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Abstracts and Conference Materials for the 20th European Conference on e-Learning

A Virtual Conference hosted by University of Applied Sciences HTW Berlin, Germany

28-29 October 2021

aci

A conference managed by ACI, UK

Abstracts of Papers

Presented at the

20th European Conference on e-Learning

ECEL 2021

a Virtual Conference

Supported by

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Germany

28-30 October 2021

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Contents

Research Paper Abstracts

overcome the identified barriers to collaboration. This paper can thus be utilised to help raise awareness of the hindrances to collaboration for digitisation purposes. Additionally, the study identifies ways to overcome some of these hindrances and foster more collaborations between South African LAMs for digitisation purposes. Conducting this study was essential, as these three institutions are houses of indigenous knowledge. Hence, the digitisation of their collections is critical for facilitating e-learning for the public space.

Keywords: digitisation, e-learning, collaboration, LAMs, impediments

Features of e-Learning in the System of Studying Social Responsibility of Students

Knissarina Malika Maksatovna[1], Syzdykbayeva Aigul Dzhumanazarovna[2], Baikulova Aigerim Meirkhanovna[2], Zhumaliyeva Gulmira Sainovna[1] and Makasheva Aliya Maratovna[1]

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DOI: 10.34190/EEL.21.125

Abstract: The article discusses the features of e-Learning in the system of studying the social responsibility of students in the framework of the scientific project IRN No. AR09058126 "Social responsibility of students in the conditions of professional training in universities of Western Kazakhstan", funded by the Committee of Science of the Ministry of Education and Science of the Republic of Kazakhstan since 2021. Scientific works on corporate social responsibility contributed to the development of this research (F.Rosati, R.Costa, A.Calabrese, J.Lee, M.Cho, etc.). Of scientific and methodological value is the work of S. L. Davis, L. M. Rives, and S. Ruiz-de-Maya on the need to develop a concept of social responsibility that includes behaviour of the individual as a modern citizen. The study of J. C. R. Sousa, E. S. Siqueira, E. Binotto, L. H. N. Nobre on the perception of the subjects of the educational process of social responsibility, depending on the degree of discussion and the level of socialization of students, is significant. C.Roofe believes that the problem of social responsibility is not given much attention, which leads to a

constant decline in the moral and spiritual component of education in the country. The testing tool included one author's questionnaire, revealing the degree of awareness, personal attitude of teachers to the problem of the lack of social responsibility of students. The questionnaire "Ideas about social responsibility" was validated by specialists of the Biostatistics sector. The sample consisted of 103 respondents in random order, regardless of the age and teaching experience of the participants, as well as the academic disciplines taught. Next questions - 1, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15 when rounding, we gave the value of Alpha-Cronbach-0.7 (Alpha-Cronbach: 660927 and Standardized. Alpha: 669767), which corresponds to the required norm and confirms the validity and reliability. The features of e-Learning allow us to adjust our activities in a timely manner to achieve the goals set in the system of studying the social responsibility of students. We believe that e-Learning contributes to the personal development of students, thereby optimizing their process of developing social responsibility.

Keywords: university student, distance learning, e-Learning, responsible education, personal social responsibility, social responsibility of students

Analysis of the Curriculum of Secondary Technical Education Based on the Reflection of ICT Competencies

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Abstract: The paper presents the results of the analysis of the assessment of the acquisition of digital competencies of students of secondary vocational schools with a focus on the field of engineering in terms of: their importance for meeting the profile of the graduate; employability of graduates in the field; requirements of Industry 4.0; the difficulty of their acquisition at a secondary vocational school. The research team performed analysis of the implementation of the Framework Educational Program for the field of education 23-41-M / 01 Mechanical engineering in the conditions of secondary vocational school. The main tool of the quantitative research survey was an online questionnaire distributed to the

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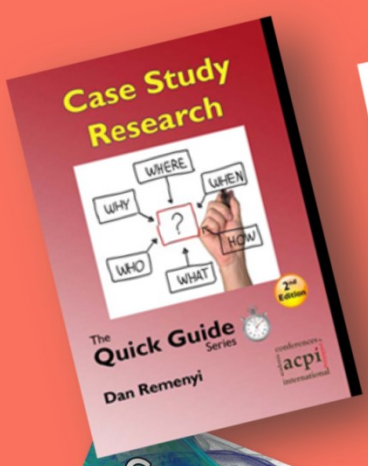

