



Scientific article

UDK 378.14

DOI: 10.24412/2076-9121-2026-1-10-21

DEVELOPING UNIVERSAL COMPETENCIES IN UNIVERSITY STUDENTS: GLOBAL CHALLENGES AND THREATS¹

Oksana I. Kosykh^{1,a} ✉,
Vagiz G. Gimaliev^{2,b},
Alla V. Ivanova^{3,c}

¹ Moscow Aviation Institute (National Research University),
Moscow, Russia

² Chuvash State University,
Cheboksary, Russia

³ Chuvash State Pedagogical University named after I. Ya. Yakovleva,
Cheboksary, Russia

^a oksana.i.k@mail.ru ✉, <https://orcid.org/0000-0002-3517-644X>

^b vagizgimaliev@mail.ru, <https://orcid.org/0000-0003-2758-6972>

^c allavi-2008@yandex.ru, <https://orcid.org/0000-0001-9115-108X>

Abstract. The modern world order, characterized by variability, uncertainty, complexity and ambiguity, along with the rapid digital transformation of all social spheres, creates new challenges for higher education systems around the world. Universities face the task of preparing graduates with not only deep professional knowledge, but also a set of universal competencies that allow them to navigate instability, adapt to constant changes and withstand the multifaceted challenges of our time. The article presents a conceptualization of the development of universal competencies among university students as a strategic response to these challenges. Based on the analysis of academic literature, the authors of the article identify the main approaches to the formation and development of key

¹ Статья публикуется в авторской редакции.

universal competencies necessary for graduates of the new formation. Clusters of key competencies (communication skills, adaptability, digital literacy, critical and creative thinking, emotional intelligence, and lifelong learning) have been formed and the content of each of them has been determined. In addition, the factors of the educational environment that influence the formation of universal competencies are identified, such as the digital educational environment, innovative pedagogical approaches, organizational culture and professional development of teaching staff. The results of the theoretical analysis indicate the need for a paradigm shift in higher education towards promoting the holistic development of graduates, integrating universal competencies into curricula, and creating an institutional culture that values adaptability, innovation, and continuous learning. The research materials contribute to the development of higher education pedagogy in terms of training internationally competitive graduates capable of solving complex and modern tasks.

Keywords: universal competencies, higher education, students, graduate employment, global challenges and threats

Теоретическая статья

УДК 378.14

DOI: 10.24412/2076-9121-2026-1-10-21

ФОРМИРОВАНИЕ УНИВЕРСАЛЬНЫХ КОМПЕТЕНЦИЙ У СТУДЕНТОВ ВУЗОВ: ГЛОБАЛЬНЫЕ ВЫЗОВЫ И УГРОЗЫ

Оксана Ивановна Косых^{1,a} ✉,
Вагиз Галялдинович Гималиев^{2,b},
Алла Владимировна Иванова^{3,c}

¹ Московский авиационный институт (Национальный исследовательский университет), Москва, Россия

² Чувашский государственный университет, Чебоксары, Россия

³ Чувашский государственный педагогический университет им. И. Я. Яковлева, Чебоксары, Россия

^a oksana.i.k@mail.ru ✉, <https://orcid.org/0000-0002-3517-644X>

^b vagizgimaliev@mail.ru, <https://orcid.org/0000-0003-2758-6972>

^c allavi-2008@yandex.ru, <https://orcid.org/0000-0001-9115-108X>

Аннотация. Современный миропорядок, характеризующийся изменчивостью, неопределенностью, сложностью и неоднозначностью, наряду с быстрой цифровой трансформацией всех социальных сфер, формирует перед системами высшего образования во всем мире новые задачи. Перед университетами стоит задача подготовки выпускников, обладающих не только глубокими профессиональными знаниями, но и набором универсальных компетенций, позволяющих им ориентироваться в условиях нестабильности, адаптироваться к постоянным изменениям и противостоять

