FORMING FAMILY COMMUNICATION VALUES IN PRIMARY SCHOOL CHILDREN IN THE DIGITAL EDUCATIONAL ENVIRONMENT

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Abstract. The article addresses the issue of schoolchildren studying from home by means of e-learning platforms and resources. The authors highlight the importance of family communication values, detailing the specifics of their formation, as well as consider effectiveness of online learning platforms such as Moscow Electronic School (MES) in terms of conducting family-themed lessons for primary school students. Special attention is given to textual and visual content of e-lesson scenarios on the topic of family in terms of their design, perception and educational impact on children. The research is based on a socio-cultural methodological approach and relies on a variety of research methods, including literature review, review of didactic materials, synthesis, generalization. The authors specify criteria for analysis of educational materials as well as how family values and examples of positive family interactions as key value orientations of the modern society are presented in digital educational resources. The article emphasizes the need of maintaining a balance between employing learning tools available within the digital educational environment and preserving the role of the teacher as a transmitter of national, individual and universal values and traditions. The study has practical significance as it provides guidelines for effective selection and updating digital educational content for family-themed lessons in primary schools. These guidelines may aid teachers in accumulating online learning resources with certain substantive and procedural characteristics beneficial for promoting a positive image of the family.

Keywords: digital educational environment, family communication, primary school education.

ФОРМИРОВАНИЕ ЦЕННОСТЕЙ СЕМЕЙНОГО ОБЩЕНИЯ У МЛАДШИХ ШКОЛЬНИКОВ СРЕДСТВАМИ ЦИФРОВОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ

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Аннотация. В статье рассматриваются вопросы семейного воспитания школьников в рамках ресурсов цифровой образовательной среды. Особое внимание обращено на актуальность и специфику формирования у обучаемых ценностей семейного общения. Рассматриваются образовательный и воспитательный потенциал современных цифровых образовательных ресурсов для проведения уроков семейной тематики в рамках начального общего образования, в частности сценариев уроков в Московской электронной школе (МЭШ). Особое внимание уделяется анализу текстовых компонентов цифровых сценариев уроков по теме «Семья», а также вопросам репрезентации и восприятия визуального ряда, как способа подачи учебного материала и источника воспитательного воздействия на ребенка. В основе работы лежит социокультурный методологический подход. Ведущими методами исследования являются анализ научной литературы, дидактических материалов, синтез, обобщение. Авторы представляют критерии анализа учебных материалов и обосновывают специфику представления образа семьи и примеров семейного общения с помощью цифровых образовательных инструментов в контексте нормо-ценностных ориентиров современного общества. Выявляется и обосновывается необходимость соблюдения баланса между выбором современных средств воспитательно-формирующей направленности, соответствующих условиям цифровой образовательной среды, и сохранением, как при традиционных уроках, особой роли педагога при транслировании национальных, индивидуальных и общечеловеческих семейных ценностей и традиций. Практическая значимость результатов исследования, представленных в статье, заключается в выделении рекомендаций по качественному отбору и обновлению воспитательной составляющей цифровых образовательных ресурсов по теме «Семья» для начальной школы с целью аккумуляции форм и средств семейного воспитания в единстве их содержательных и процессуальных характеристик, а также визуализации позитивного образа семьи.

Ключевые слова: цифровая образовательная среда, семейное общение, воспитание младших школьников.

Introduction (Введение)

In the era of rapid advances in information technology where the Internet, overall technological progress and digitalization are having a significant impact on education and upbringing of younger generations, the family remains to be seen as a major social institution, a national treasure and a universal value. Modern-day

families, according to S. Dupont, can take various shapes and forms and yet still serve as safe haven and a place of comfort for those who need it, a space for recognition and personal growth. The family is a unique phenomenon. Though an autonomous unit, the family is built of several subsystems (e.g. spouses, siblings, parents and children) and these substructures, just as the dynamic family structure itself, interact with external meta-systems, exerting certain influence on the society as a whole and its values [Dupont, 2017]. According to K. Sauvé, the family binds together personal and community values kept by representatives of several generations and stemming from a variety of external and internal circumstances [Sauvé, 2020].

