Chapter 10
Identification of the Aspects of Educational Deprivation of Students and Teachers of Higher Education Institutions in the Conditions of Distance Learning

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10.1 Introduction

In the current unstable socioeconomic conditions, tendencies of deprivation of personality in various aspects of life are increasing. Deprivation is a restriction of opportunities to meet certain needs caused by the loss of connection with the object of meeting those needs (Yaroslavtseva, 2014).

The problems of deprivation are disclosed in the works of Russian and foreign researchers. Experts identify the following types of deprivation:

- Emotional deprivation is caused by the lack and disturbance of emotional relationships in the family, especially under the conditions of a distorted functioning of the psychological and biological "mother–child" system or a departure or loss of a significant family member;
- Social deprivation manifests itself in a deficit of communication and difficulties in establishing contact. It is often typical for the orphans, residents of children's homes, homeless children, and children in troubled families;
- Sensory deprivation manifests itself in the insufficiency of external influences caused by blindness, deafness, or hypokinesia;
- Motor deprivation is a lack and significant limitation of motor activity;

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- Cognitive deprivation lies in a deficit of structured and comprehensible information;
- Maternal deprivation is a lack of maternal love, care, and socialization apart from the mother.

Deprivation conditions of life and activity are extreme for humans because these conditions violate the most important mechanism of existence, adaptation, and ontogenesis—the emergence, complication, and satisfaction of basic needs. Under conditions of insufficient educational and social influence, the mechanism of regular mental development, which determines its correctness and consistency, is violated (Yaroslavtseva, 2014).

The needs of social functioning—the inclusion in the system of relations with the social environment, of which human is a part—are fundamental. The individual, acting as an object and subject of socialization in society, assimilates social norms and values from an early age and influences the surrounding life by participating in educational, professional, and other types of activity. The satisfaction of social needs for social belonging and competence has a positive effect on the formation of the person's character and provides psychological health, confidence, independence, and autonomy. Failure to meet these needs leads to dependence on others, increases anxiety, and causes mental stress and other negative conditions contributing to the social disadaptation of the individual.

The generalization of certain processes currently occurring in society reveals new types of deprivation.

The digitalization of society creates the conditions for the emergence and interaction of two trends: the emergence of new technological opportunities and the restriction (deprivation) of manifestations of personality in traditional activities, communication, and cooperation.

The inability to use a wide range of information technology and electronic services (for whatever reason) is also considered a type of deprivation (digital deprivation).

O. N. Vershinskaya defines digital deprivation as a situation when the way of life common for the majority is impossible for a particular individual due to the lack of skills to use ICTs or the desire and ability to acquire these skills (Vershinskaya, 2016, p. 432). When certain possibility has not become a condition of realization and satisfaction of the needs important for the person, there is no deprivation as such. Nevertheless, as soon as this opportunity becomes the social norm or the only possible way to solve certain problems, the person who does not use this opportunity becomes deprived (Vershinskaya, 2016). This applies to social and digital inequality. As more and more aspects of social life are realized through ICTs, and electronic services become a routine part of everyday life, those who do not use them will have more and more inconveniences. O. N. Vershinskaya discusses basic digital capabilities and needs and lists basic digital deprivations. These lists are determined by public surveys and expert evaluations. Thus, there is a periodic change in these basic digital capabilities and, consequently, in digital deprivation.

Naomi S. Baron notes that any technology is ambivalent. On the one hand, electronic communication allows people to stay in touch with a considerable number

of people. On the other hand, it forces the establishment of superficial and formal contacts, reduces the process of communication, and causes the loss of personal content and individuality of interaction.

The use of e-learning and distance learning technologies is highly possible to cause the deterioration of interpersonal communication in the educational process. It seems that digital learning resources and electronic communication tools are designed to solve the problem of organizing the learning process (Torikova et al., 2020), for example, in a pandemic. However, they complicate the organization of full-fledged educational cooperation, which provides students with a search for new ways of action and interaction (Zimnaya, 2006) and ensures the formation of reflection and the development of self-control, self-assessment, cognitive activity, and creative independence.

There are several criteria used to define a learning collaboration. As a joint activity of the organizational system of activity of interacting subjects, cooperation is characterized by the following attributes:

- Spatial and temporal co-presence;
- Target unity;
- Organization and management of activities;
- Functional, efficient, and operational separation;
- Positive interpersonal relationships (Zimnaya, 2006, p. 283).