многогранным вызовам современности. В статье представлена концептуализация развития универсальных компетенций у студентов вузов как стратегического ответа на данные вызовы. Основываясь на анализе академической литературы, авторы статьи определяют основные подходы к формированию и развитию ключевых универсальных компетенций, необходимых для выпускников новой формации. Сформированы кластеры ключевых компетенций (коммуникативные навыки, адаптивность, цифровая грамотность, критическое и творческое мышление, эмоциональный интеллект и способность к обучению на протяжении всей жизни) и содержание каждой из них. Кроме того, определены факторы образовательной среды, влияющие на формирование универсальных компетенций, такие как цифровая образовательная среда, инновационные педагогические подходы, организационная культура и профессиональное развитие преподавательского состава. Результаты теоретического анализа свидетельствуют о необходимости смены парадигмы в высшем образовании в направлении содействия целостному развитию выпускников, интеграции универсальных компетенций в учебные программы и формированию институциональной культуры, которая ценит адаптивность, инновации и непрерывное обучение. Материалы исследования вносят вклад в развитие педагогики высшего образования в части подготовки выпускников, конкурентоспособных на мировом уровне и способных решать сложные и современные задачи.

Ключевые слова: универсальные компетенции, высшее образование, студенты, трудоустройство выпускников, глобальные вызовы и угрозы

For citation: Kosykh, O. I., Gimaliev, V. G., & Ivanova, A. V. (2026). Developing universal competencies in university students: global challenges and threats. *MCU Journal of Pedagogy and Psychology*, 20(1), 10–21. <https://doi.org/10.24412/2076-9121-2026-1-10-21>

Для цитирования: Косых, О. И., Гималиев, В. Г., и Иванова, А. В. (2026). Формирование универсальных компетенций у студентов вузов: глобальные вызовы и угрозы. *Вестник МГПУ. Серия «Педагогика и психология»*, 20(1), 10–21. <https://doi.org/10.24412/2076-9121-2026-1-10-21>

Introduction

The early decades of the 21st century have ushered in an era of profound and accelerated change, fundamentally altering the landscape in which universities operate and for which they prepare their graduates. The globalized world, marked by intricate economic, social, and technological interconnections, is frequently described through acronyms that capture its inherent instability: from the Volatility, Uncertainty, Complexity, Ambiguity to the more recent Brittle, Anxious, Nonlinear, Incomprehensible (Malysheva, & Evplova, 2021). These conceptual frameworks highlight the diminishing predictability of professional and social environments, where traditional, linear career paths are supplanted by fluid trajectories requiring constant adaptation and learning (Lustina, 2019).

Simultaneously, the pervasive digitalization of the economy and society acts as a primary driver of this transformation. The digital revolution permeates every sector, from manufacturing and finance to healthcare and education, creating

new professions, rendering others obsolete, and fundamentally altering the nature of work itself (Gromova, 2023; Cunha, Chuchu, & Maziriri, 2020). This digital transformation necessitates a workforce equipped not only with specialized technical skills but also with the cognitive and socio-emotional capacity to thrive in technology-rich, data-driven environments. The ability to work with large datasets (Big Data), manage information systems, communicate effectively in digital spaces, and maintain cybersecurity awareness are no longer niche technical skills but foundational elements of professional competence (Petryaeva, Salakhova, & Sumenkova, 2024; Larionov, Sheremetieva, & Gorshkova, 2021).

In this context, the role of higher education institutions extends far beyond the transmission of disciplinary knowledge. Universities are confronted with a critical mission: to cultivate holistic graduates who are not only knowledgeable in their chosen fields but also possess a versatile set of universal, or transversal, competencies. These competencies — encompassing critical thinking, creativity, communication, collaboration, adaptability, emotional intelligence, and digital literacy — are increasingly recognized as essential predictors of graduate employability, career success, and capacity for lifelong learning (Vachkova, Petryaeva, & Tsyrenova, 2022; Ali, & Susana, 2022; Ciolacu et al., 2023). They enable individuals to navigate uncertainty, solve complex problems, collaborate across diverse teams, and continuously reinvent themselves in response to evolving labor market demands.