The global COVID-19 crisis has resulted in significant changes in daily lives of millions of families around the world, affecting people's career and study prospects, leisure time and social ties. Most recent psychological, pedagogical and social studies [Zebdi et al., 2021; Waddell et al., 2021] report that forced self-isolation, remote and blended forms of learning and teleworking have revolutionized people's lifestyles as well as re-shaped marital and child-parent relations and traditional family interaction patterns. Research results point to growing emotional detachment, lack of trust between children and parents and their inability to organize a space where all family members can work, relax and have quality time together. As for family communication, based on the studies of A. N. Baikulova [Байкулова, 2021], K. Nilova et al. [Нилова, 2016], we consider it as a verbal and non-verbal environment of an individual, based on mutual contacts of people connected by family ties, reflecting the identity of the family as a single group and social institution. . Traditions and norms of family communication are subject to change, following the changes taking place in society itself. However, the values of domestic family education remain unchanged.

As E. G. Tareva points out, digital technology has expanded an individual's living space, yet at the same time it is taking away some of our most natural instincts, "the desire for direct communication and active subject-to-subject interactions" [Тарева, 2018, c. 86]. According to a large-scale study conducted in 2020 by Kaspersky Lab, 39% of Russian parents do not limit their children's time on the Internet. More than a third of parents report conflicts in the family caused by a child's excessive use of the Internet and disproportionate digital life [Сиденко, 2021]. Children of school age would rather use search engines or social media to explore questions they might be interested in than bring them up in conversations with adults, as they believe the web provides them with prompt and accurate information and guarantees anonymity. This noticeable lack of communication between parents and children weakens family bonds, causes trust issues and undermines parental authority. The results of the 2019 study "Family and Family Values: Intergenerational Perspective" conducted by the Institute of Socio-Political Research of the Federal Research Center (ISPR FCTAS RAS) also testify to an ongoing reassessment of core values and life priorities, including the role of the family. The study points out that young people tend to drift away from family values and choose personal autonomy and uncomplicated friendships over meaningful interactions with family members [Ростовская, 2020].

However, digital technology does not necessarily produce a destructive effect on family communication. A study conducted in Finland and Italy that involved families consisting of three or more generations living both under the same roof and in different places, has shown that the use of WhatsApp contributes to improved communication between family members. The authors attributed the observed improvements to two factors: being able to reach out to all relatives by means of a group chat and active engagement in phatic communication (small talk) through messages [Taipale et al., 2018].

Considering the urgency of the problem, the present study addresses the issue of family-themed education of primary schoolchildren on the example of e-learning materials on family communication. The aim of the study is to evaluate the educational potential of primary school lesson scenarios provided by Moscow Electronic School (MES) on the topics of family and family interactions.

Materials and methods (Материалы и методы)

Research methods included literature review (pedagogical, psychological and methodological studies), in-depth analysis of didactic materials, synthesis, generalization. The authors retrieved 190 learning scenarios with the hashtag #family from the Moscow Electronic School database and selected 20 e-lessons for a thorough analysis of how they portray family interactions. These scenarios on the topics of family and family communication have been developed for extracurricular activities in subjects like Environment, Culture and Religion, Russian Language, Foreign Language and are aimed at primary schoolchildren from Moscow and other regions.

Discussion (Дискуссия)

Communication with family members has a decisive influence on a child's development, his or her personality traits and morals, positive aspirations and attitudes to life and family values, with the primary school age being a favorable period for developing moral values and norms. A key function of the family is to provide a basis for a child's successful socialization. The family actively participates in shaping value orientations and behavioral patterns of its members; family upbringing lays moral and spiritual canons for the younger generation. Family members help a child become involved in social life, learn basic ethical norms and methods of thinking, acquire a national language. As of today, attitudes and perceptions towards universal values seem to be in mid-air, including ongoing reassessment and revision of the status of the family, its priorities, traditional family patterns and roles. Experts point to a widespread problem of poor communication skills in children of preschool and primary school age that include limited contacts, inability to build a meaningful dialogue with an adult, fewer attempts to initiate a conversation, monosyllabic answers to questions and requests from other people including relatives. These indicate the need for more research on family communication patterns and the issue of instilling children with a positive attitude towards interactions with both family members and other people involved in their life, including teachers and school psychologists.