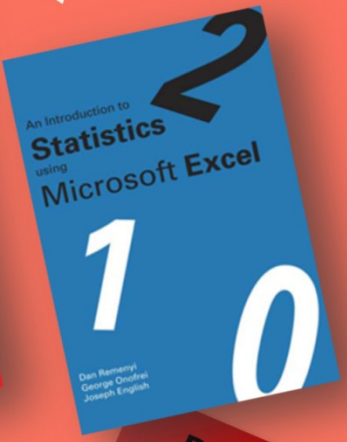

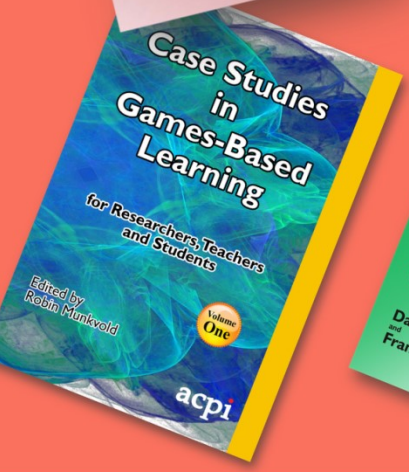

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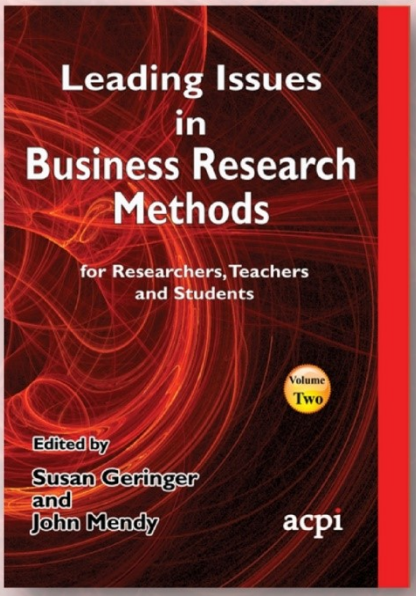

Since it started publishing academic research and project-type papers in 2002, the Electronic Journal of Business Research Methods (EJBRM) has covered enormous ground on research perspectives, processes and issues. Through its publications, the journal has sought to continuously and constantly shed light on Business and Management issues and it is anticipated that the current second volume of Leading Issues in Business Management Research will build on from the first volume and add to the contributions of EJBRM.

In selecting the current papers, the editors have sought to cover a representative set of papers from both quantitative and qualitative strands. Papers that set out what research methods were adopted, their epistemological and philosophical positions, considerations of alternative research methods (interviews, surveys, the Web, focus groups...) and epistemological positions (positivism, interpretivism, constructivism...), why these might not have been chosen and what contributions were made to the field have generally been selected for the current volume. It is the editors' view that established and early career researchers as well as students learning to do research will benefit from the selection.

Susan Geringer

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Edited by
Prof. Dr.-Ing. Carsten Busch, Martin Steinicke
Prof Dr. Regina Frieß and Prof. Dr. Tilo Wendler

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Features of e-Learning in the System of Studying Social Responsibility of Students