The urgency of this educational imperative is amplified by a series of global challenges and threats. These include climate change, geopolitical instability, public health crises (as starkly highlighted by the COVID-19 pandemic), economic inequality, and the ethical dilemmas posed by artificial intelligence. Addressing such multifaceted challenges requires graduates who can think systemically, engage in interdisciplinary collaboration, and apply their knowledge in ethically responsible and socially conscious ways (Salakhova et al., 2022). They must be able to analyze information critically, discern truth from misinformation in a complex digital ecosystem, and contribute constructively to societal discourse.

Despite the widespread acknowledgment of the importance of universal competencies, a significant gap persists between the skills graduates possess and those demanded by employers and society. Higher education systems often grapple with effectively integrating the development of these competencies into curricula, assessment practices, and institutional culture. Theoretical frameworks for understanding what constitutes a comprehensive set of universal competencies, how they are best developed, and the factors within the university environment that facilitate or hinder their cultivation remain fragmented. This theoretical article seeks to address this gap by synthesizing contemporary scholarly discourse on the development of universal competencies in university students. It aims to provide a coherent conceptual framework that can inform pedagogical practice, curriculum design, and institutional policy in higher education, ultimately contributing to the preparation of graduates capable of thriving amidst global challenges and threats.

The objective of this theoretical inquiry: to identify and delineate the core universal competencies required for university graduates.

Materials and methods

This study is a theoretical article grounded in a systematic analysis and synthesis of existing academic literature. The methodological approach was designed to ensure a comprehensive and structured examination of the scholarly discourse on universal competencies in higher education, particularly in the context of contemporary global challenges and digital transformation. The initial phase involved constructing a representative corpus of academic publications. Given the international scope of the research problem, the Lens.org online resource was selected as the primary data source due to its open accessibility and robust search capabilities for both patents and scholarly works (Vachkova et al., 2022). The search strategy was designed to capture publications addressing the intersection of higher education, pedagogical and psychological dimensions, and competencies relevant to the digital economy and a volatile world. Through this iterative process of bibliometric mapping and qualitative assessment, a final corpus of 45 key academic publications was selected for in-depth theoretical analysis. This corpus includes 25 studies by Russian authors and 20 international studies, ensuring a balanced representation of diverse scholarly perspectives. It is important to note that this theoretical article strictly adheres to the analysis of these selected academic sources.

Results

The theoretical analysis of the selected academic corpus reveals a rich and multifaceted discourse on the competencies required for success in the 21st century. The results are structured to first delineate the core universal competencies identified for university graduates, followed by an examination of the institutional and pedagogical factors that foster their development.

Core Universal Competencies for University Graduates

The synthesis of the literature points to a convergence around several key clusters of universal competencies that are deemed essential for graduates navigating the complexities of the modern world. These are not discrete, isolated skills but rather an interconnected web of capabilities.

1. *Communication Competence*. Fundamental to all professional and social interaction, communication competence extends beyond basic literacy and verbal

fluency. In the digital age, it encompasses the ability to explain complex ideas in accessible language, tailor communication for diverse audiences (from peers to stakeholders), and effectively present research findings. Furthermore, it includes the capacity for active listening, constructive dialogue, conflict resolution, and effective collaboration within interdisciplinary and multicultural teams.

2. *Adaptability*. In a world characterized by constant flux, adaptability emerges as a paramount competency. This involves the ability to adjust to new conditions and tasks, operate effectively in situations of high uncertainty, and integrate into diverse sociocultural contexts. It is closely linked to psychological resilience — the capacity to withstand stress, recover from setbacks, and maintain well-being amidst challenges.

3. *Digital Competencies*. Digital competence is now widely recognized as a foundational literacy rather than a specialized skill. The literature converges on a multi-faceted understanding of this competency. It includes technical proficiency with software applications, digital devices, and data analysis tools, including the ability to work with Big Data. Beyond mere usage, it encompasses the capacity to create digital content, manage information (searching, evaluating, storing), and communicate and collaborate effectively in digital environments. Crucially, it involves a critical and responsible dimension: ensuring information security, understanding the ethical implications of digital technologies, and evaluating the credibility of online sources.