Public schools as a national institution play a crucial role in personality development; education aids in shaping personal identity, value-meaning systems and socialization of a child through the process of purposeful acquisition of knowledge about the surrounding world [Тарева, 2021]. Thus, as schools become increasingly digitalized, a major priority for educators is to promote family-themed education. Digital learning technologies can be effectively utilized to ensure stability of the national education system and its cultural continuity at the civilizational level [Назаров, 2021]. However, availability of electronic resources does not always guarantee a positive educational impact on the student, it is necessary to carefully examine e-lesson plans and other digital content in terms of how much they correspond with values of a traditional classroom lesson [Llorca, 2020]. Though teachers are becoming more competent in their use of electronic devices, they still need to learn how to select, create, analyze and employ digital resources in order to produce new educational outcomes [Гриншкун и др., 2017]. Professional responsibilities of a modern-day teacher include creating, searching for and evaluating high-quality digital content (mostly methodological notes and lesson templates), developing meta-subject and interdisciplinary lesson scenarios, measuring the impact of digital technology on educational outcomes [Вачкова, 2021].

Due to the profound impact of digital technology on the educational system, teachers tend to prioritize electronic resources and tools in their search for effective educational means. Teachers all over the world are actively mastering ICT competency standards and e-learning platforms. Researchers are increasingly focusing on various pedagogical aspects of online lessons, giving special attention to the technical side of distance education [Basogain-Urrutia, 2021; Baron et. al, 2021]. A comparative study of national e-learning platforms from nine countries has shown that despite multiple variations in pedagogical design, their structures allow teachers, students and parents to freely use learning materials and actively participate in the educational process. At the same time, little attention is given to developing unified and transparent standards and regulations measuring educational quality of the existing platforms and services for educational data analysis [Fiofanova et. al, 2020]. While describing the "digital toolbox of the XXI century teacher", S. V. Mikhailova notes that rapid digitalization of the learning environment and active use of electronic resources is likely to change teachers' mindset and prompt them to reconsider their professional activities. At the same time, various educational recourses tend to have different lifespans: some e-learning platforms swiftly gain in popularity and stay relevant for many years to come while others quickly become obsolete or fail to receive enough recognition from users [Михайлова, 2020].

Moscow Electronic School emerged within the Russian educational system more than five years ago, still there is little understanding of what influence this learning platform has on the quality and effectiveness of distant education, so this phenomenon needs further research and debate.

Results (Результаты)

Literature review on forming family communication values in primary schoolchildren by e-learning tools allowed us to identify diagnostic criteria for

