c) no	20 (0.5%)	0
5. All conditions have been created in the microdistrict for the development of their interests	a) yes	3480 (95%)	3650 (99.5%)
	b) not always	170 (4.5%)	20 (0.5%)
	c) no	20 (0.5%)	0

The parents noted the content of the vocational guidance work. 40% of the respondents said with confidence that their children will continue their education in the already chosen areas in extracurricular activities.

Assessment of parents' satisfaction with the quality of educational services showed that only 6% of survey participants find it difficult to assess the quality of educational services in society. The total level of satisfaction with educational services was 94%, which corresponds to a high level.

95.5% of parents are satisfied with the professionalism of teachers, 0.5% are partially satisfied.

The survey showed a high interest of parents in the educational process, orientation towards joint activities with teachers and children.

99.5% of children believe that all conditions have been created in the microdistrict for the development of their interests. The vocational guidance work carried out by teachers satisfies schoolchildren by 76%.

Assessing the qualities of a teacher, the guys put in the first places: 95% - benevolence; 94% - an interesting person knows how to interest; 86% are fair; 92% is able to understand.

To the questions "What do you see the meaning of the interaction between the school and the institution of additional education?" a significant number of answers (60%) are related to preparation for a profession.



Figure 1: Parents' opinion on the meaning of additional education in the life of their children at the beginning and at the end of the implementation of the project "Professions of the Future"

Most of the parents surveyed believe that the participation of children in a variety of activities, both at school and outside it, motivates them to self-education.

As a result of a survey of teachers, the possibilities of digital education were identified.

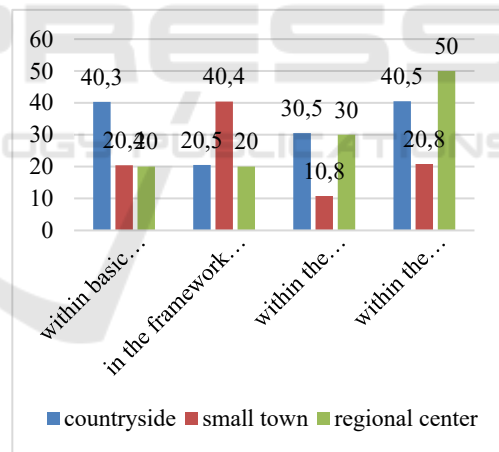


Figure 2: Opinion of educators on the possibilities of digital education.

Figure 3 presents a diagram showing the tasks that, according to the respondents, are solved by distance technologies in education.



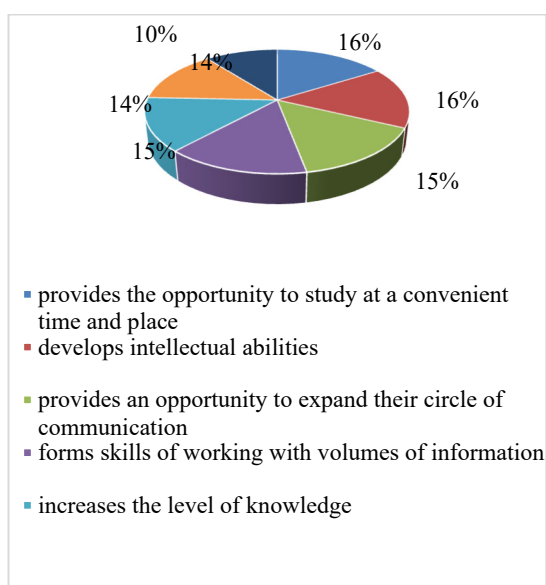


Figure 3: Tasks solved by distance technologies in education.

Choosing the priority of tasks in the development of the personality of students, the teachers were unanimous. Big points were scored by tasks such as providing an opportunity to study at a convenient time and place (16.2%), developing intellectual abilities (16.1%), then providing an opportunity to expand their circle of communication (15.0%), forming skills in working with volumes of information, developing independence in finding and using the necessary information (14.9%), increasing the level of knowledge (13.9%), developing motivation for self-education (12.0%) and finally, developing self-control skills (10, 6%). None of the proposed tasks was rejected, as well as an opinion was expressed about excluding any of the tasks from the list, or adding another option.

Monitoring of the social activity of participants in educational relations in the region recorded an increased interest of respondents to socially significant projects: "School of Responsible Parenting", "Family Heirloom", "My Pedigree", "History of My Little Homeland", "Professions of My Family", "Defender of My Motherland", "Take care of your child", "Victory Road", festival of projects and research works "Rainbow".

Students and their parents take an active part in various competitions, contests, shows, festivals, exhibitions.

Integration capabilities allow meeting the needs of all layers of the microcommunity.

### 3 CONCLUSIONS

The satisfaction of parents and students with the quality of educational services provided, both in rural areas and in the regional center, is an assessment of the stability of integrative processes in the educational space of the region. The survey showed that the assessment received from parents and children is very high. Thus, the share of those who are satisfied with the quality of educational services averaged 99% in the region (answers "Satisfied completely" and "Rather satisfied"). The number of those who are "rather dissatisfied" with the quality of education is very insignificant and amounted to 1%. Those, who found it difficult to estimate, are 0%.

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