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Abstract: The article discusses the features of e-Learning in the system of studying the social responsibility of students in the framework of the scientific project IRN No. AR09058126 "Social responsibility of students in the conditions of professional training in universities of Western Kazakhstan", funded by the Committee of Science of the Ministry of Education and Science of the Republic of Kazakhstan since 2021. Scientific works on corporate social responsibility contributed to the development of this research (F.Rosati, R.Costa, A.Calabrese, J.Lee, M.Cho, etc.). Of scientific and methodological value is the work of S. L. Davis, L. M. Rives, and S. Ruiz-de-Maya on the need to develop a concept of social responsibility that includes behaviour of the individual as a modern citizen. The study of J. C. R. Sousa, E. S. Siqueira, E. Binotto, L. H. N. Nobre on the perception of the subjects of the educational process of social responsibility, depending on the degree of discussion and the level of socialization of students, is significant. C.Roofe believes that the problem of social responsibility is not given much attention, which leads to a constant decline in the moral and spiritual component of education in the country. The testing tool included one author's questionnaire, revealing the degree of awareness, personal attitude of teachers to the problem of the lack of social responsibility of students. The questionnaire "Ideas about social responsibility" was validated by specialists of the Biostatistics sector. The sample consisted of 103 respondents in random order, regardless of the age and teaching experience of the participants, as well as the academic disciplines taught. Next questions - 1, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15 when rounding, we gave the value of Alpha-Cronbach-0.7 (Alpha-Cronbach: 660927 and Standardized. Alpha: 669767), which corresponds to the required norm and confirms the validity and reliability. The features of e-Learning allow us to adjust our activities in a timely manner to achieve the goals set in the system of studying the social responsibility of students. We believe that e-Learning contributes to the personal development of students, thereby optimizing their process of developing social responsibility.

Keywords: university student, distance learning, e-Learning, responsible education, personal social responsibility, social responsibility of students

1. Introduction

Modern society is developing dynamically, constantly involving the person himself in its mechanisms, presenting new requirements to him. Responsibility, as a separate significant universal category, manifests itself in all spheres of life of a modern person and acts in turn as one of the criteria for assessing the nature of the relationship and interaction of one person with other members of society, as well as all types of results and consequences of their activities in relation to the interests of society. Therefore, at the moment, the goal of modern education is to guarantee the receipt of quality education for the full and effective life of people.

University students are the future leaders of the state, therefore, their way of thinking and behaviour determines the framework for sustainable development of the country. That is why the mission of a modern national university is to form the value system of students through responsible education. Our universities need ideas and tools for the implementation of corporate social responsibility and personal social responsibility of students through high-quality educational programmes, improvement of internal corporate culture, effective interaction with alumni, partners, employers.

The relevance of the problem of scientific research is due to the general state of the elaboration of the issue of social responsibility in the domestic and foreign scientific space and the very degree of importance of responsibility for a full harmonious social life of people in the modern world. Research interest in the study of

social responsibility is caused by the logic of the development of holistic socio-psychological knowledge (G.M. Andreeva, A.A. Bodalev, B.F. Lomov), further expansion of scientific research in the field of psychology and pedagogy of higher education, which comprehensively approach the study of age, personal and social maturity of a person (A.A. Bodalev, A.A. Dergach, I.A. Zimnyaya, E.A. Klimov, B.C. Mukhina, V.D. Shadrikov, etc.), as well as the needs of society interested in the development of social responsibility of the individual, social institutions, business and government.

Social responsibility as an urgent problem of forming a full healthy personality of a citizen is considered by us as an aspect of responsible education. Therefore, we are conducting a targeted comprehensive study of the social responsibility of students in universities within the framework of the scientific project IRN No. AR09058126 "Social responsibility of students in the context of vocational training in universities of Western Kazakhstan", funded by the Science Committee of the Ministry of Education and Science of the Republic of Kazakhstan since the beginning of 2021. This publication presents the results of the theoretical part of the research since at the initial stage it assumes scientific and theoretical substantiation of the relevance of the research problem.

It is well known that in modern science education in recent years, more and more attention is paid to the relationship between knowledge and issues of social importance. In world practice, socio-scientific issues (SSI) - complex, often contradictory issues related to the development of science and technology, and the development of society as a whole - are widely recognized as an important area of the educational programme that contributes to improving the academic and scientific literacy of students. Thus, scientists L. Chen and S. Xiao determined that whilst modern teachers partially understand the principles of teaching based on sociological issues; they lack clear strategies in solving various problems; including collaboration between stakeholders necessary to support teaching practice (Chen et al, 2021). Therefore, these revealed facts are very important to take into account, first of all, for leaders and specialists in the field of educational policy, as well as for teachers of all levels of the education system, who are faced with joint SSI training.