content analysis that are reflective of the educational potential of family-themed content in the MES catalogue. The criteria consider two types of content present in the materials under analysis (lesson scenarios), textual and visual, and are described in Table 1.
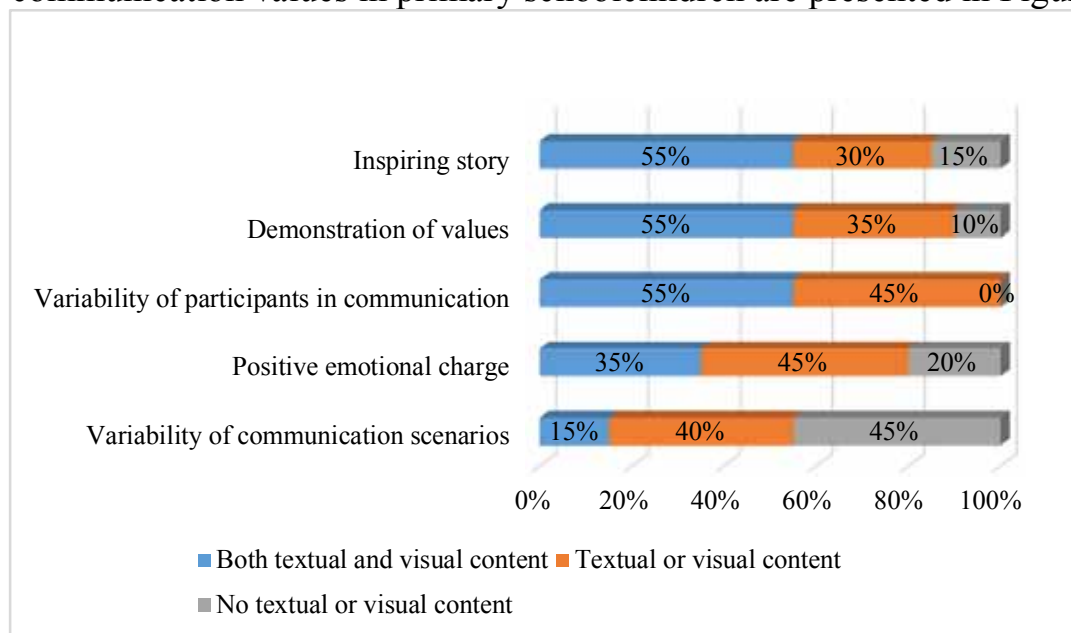
Table 1. Diagnostic criteria of lesson scenarios aimed at forming family communication values in primary schoolchildren

Content analysis criteria	Textual content	Visual content
Positive emotional context of family communication	Positive and emotionally charged stories about family interactions.	Positive emotional representation of participants in communication.
Variability of family communication scenarios involving a primary school student	Variability of stories and situations of family communication.	Images of various family communication scenarios.
Variability of participants in family communication	Examples of parent-child and intergenerational interactions (communication with parents, grandparents and siblings).	Images of family members belonging to different generations that demonstrate their communication styles.
Stories about family interactions that inspire characters to reconsider their actions and deeds	Potential of a story to inspire children to reflect on, discuss and identify with characters participating in family communication, to transfer their solutions into real-life situations, to engage in critical assessment and revision of their own communicative behavior.	Images that are bright, age-appropriate and encourage students to engage in conversations and discussions.
Demonstration of the need to adhere to the rules, norms, traditions and values of family communication	Stories that demonstrate rules and norms of family communication as based on concepts of friendship, unity, cooperation, partnership, mutual care and empathy.	Images demonstrating rules and norms of family interactions, including non-verbal communication.

This distribution allowed us to carry out diagnostic assessment of learning scenarios aimed at forming family communication values in primary schoolchildren and interpret its results. Twenty MES lesson templates from the studied sample were divided into three groups depending on their educational potential (high, average,

low) and incrementally analyzed to see whether they met all the criteria, with 1 point awarded for each manifested criterion.

The results of diagnostic assessment of e-lesson scenarios aimed at forming family communication values in primary schoolchildren are presented in Figure 1.
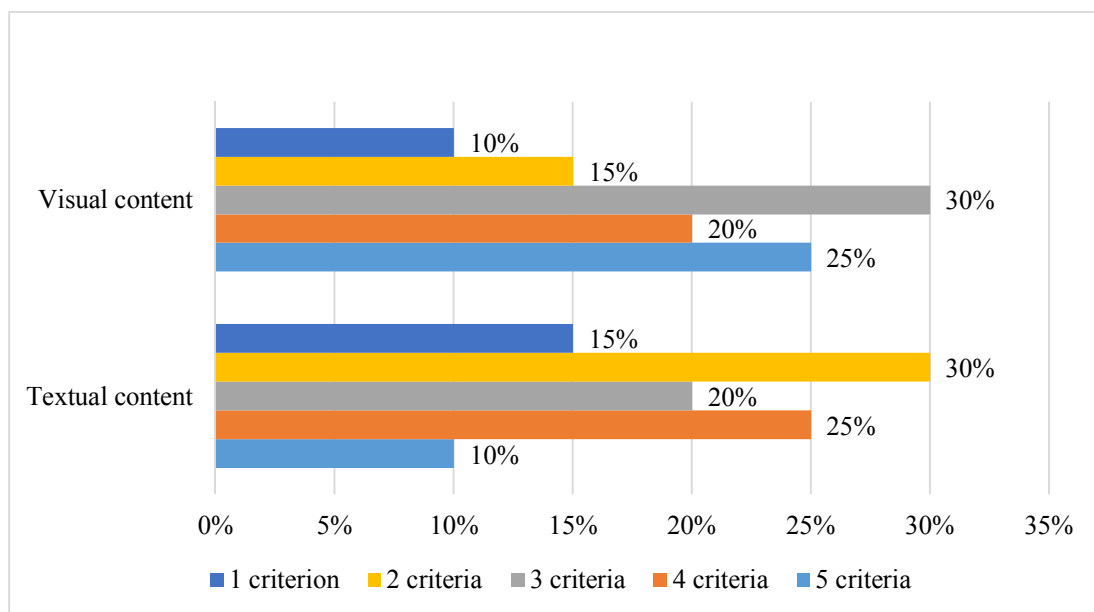