4. *Critical and Creative Thinking*. These two cognitive competencies are consistently paired as essential for navigating complexity and generating innovative solutions. Critical thinking involves the capacity for objective analysis, evidence-based reasoning, and discerning truth from misinformation — a skill of paramount importance in the digital information ecosystem. It enables graduates to approach problems systematically, question assumptions, and make sound judgments under uncertainty. Creative thinking, on the other hand, is the ability to generate novel ideas, find non-standard approaches to complex problems, and synthesize concepts from disparate fields.

5. *Emotional and Social Intelligence*. The human dimension of work becomes increasingly critical in a technologically mediated world. Emotional intelligence (EI) — the ability to perceive, understand, manage, and utilize emotions in oneself and others — is identified as a key competency for effective collaboration, leadership, and conflict resolution. It underpins social competencies such as empathy, teamwork, and the ability to build and maintain professional relationships. Relatedly, social and civic competencies involve the capacity to participate constructively in social and professional life, demonstrate social responsibility, and engage with diverse communities.

6. *Lifelong Learning Capability*. In a rapidly evolving world, the specific knowledge acquired during a degree program has a limited shelf life. Therefore, the meta-competency of “learning to learn” is fundamental. This encompasses the intrinsic motivation for continuous professional development, the ability to set personal learning goals, and the capacity for self-reflection to identify knowledge

gaps and learning needs. It also includes the practical skills to seek out and engage with formal and informal learning opportunities, including online courses, professional workshops, and self-directed study.

Discussion issues

The synthesis of the literature reveals a coherent, yet complex picture of the universal competencies needed by university graduates. However, this theoretical landscape is not without its tensions, unresolved questions, and areas requiring further scholarly inquiry.

One of the primary discussion points revolves around the very definition and categorization of these competencies. While the clusters identified — communication, adaptability, digital literacy, critical/creative thinking, emotional intelligence, and lifelong learning — are broadly recognized, their boundaries are porous, and their interrelationships are dynamic. For instance, is digital literacy a distinct competency, or is it an integral component of communication, critical thinking, and even lifelong learning? Is adaptability a competency, or is it an outcome of a well-developed set of cognitive and emotional skills, including resilience and creative problem-solving? The literature provides overlapping and sometimes conflicting taxonomies. Some scholars differentiate between “hard” skills (subject-specific) and “soft” skills (universal). This conceptual fuzziness, while reflecting the holistic nature of human capability, poses challenges for curriculum design, assessment, and communication with employers. A more unified, operationalizable framework that clarifies the relationships between these competencies would be a valuable contribution to the field.

A second major area of discussion concerns the pedagogical “How?” The literature strongly advocates for innovative, student-centered, and technology-integrated pedagogies. However, the translation of these principles into widespread, effective practice remains a significant challenge. The research points to a persistent gap between pedagogical ideals and classroom realities. Factors such as large class sizes, rigid curriculum structures, inadequate faculty training, and institutional resistance to change can impede the adoption of active learning strategies. Furthermore, the question of how to effectively assess universal competencies is a persistent thorn in the side of educators. Traditional exams are ill-suited to measure complex constructs like creativity, emotional intelligence, or collaboration. While performance-based assessments, portfolios, and peer evaluations offer promising alternatives, they are often resource-intensive and raise questions about reliability and validity. The development of robust, scalable, and culturally sensitive assessment tools for universal competencies is a critical area for future research and development. The cautionary tales from attempts to implement student evaluations of teaching, which can be subject to bias and lead to unintended consequences like grade inflation

(as observed in some university cases), highlight the complexity of assessment in higher education and the need for multi-faceted, carefully designed systems.