The process of technologization of modern education is also gaining relevance, which leads to an increase in the social responsibility of students in new IT realities. At the same time, innovations - technologies, methods, new forms and methods of independent work focused on independence and creativity play a special role in this process (Knissarina et al, 2018). Thus, in foreign scientific literature, the concept of "Technology-Enhanced Learning" (TEL) is increasingly used. According to H. Beetham, R. Sharp, technologized learning is learning using technologies, including information and communication technologies (ICT), virtual reality, the Internet, mobile technologies, etc. (Beetham, et al, 2019). The design of active learning in technologically rich contexts depends on the theory of learning activities, which underlies the development of a model of practice for the design of technologized learning.

Therefore, the purpose of this scientific work is to highlight the features of the implementation of e-Learning in a personality-oriented aspect in the system of studying the social responsibility of university students.

2. Literature review

Scientific and theoretical analysis of the literature showed the existence of several theoretical and methodological approaches to the definition of the concepts of "responsibility" and "social responsibility". Thus, even the philosophers of the ancient world began to consider the category of responsibility: the ancient Chinese thinker Confucius singled out this concept as an initial one, contributing to the establishment of order in the process of analyzing the relationship between society and the individual; the ancient philosophers Plato and Aristotle first found the relationship between responsibility and free will/choice.

From the point of view of the Marxist concept, according to T. Hobbes, J. Locke, “responsibility” proceeds from the relationship between freedom and necessity, the interaction between the individual and society. M.A. Markova, S.I. Popova, A.F. Shishkina, E.A. Anufrieva considered responsibility as inextricably linked with organization and discipline. Kant made an attempt to study the content of the concept of responsibility on the basis of the idea of the dignity of the human person.

In modern scientific works of domestic and foreign scientists, we already receive sufficient information about the depth and degree of study of various aspects of this research problem. So, A.A. Amvrozov, V.S. Barulina, S.L.

Serebryakova in her works define social responsibility when analyzing the subjective and objective in the social development of all mankind.

V.N. Ivanov, A.M. Omarov, V.M. Shepel and other scientists have identified the mechanisms of the formation of the individual's social responsibility in the study of the work collective as a factor in the all-round development of the individual. L.M. Arkhangelsky, A.A. Guseinov, S.F. Anisimov devoted his scientific works to the study of the moral responsibility of the individual. B.S. Yakovlev, N.I. Fokina, N.A. Minkin considered in sufficient detail various directions and means of educating the social responsibility of the younger generation.

Scientific views of B.P. Shubnyakova, E.M. Penkov on the issues of responsibility in connection with the need and freedom in the life of a citizen are interesting. L.N. Kogan, G.E. Arefieva, A.K. Udelov highlight social responsibility in the development of the theory of social activity.

Many scientists, such as A. R. Kornilov, A. R. Lavrentiev, S. N. Kozhevnikov, V. M. Lazarev, D. A. Lipinsky, G. Yu. Prokopovich, O. V. Shcherbakova, O. S. Ioffe, A.V. Dulov, M. A. Krasnov, B. L. Nazarov, E. V. Chernykh, K. A. Novikov, V. A. Rybakov, A. S. Bulatov, D. B. Bobrova, M. I. Braginsky, etc., were engaged in the study of legal responsibility in the aspect of encouragement or punishment by the state.

Works on the disclosure of social and pedagogical aspects of educating social responsibility in the younger generation are of significance for our research (I.Yu. Novichkova, A.S. Gayazov, E.S. Kazakov, M.V. Nikolaev, G.Ya. Grevtsova, V. N. Lukin, S. P. Akunina, I. M. Duranova, M. M. Plotkina, T. P. Skrebtsova, M. O. Antonova and others).

The results of the study of social responsibility as a factor in determining interpersonal relationships in society are also interesting (B. G. Afanasyev, A. P. Burenko, A. I. Orekhovsky, A. F. Plakhotnoy, V. I. Speransky, S. V. Karpukhin, etc.).

A review of foreign literature showed a sufficient number of research papers on corporate social responsibility issues (Rosati et al, 2018; Lee et al, 2019). Research work has its place and significant importance in the aspect of a new understanding of socially responsible consumption, highlighting the crucial role of people's personal values (Lee et al, 2019).