	Both textual and visual content	Textual or visual content	No textual or visual content
Inspiring story	55%	30%	15%
Demonstration of values	55%	35%	10%
Variability of participants in communication	55%	45%	0%
Positive emotional charge	35%	45%	20%
Variability of communication scenarios	15%	40%	45%

Fig. 1. The results of diagnostic assessment of learning scenarios aimed at forming family communication values in primary schoolchildren

More than half of the scenarios from the MES catalogue met the following criteria: 1) stories about family interactions that inspire characters to reconsider their actions and deeds and 2) demonstration of the need to adhere to the rules, norms, traditions and values of family communication. In our opinion, the scenarios have formative and nurturing potential and engage children in deeper analysis of both textual and visual content featuring positive examples of family interactions. Frequent literary examples that correspond with these two criteria are excerpts from "The Tale of Peter and Fevronia of Murom" and "Deniskiny Rasskazy" by V. Dragunsky, or short stories by V. Oseeva and lyrics by A. Barto. Students are also expected to do quizzes on proverbs and sayings about family life, to distinguish between positive and negative examples of family interactions, to propose communication scenarios for a family gathering around a dining table (*Who would you invite? What would you do to help your mom? What would you like to discuss with the guests? What questions would you address to each family member?*). At the same time, students do not have access to examples from contemporary fiction that comments on modern-day family patterns.

The studied textual and visual content also meets the diagnostic criterion "variability of participants in family communication", as almost all the scenarios include examples of primary school students communicating with their parents, siblings and representatives of older generations (grandparents and great-grandparents). Some of the templates feature interactions with cousins, aunts and uncles or relationships between spouses. However, the studied scenarios do not meet the "variability of stories and situations of family communication involving primary

school students" criterion. Few e-lesson plans involve real life situations primary schoolchildren might be familiar with; family communication stories are meager and repetitive (most often it is a family dinner story with family members conversing over a table), with little to no variation in how modern families relax or work together.

Further, we analyzed textual and visual content of the MES lesson templates. As primary school students belong to Generation Z, visual content dominates their life and is a key constituent of the learning process. Thus, digital visualization becomes a valuable solution that helps teachers combine logical and imaginative learning styles for better learning outcomes [Zubkova et. al, 2021]. The results of the analysis are present in Figure 2.
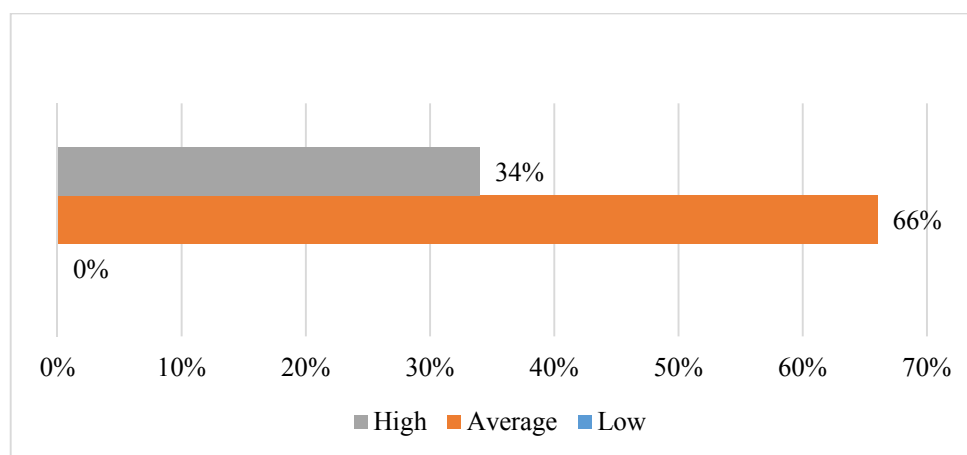