Studying the development of student–teacher cooperation as the foundation for the formation of individual learning activity, V. P. Panyushkin singled out the following dynamics of forms of learning cooperation:

- Phase 1—induction into the activity:

  (1) Actions are shared between the teacher and students;
  (2) Simulated actions of students;
  (3) Imitative actions of students;

- Phase 2—coordination of teacher and student activities:

  (1) Self-regulated actions of students;
  (2) Self-organized actions of students;
  (3) self-initiated actions of students (Panyushkin, 1979, p. 18).

The listed conditions for implementing educational cooperation are difficult to reproduce in a distance learning environment. In this regard, we can talk about limiting the potential of the educational process and the inability to use its laws for learning and personal development fully. That is, in this case, we are talking about educational deprivation. In the conditions of distance learning, it is challenging to form some competencies (e.g., "Learning competence 3. Students can carry out social interaction and realize their role in the team" in the preparation of bachelors).

10.2   Materials and Methods

According to L. N. Berezhnova, "Deprivation in the educational process is a phenomenon that occurs in the life of learners, when they are limited or deprived of the opportunity to meet the leading needs for a long time, which significantly affects their education" (Berezhnova, 2000, p. 21).

Educational deprivation can be caused by factors external to the educational process (e.g., the forced need to switch to a distance learning format) and by the peculiarities of the educational process itself, which is not excluded in the traditional organization of training in the offline format.

Educational deprivation occurs in the following conditions:

- Violation of intersubjective exchange of activities in the educational process;
- Alienation of the subjects of the educational process from the educational activities;
- Disparity in the links of the educational process;
- Restrictions on opportunities for self-development and self-realization of students in the educational process, including an individual character.

The empirical research of the attitudes of students and teachers of a pedagogical university to training in the conditions of distance learning aimed to identify the deprivation aspects of distance format of professional training.

The authors conducted an anonymous questionnaire survey of the subjects of educational relations of the pedagogical university to obtain empirical data.

Within the framework of the system for managing the quality of education in the university, the authors developed questionnaires for teachers and students, implemented an anonymous survey, processed and recorded the results, and developed conclusions and recommendations.

The questionnaire for students contained several items. The respondents were asked the following:

- Indicate general information about themselves (under the condition of anonymity): faculty, the direction of training, course, and form of study;
- Evaluate several parameters in qualitative terms from "bad" to "excellent." These parameters are as follows:

  - Level of adaptation to distance learning;
  - Level of information about changes in the educational process implemented in distance form;
  - Degree of convenience and satisfaction with the classes held in a distance format, the convenience of using the electronic educational environment of the university;
  - Work of scientific and pedagogical employees in these conditions.

- Analyze possible changes in the psychological and physiological load on students and the level of motivation for learning caused by the transition to distance learning;

- List the used distance learning tools, sources of electronic assignments, and electronic resources used to provide feedback to teachers (including sending completed assignments for review);
- List technical problems and personal difficulties, claims on technical support and administration, types of devices used, implemented forms of educational work, and advantages and disadvantages of distance education.

In the summarizing part of the questionnaire, students were asked to formulate proposals on improving the quality of distance education.

The questionnaire for teachers contained questions that correlated with the questionnaire of students and original items. This approach allowed the authors to consider the differences in the opinions of teachers and students, get an objective result of the survey, and make further optimal and informed organizational decisions.

The respondents were asked the following:

- Provide general information (under the condition of anonymity): faculty, position, and academic degree;
- Evaluate several parameters in qualitative terms from "bad" to "excellent." These parameters are as follows:

  - Level of adaptation to distance learning;
  - Convenience of teaching in a new environment;
  - Level of information about changes in the educational process implemented in distance form;
  - Degree of convenience and satisfaction with the classes held in a distance format, the convenience of using the electronic educational environment of the university;
  - Level of students' motivation to study in the given conditions.

- Analyze possible changes in the level of motivation and psychological and physiological burden on teachers and students caused by the transition to distance learning;
- List the used distance learning tools, electronic resources used prior to restrictions, electronic resources for getting feedback from students (including receiving completed assignments for review);
- List technical problems and personal difficulties, claims on technical support and administration, types of devices used, implemented forms of educational work, and advantages and disadvantages of distance education.