The scientific and methodological value for our research is represented by the following work "Personal social responsibility: development and verification of the scale" by scientists-educators S.L. Davis, M.R. Longinos, R.M. Salvador. In their opinion, despite the tendency in psychological and social science towards responsible consumption on the part of the individual, no research has analyzed responsible behaviour as a multidimensional construct in areas not related to consumption, such as paying taxes, educating children and recycling. Therefore, it is necessary to develop the concept of personal social responsibility (PSR), which includes human behaviour in general, in addition to consumption. This study is developing a robust and reliable scale for measuring PSR, a concept that includes individual behaviour from the perspective of a person as a citizen (Davis et al, 2021).

The work of J. C. R. Sousa, E. S. Siqueira, E. Binotto, and L. H. N. Nobre on" University Social Responsibility: Perspectives and Achievements", which analyzed the perception of professors, students, administrative staff, and academic directors of social responsibility at four Rio Grande do Norte (RN) universities in Brazil, is also of general significance. The study found difficulties in assessing social responsibility due to the lack of discussion, poor socialization of students and discussion of the obtained data (Sousa et al, 2021).

According to C. Roofe, in the context of the important role of standardized tests and assessments of academic performance in the education system in Jamaica, the problem of social responsibility is not given special attention, which has led to a constant decline in the moral and spiritual component of education in the country (Roofe, 2018).

It should be noted that this study is one of the first, since the early 1990s, in which social responsibility is seen as a key component of teacher training, particularly in Jamaica. But we also believe that there is now a need to fill such gaps in the study of social responsibility in research on teacher education in general.

The specificity of our research is primarily due to the need to study the social responsibility of a student's personality in modern society from an integrative point of view at the intersection of philosophy, sociology, psychology and pedagogy.

3. Methods

Since the object of our research is to highlight the features of e-Learning in the personality-oriented aspect in the system of studying the social responsibility of students, it is necessary to clarify the meaning and content of the very concept of e-Learning. Also, recently, one of the developing educational technologies is distance learning, in full based on information and communication technologies. The ability to gather the learning audience at a distance, regardless of spatial and temporal boundaries, is undoubtedly the main advantage of distance learning.

In contrast to distance learning, e-Learning or online learning has become very popular and even necessary, which involves direct communication between the student and the teacher using modern Internet technologies.

According to the definition given by UNESCO experts, e-Learning is learning using the Internet and multimedia. This means that students participate in online lectures, online classes (Practical classes, Independent work of the student under the supervision of the teacher), online seminars, that is, all interaction with the university and teachers takes place online, via the Internet. And classes in the "e-Learning" mode are defined as " the process of educational interaction in real time (video conferencing, via messaging over the Internet, negotiations via telephone) (Academic Policy, 2020).

The tool that we had to test included one questionnaire, the purpose of which is to identify the degree of awareness, personal attitude to the problem of social responsibility of students and, accordingly, the level of quality of work on the development of the desired personal characteristics in them. The questionnaire "Views on social responsibility" for the university's teaching staff (UTS) was specially developed by a research group in Russian as part of an ongoing scientific project in 2021.

Professional translation of the questionnaire questions from the Russian into the Kazakh language was carried out by specialists of the Department of Documentation Management of the WKMOMU and was officially confirmed at the discussion of the University Terminology Committee on such translations.

The author's questionnaire "Views on social responsibility" has passed the procedure of confirmation of validation by a specialist in the Biostatistics sector of WKMOMU. In total, 103 respondents from among the teaching staff of different departments of the university were interviewed using the online service GoogleForms. The results of the following questions from the presented 15 questions of the questionnaire (1, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15) when rounded off gave the value of Alpha-Cronbach - 0.7 (Alpha-Cronbach: 660927 and Standardization. Alpha: 669767), which corresponds to the required norm. Documents have been submitted for obtaining the conclusion of the Local Ethics Commission.

To the question "What forms of training are the most effective in gaining knowledge?" the following answers were offered: a) lectures; b) conversations; c) business games; d) discussions; e) others. What is distinctive is that only a small number of respondents in the “others” option indicated the types and forms of online classes as the most effective. From this, we concluded that our teachers do not yet realize the value and benefits of e-Learning. Perhaps many teachers did not have time to use and test interactive types of work online? Or they are not sufficiently aware of the available opportunities of Internet applications and e-Learning in general, that is, this indicates a low level of competence and skills of teachers in the field of IT technologies.