A third point of discussion is the role of the university's external environment and its interaction with internal factors. The reviewed literature frequently mentions the influence of national education policy, labor market demands, and global trends (such as digitalization or geopolitical shifts) on shaping university priorities and, consequently, the competencies they seek to develop. The push for "global competitiveness" of national education systems, often measured by rankings and international assessments like PISA, creates powerful incentives for universities to focus on measurable outcomes, which may or may not align with the holistic development of universal competencies. This creates a potential tension: the pressure to demonstrate immediate, quantifiable results (e.g., graduate employment rates, publication counts) versus the long-term, formative goal of cultivating adaptable, resilient, and critically minded citizens. How universities navigate this tension — how they reconcile external accountability demands with their internal educational mission — is a crucial determinant of their success in fostering universal competencies. The concept of the university's "third mission" — its engagement with and contribution to society through outreach, lifelong learning, and knowledge transfer — further complicates this picture, suggesting that competency development should extend beyond the campus to encompass active citizenship and societal impact.

Finally, the discussion must address the specific challenges and opportunities presented by the digital transformation. While digital tools offer unprecedented opportunities for personalized learning, global collaboration, and access to information, they also introduce new threats. The digital environment can be a source of distraction, misinformation, and social isolation. The development of digital competencies, therefore, is not just about technical proficiency; it is intrinsically linked to the cultivation of critical thinking (to evaluate online information) and emotional intelligence (to navigate online social dynamics and maintain well-being). This underscores the need for an integrated approach to competency development, where digital literacy is not taught as a standalone technical subject but is woven into the fabric of the curriculum, paired with discussions on digital ethics, information literacy, and cyber wellness. The rapid evolution of artificial intelligence (AI) adds another layer of complexity. Graduates will need not only to use AI tools but also to understand their underlying principles, limitations, and ethical implications. This demands a forward-looking curriculum that prepares students to work alongside and critically evaluate intelligent systems, a challenge that current educational frameworks are only beginning to address.

Conclusion

This theoretical analysis confirms that the development of universal competencies in university students is not merely an educational enhancement but a fundamental

imperative in an era defined by global challenges and rapid transformation. The volatility of the socio-economic landscape, the pervasive influence of digital technologies, and the complexity of contemporary problems demand graduates who are more than disciplinary specialists. They must be agile thinkers, effective communicators, ethically grounded collaborators, and lifelong learners capable of continuous adaptation and innovation.

The study synthesizes a diverse body of literature to construct a coherent picture of the core universal competencies required: communication competence for effective interaction in diverse and digital contexts; adaptability and resilience to navigate uncertainty and change; comprehensive digital competencies for responsible and effective participation in a technology-saturated world; critical and creative thinking for problem-solving and innovation; emotional intelligence and social competencies for collaboration and leadership; and the meta-competency of lifelong learning capability for sustained professional and personal growth. These competencies are not a checklist but an interconnected system, each reinforcing the others. Furthermore, the analysis illuminates that the development of these competencies is not an automatic outcome but is profoundly shaped by the university ecosystem. A supportive environment requires more than just updated curricula. It necessitates a purposefully designed digital educational environment, the widespread adoption of innovative, student-centered pedagogies (digital didactics), a faculty equipped with the very competencies they aim to foster through continuous professional development, and an organizational culture that values experimentation, collaboration, and holistic student growth over mere credentialing.

The discussion highlights significant challenges that lie ahead. These include the need for conceptual clarity and operationalizable frameworks for universal competencies, the persistent gap between pedagogical theory and practice, the difficulty of developing valid and scalable assessment methods, and the inherent tension between external accountability pressures and the long-term, formative goals of higher education. The accelerating pace of technological change, particularly in artificial intelligence, presents both opportunities and threats, demanding an integrated educational approach that links digital skills with critical thinking and ethical reasoning.