In the summarizing part of the questionnaire, teachers were asked to formulate proposals on improving the quality of distance education and answer the question about the preferred form of training (subject to the choice).

Processing, systematization, and analysis of the results of the questionnaire (taking into account the counterversion of teachers and students) allowed us to identify limitations of the potential of the educational process, the difficulties of full use of its patterns for learning and development of personality of students (i.e., aspects of educational deprivation in a distance learning environment).

10.3 Results

An anonymous questionnaire covered 480 students in the 1st–4th years of study and 135 teachers.

The evaluation of the results allowed us to develop general recommendations on improving the quality of education in distance learning. To identify the presumed presence of educational deprivation in the given conditions, it is enough to analyze the results of the survey only on the item "disadvantages of distance learning." Table 10.1 presents the generalized results of the survey of students on this item.

Thus, 35% of students said that they experienced emotional discomfort and a lack of direct communication with teachers. This fact demonstrates the limiting impact of distance learning technologies on training the professionals who will interact with people during the performance of future professional activities, and even more so when it comes to the initial stages of training future teachers. Direct educational interaction with university teachers allows future teachers to learn and improve the mechanisms of social perception and interaction strategies optimal for the educational process.

Seventy percent of respondents indicated a lack of direct interpersonal communication with groupmates during distance learning, indicating social deprivation.

Eighty percent of students pointed out the time savings during distance learning since this format of classes eliminates the need to spend time getting to the university and back. Simultaneously, 74% of respondents noted an increase in the number of assignments requiring independent work, which forces students to limit their leisure, recreation, and free communication. The increase in the duration of independent training and, consequently, the time spent by students at the computer leads to manifestations of motor deprivation, that is, a lack of physical activity.

Forty percent of students emphasized that distance learning provides the opportunity to master the learning material and perform tasks at an individual pace.

Generalized results of the survey of teachers (on the item "disadvantages of distance education") are presented in Table 10.2.

Seventy percent of teachers noted a lack of direct interpersonal communication with colleagues and students during distance learning, indicating social deprivation.

Table 10.1 Generalized results of the survey of students (on the item "disadvantages of distance education")

Disadvantages	Respondents, %
Increased volume of tasks requiring independent work	74
Lack of direct interpersonal communication with groupmates	70
Emotional discomfort and lack of direct communication with teachers	35
Lack of physical activity	32
Other	<30

Source Compiled by the authors

Table 10.2 Generalized results of the survey of teachers (on the item "disadvantages of distance education")

Disadvantages	Respondents, %
Increased teaching load	76
Lack of direct interpersonal communication with students and colleagues	70
Technical limitations in laboratory work, group work, discussions, etc	64
Expanded opportunities for students to carry out assignments not on their own	58
Other	<30

Source Compiled by the authors

The lack of direct interaction between the lead teacher and the assistant negatively affects the quality of teaching joint disciplines.

Seventy-two percent of teachers pointed to the time savings during distance learning due to eliminating the need to get to the university and back. Simultaneously, 76% of respondents noted an increase in psychological and physiological load on the teacher.

The opportunities for students to complete assignments not on their own is an urgent problem for teachers. Some students remotely exchange completed work, as indicated by repetitive wording of answers and similar errors. This fact was noted by 58% of the surveyed teachers.

Technical capabilities of some electronic educational platforms and tools do not allow full laboratory work using the special equipment. Moreover, it is sometimes impossible to carry out interactive and group tasks and exercises. This shortcoming was noted by 64% of the respondents. The training opportunities in distance education for future teachers of physical education are also particularly limited.

Thus, the empirical study revealed the limitations of the potential of the educational process and the impossibility of full use of its regularities for learning and personal development (i.e., educational deprivation in distance learning).

10.4   Conclusions

Since distance learning in Russia is intensively developing, it is necessary to study the possibility of manifestations of explicit and implicit educational deprivation and develop necessary preventive measures.

The authors identified some of the limitations of socio-educational and developmental functions of distance learning in the professional training of future teachers.

Improving the quality of professional education in the conditions of distance learning requires the development of standards for remote interaction, digital content, and optimal and appropriate interactivity of online courses, taking into account the specifics of the areas of professional training.

It is advisable to reduce the share of digital educational platforms that do not allow for receiving instant feedback from participants in educational interaction.

It is vital to ensure technical support to improve the uniqueness of individual assignments and student responses posted in the e-learning environment.

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