On the 14th question on the definition of "the leading factors affecting the successful formation and development of social responsibility of students" out of 100% of the surveyed teaching staff chose: 44% - "the content of the educational process"; 37% - “the nature of educational work at the university and in the family”; 11% - “internal psychological characteristics of the personality; 7% - “specificity of leisure and cultural events”. We believe that the respondents' preferences in choosing the dominant factor are quite predictable and justified since the final expected learning outcomes depend on the educational content, which is the essence and specifics of the learning process.

To the question " Who has the main role in the formation and development of social responsibility of students?» the following was determined: 39% of respondents chose "family"; 28% of respondents chose "teachers"; 22% - "university management"; 11% - "the student himself". These results demonstrate the liberal attitude of the respondents-teachers to the very process of developing students' social responsibility since they believe that the main role in this belongs to the family, style, and examples of upbringing, values, and traditions.

4. Results and discussion

An analysis of the data leads us to the conclusion that, in general, teachers are quite aware of the issue of student social responsibility, are competent enough in choosing effective methods and forms of development of the studied personality quality, but they do not have specific knowledge and clear guidelines for the purposeful professional development of social responsibility in their students. Therefore, we agree with the results of a study by our foreign colleague that teachers have a common understanding of social responsibility: "they felt that they were prepared for this role through meetings on a special curriculum, were not properly prepared for their role, and social responsibility demanded first and foremost, faith in an idea before it can be taught" (Roofe, 2018).

In the educational process, pedagogical interest is also the interconnection of creativity with the formed cultural and social experience of the individual, the direct connection of which is also confirmed as a result of our practical experience in the development of social responsibility in students in the framework of the study of the discipline "Psychology" in the 1st year of the specialty "General Medicine". Thus, R. Sharif's determination of a causal relationship (correlation) between acculturation and creativity through statistical modelling is considered consistent and scientifically sound. Since the attributes of acculturation that generate creativity are the multicultural learning experience, the individualistic type of culture, homogeneous cultural dyads, and the strategy of acculturation of biculturalism. Therefore, acculturation, in addition to its well-founded connection with creativity, is a positive and significant predictor of innovation (Sharif, 2019).

In our opinion, the increased participation of various social factors in higher education has led to efforts to expand access to higher education. There is no doubt that social factors play an important role in academic performance., Shweta Mishra, taking into account the role of social factors, in her research analyzes the academic performance of students in terms of social network, social capital and social support, with particular attention to underrepresented groups in higher education. It turns out that networks of students, including their families, ethnicity, religion, friends, and teachers, play a critical role in academic success. (Mishra, 2020).

Of course, a logical consequence of the intensive development of digital technologies in all areas of activity is the growing interest of researchers in building digital citizenship (DC) in various disciplinary fields. Despite the growing interdisciplinary interest in this problem, there is a lack of authoritative research papers in this area, or interdisciplinary DC research is insufficient in terms of the significance of the results obtained. Thus, half of the peer-reviewed articles on digital citizenship are published in educational journals, and the basic constructs of digital competence and online participation are underdeveloped everywhere (Chen, et al, 2021). We believe that it is necessary to expand the subject areas of study and use of e-Learning tools to obtain the necessary information and knowledge in the study of various scientific problematic issues.

What features of online learning have we already noticed and identified for ourselves? The results of observation of teachers during the educational process in the "e-learning" mode during the quarantine associated with the 2020-2021 pandemic: lack of accounting for labour regulation and assessment of distance learning teachers, lack of understanding of the teacher role in the conditions of Distance Learning (DL), insufficient level of pedagogical competence of teachers in the implementation of distance learning, lack of necessary ICT resources, etc.

Considering the problem of clarifying the teaching role in e-Learning, it should be noted that many teachers perceived DL as a process of transmitting e-learning materials via the Internet. However, this is a misconception, since learners need guidance from educators, since "pedagogy places the responsibility on the teacher for guiding the learner on the path to a specific and productive goal" (Beetham, et al, 2019). Thus, the distance learning format in the e-Learning mode at our university is defined as "the process of interactive cooperation of participants in the educational process with each other and with the learning environment through a variety of multimedia technologies" (Academic Policy, 2020).