References

1. Malysheva, E. V., & Evplova, E. V. (2021). On the importance of the development of teachers' supraprofessional competencies in the VUCA-world. In: *National security and youth policy: cybersocialization and transformation of values in the VUCA-world*. Proceedings of the International Scientific and Practical Conference. Chelyabinsk: Publishing house of the South Ural State Humanitarian and Pedagogical University, 58–62. <https://elibrary.ru/item.asp?id=45792358>
2. Lustina, T. N. (2019). Modern approaches to building a career in the VUCA-world. *Service in Russia and abroad*, 13(4(86)), 169–177. <https://doi.org/10.24411/1995-042X-2019-10415>

3. Gromova, T. V. (2023). Digital transformation of higher education: components and conditions of functioning (on the example of Samara State University of Economics). *Pedagogy. Theory & Practice*, 8(6), 641–647.
4. Nascimento Cunha, M., Chuchu, T., & Maziriri, E. T. (2020). Threats, Challenges, And Opportunities for Open Universities and Massive Online Open Courses in The Digital Revolution. *International Journal of Emerging Technologies in Learning (iJET)*, 15(12), 191–204. <https://doi.org/10.3991/ijet.v15i12.13435>
5. Petryaeva, E. Yu., Salakhova, V. B., & Sumenkova, J. I. (2024). The problem of studying the competitiveness of higher education teacher and general education teacher in the context of modern challenges and threats of the digital world. *Alma Mater (Higher School Herald)*, 1, 96–106. (In Russ.). <https://doi.org/10.20339/AM.01-24.096>
6. Larionov, V. G., Sheremetieva, E. N., & Gorshkova, L. A. (2021). Digital transformation of higher education: technologies and digital competencies. *Vestnik of Astrakhan State Technical University. Series: Economics*, 2, 61–69. <https://doi.org/10.24143/2073-5537-2021-2-61-69>
7. Vachkova, S. N., Petryaeva, E. Y., & Tsyrenova, M. G. (2022). Competitive Higher Education Teacher for the Digital World. *Contemporary Educational Technology*, 14(4). <https://doi.org/10.30935/cedtech/12553>; https://www.researchgate.net/publication/364419709_Competitive_Higher_Education_Teacher_for_the_Digital_World
8. Ali, Z. B., & Susana, A. L. (2022). Teacher leader competency development: a panacea for a VUCA world? *Journal of Pharmaceutical Negative Results*, 13(9). <https://doi.org/10.47750/pnr.2022.13.S09.676>
9. Ciolacu, M. I., Mihailescu, B., Rachbauer T., & Hansen, Ch. (2023). Fostering Engineering Education 4.0 Paradigm Facing the Pandemic and VUCA World. *Procedia Computer Science*, 217, 177–186, <https://doi.org/10.1016/j.procs.2022.12.213>
10. Salakhova, V. B., Shukshina, L. V., Belyakova, N. V., Kidinov, A. V., Morosova, N. S., & Osipova, N. V. (2022). The Problems of the COVID-19 Pandemic in Higher Education. *Frontiers in Education*, 7, 803700. <https://doi.org/10.3389/feduc.2022.803700>

Список источников

1. Малышева, Е. В., и Евплова, Е. В. (2021). О важности развития надпрофессиональных компетенций педагогов в VUCA-мире. В: *Национальная безопасность и молодежная политика: киберсоциализация и трансформация ценностей в VUCA-мире*. Материалы Международной научно-практической конференции, Челябинск, 21–22 апреля. Челябинск: Издательство Южно-Уральского государственного гуманитарно-педагогического университета, 58–62.
2. Лустина, Т. Н. (2019). Современные подходы к построению карьеры в VUCA-мире. *Сервис в России и за рубежом*, 13(4(86)), 169–177. <https://doi.org/10.24411/1995-042X-2019-10415>
3. Громова, Т. В. (2023). Цифровая трансформация высшего образования: компоненты и условия функционирования (на примере Самарского государственного экономического университета). *Педагогика. Вопросы теории и практики*, 8(6), 641–647.
4. Nascimento Cunha, M., Chuchu, T., & Maziriri, E. T. (2020). Threats, Challenges, and Opportunities for Open Universities and Massive Online Open Courses in The Digital Revolution. *International Journal of Emerging Technologies in Learning (iJET)*, 15(12), 191–204. <https://doi.org/10.3991/ijet.v15i12.13435>

5. Петряева, Е. Ю. Салахова, В. Б., и Суменкова, Ю. И. (2024). Проблема изучения конкурентоспособности педагога высшей школы и педагога общего образования в контексте современных вызовов и угроз цифрового мира. *Alma Mater (Вестник высшей школы)*, 1, 96–106. <https://doi.org/10.20339/AM.01-24.096>
6. Ларионов, В. Г., Шереметьева, Е. Н., и Горшкова, Л. А. (2021). Цифровая трансформация высшего образования: технологии и цифровые компетенции. *Вестник Астраханского государственного технического университета. Серия: Экономика*, 2, 61–69. <https://doi.org/10.24143/2073-5537-2021-2-61-69>
7. Vachkova, S. N., Petryaeva, E. Y., & Tsyrenova, M. G. (2022). Competitive Higher Education Teacher for the Digital World. *Contemporary Educational Technology*, 14(4), <https://doi.org/10.30935/cedtech/12553>. https://www.researchgate.net/publication/364419709_Competitive_Higher_Education_Teacher_for_the_Digital_World
8. Ali, Z. B., & Susana, A. L. (2022). Teacher leader competency development: a panacea for a VUCA world? *Journal of Pharmaceutical Negative Results*, 13(9). <https://doi.org/10.47750/pnr.2022.13.S09.676>
9. Ciolacu, M. I., Mihailescu, B., Rachbauer T., & Hansen, Ch. (2023). Fostering Engineering Education 4.0 Paradigm Facing the Pandemic and VUCA World. *Procedia Computer Science*, 217, 177–186, <https://doi.org/10.1016/j.procs.2022.12.213>
10. Salakhova, V. B., Shukshina, L. V., Belyakova, N. V., Kidinov, A. V., Morosova, N. S., & Osipova, N. V. (2022). The Problems of the COVID-19 Pandemic in Higher Education. *Frontiers in Education*, 7, 803700. <https://doi.org/10.3389/fed-uc.2022.803700>

Статья поступила в редакцию: 22.06.2025;
одобрена после рецензирования: 29.11.2025;
принята к публикации: 14.01.2026.

The article was submitted: 22.06.2025;
approved after reviewing: 29.11.2025;
accepted for publication: 14.01.2026.

Information about authors / Информация об авторах:

Oksana I. Kosykh — PhD in Historical Sciences, Associate Professor, Department of History, Moscow Aviation Institute (National Research University), Moscow, Russia.

Оксана Ивановна Косых — кандидат исторических наук, доцент кафедры истории Московского авиационного института (национального исследовательского университета), Москва, Россия.

oksana.i.k@mail.ru, <https://orcid.org/0000-0002-3517-644X>

Vagiz G. Gimaliev — PhD in Education, Associate Professor, Chuvash State University, Cheboksary, Russia.

Вагиз Галялдинович Гималиев — кандидат педагогических наук, доцент, Чувашский государственный университет, Чебоксары, Россия.

vagizgimaliev@mail.ru, <https://orcid.org/0000-0003-2758-6972>

Alla V. Ivanova — PhD in Education, Associate Professor, Chuvash State Pedagogical University named after I. Ya. Yakovleva, Cheboksary, Russia.

Алла Владимировна Иванова — кандидат педагогических наук, доцент, Чувашский государственный педагогический университет имени И. Я. Яковлева, Чебоксары, Россия.

allavi-2008@yandex.ru, <https://orcid.org/0000-0001-9115-108X>

Contribution of the authors: all authors are responsible for the conceptualization of the study, methodology development, collection and analysis of empirical data, theoretical interpretation of the results, and preparation of the manuscript. The authors declare no conflicts of interests.

Вклад авторов: все авторы отвечают за концептуализацию исследования, разработку методологии, сбор и анализ эмпирических данных, теоретическую интерпретацию результатов и подготовку рукописи. Авторы заявляют об отсутствии конфликта интересов.