The main psychological feature of online learning in a technologized format of educational activity is the content of education itself. In this regard, only the educational activities of students and the results of their activities are important for the entire educational process (Kalinin, 2015). It became necessary to choose an effective design for active learning in the personality-oriented aspect of modern education since now there is an intensive technologization of the educational process (ICT, distance learning, virtual reality, the Internet, mobile technologies, etc.). We have clarified the very concept of "learning activity" in terms of its technologization - "the specific interaction of learners with other people through special tools and results-oriented resources" (Beetham et al, 2019). It also defined such important concepts as "learning environment" - "features of the physical and virtual environment, instrumental resources and products, data in context" and "learning objectives" - "intended outcomes of activities arising from the context" (Beetham et al., 2019).

It should be noted as a psychological feature of modern education in the context of technologization, its categorical characteristic of the design of learning outcomes, approved by the Bologna process as the "main building blocks" of higher education in the European Community (Gholson et al, 2006). Since the huge variety of knowledge, concepts, values, activities require that the available digital opportunities are correctly framed in learning outcomes. And the analysis of foreign scientists has shown that all digital technologies are sufficient to achieve results that do not imply a right/wrong decision.

According to foreign scholars (Laurie E.C.Delnoij, Kim J.H. Dirkx, José P.W. Janssen, Rob L. Martens), incomplete higher education is a constant problem in higher online education. Their findings showed that learning strategies, academic self-efficacy, academic goals and objectives, institution adaptation, employment, supportive networks, and teacher-student interactions are modifiable consistent predictors of incompleteness. And coaching, therapeutic training, and peer mentoring are ways to solve the problem of incomplete higher education (Delnoij et al, 2020). Therefore, our primary task for teachers is to bring the learning process to its logical conclusion, regardless of the accompanying educational or social goals.

Highlighting the features of online learning in the aspect of a personality-oriented approach in the context of systematic work to study the social responsibility of students is primarily due to the need to improve the quality of educational services.

5. Conclusions

So, the first important feature of e-Learning in the aspect of a person-centered approach in the system of studying social responsibility is associated with the ability to choose the right way to distinguish students from each other in learning:

- subject experience, knowledge and competence of students;
- learning motives and expectations of students;
- previous learning experience;
- social and interpersonal skills;
- digital and information literacy of students, etc.

The next important feature is related to the effectiveness of the distribution of students. Nowadays, blended learning is gaining relevance, which is characterized by a combination of student-centered and group learning, private learning and collaborative learning.

Thus, the out-of-class teaching technologies actively used by our teachers are based on a wide range of educational interaction between the teacher and the students: various voice systems, interactive online applications, video conferences, chats, etc.

The peculiarity of e-Learning at our university is an effective combination of the main components of DL in the educational process. Among the first, we can include, the choice and configuration of LMS (Learning Management System), thanks to which teachers place educational content of the entire educational process. These are video instructions, video lectures, tests, text and presentation materials, useful links to external resources. Thus, West Kazakhstan Marat Ospanov Medical University uses a modified Moodle system to create an educational electronic environment. We refer to the second component as the direct interactive cooperation of learning subjects (teaching staff and students) in the online mode. These are, first of all, videoconferencing of

classes (practical and lecture classes) on various platforms (Zoom, Skype, Microsoft Teams, Webex, Google meet, YouTube, etc.). We would like to note that thanks to all these e-Learning tools, teachers and students had the opportunity to manifest and develop not only their intellectual and creative abilities but also social responsibility as a personal characteristic, in online classes through the wide use of all kinds of Internet applications and IT technologies.

We believe that despite the ambiguity of understanding and acceptance of e-Learning in modern education, the learning format itself contributes to the holistic personal development of all participants in the educational process. Thus, the features of e-Learning in the personality-oriented aspect in the system of studying the social responsibility of university students require individualization, a clear definition of the complexity of study assignments in terms of time and content, an effective selection of educational content, and concretization of a clear plan and scenario of the educational process.

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