Fig. 2. The results of textual and visual content analysis of learning scenarios aimed at forming family communication values in primary schoolchildren

As we can see from the data obtained, 75% of the studied scenarios comply with most (at least 3) of the diagnostic criteria in terms of their visual content. The main means of visualization used by teachers are short videos, word clouds, flowcharts and chronological maps. However, only 55% of the scenarios in our sample fulfill at least three criteria in terms of their textual content, which is due to the fact that visualization and interactivity are mandatory requirements for all MES lessons.

Finally, we divided the studied learning scenarios aimed at forming family communication values in primary schoolchildren into three groups according to their educational impact (high, average or low). Each scenario was assessed in terms of how many diagnostic criteria it complied with and awarded with 2 points for each fulfilled criterion (1 point – visual content meets a criterion, 1 point – textual content meets a criterion, 0 points – no criteria met). The maximum score was 10 points, the minimum score – 0 points. Scenarios with the score of 1-3 points were put into the "low quality" group, 4-7 points were considered average, scenarios with 8-10 points were assessed as high quality. The results of the analysis are presented in Figure 3.

Fig. 3. The results of educational impact evaluation of learning scenarios aimed at forming family communication values in primary schoolchildren

The diagram shows that no sample scenarios count as low level in terms of their potential to form family communication values in primary schoolchildren. This can be explained by the fact that all the learning scenarios are thoroughly scrutinized by MES experts before they go into the online catalogue. However, most of the lesson templates (about 2/3) fall into the average category in terms of their educational impact, which may indicate insufficient attention to such details as variability and complexity of the content aimed at forming of family communication values in primary schoolchildren. At the same time, all the analyzed scenarios pursued more goals than just shaping values of family communication, and their overall versatility tells on our results.

Conclusion (Заключение)

Over the past decade, the crisis of family values, interpersonal communication barriers and a negative impact of destructive family interactions on the development of a child's personality have become the subject of intense scientific and public debate. Informatization of the society in the digital age makes it ever more urgent for the state and the community to work shoulder to shoulder in an effort to support and endorse the institution of the family, traditional family values, strong family bonds and productive communication between family members. These efforts will not succeed without commitment on the part of educators and mutual and consistent cooperation between all the participants in the educational process. Teachers are still expected to act as moderators, organizers and facilitators of the learning process, both analogous and digital. According to L. S. Vygotsky, the teacher "sculpts, rips, cuts and carves the elements of educational context, combining them in a variety of ways so that they would perform the required task" [Выготский, 2005, с. 82].

Our analysis of the educational potential of primary school lesson scenarios listed in the MES catalogue sections on the topics of family and family communication allows us to assert the following. Despite the fact that all the scenarios comply with relevant educational policies and have successfully passed technical and methodological expertise, they still have a few shortcomings. The main outcome of our research can be described by the words of C. S. Lewis that "the old

good would cease to be a good at all if [we cling to it]" [Льюис, 2020, c. 12]. Unfortunately, authors of the studied scenarios rely exclusively on examples from classical literature, with no reference to contemporary novelists, poets and musicians, whose works may too correspond with themes and objectives of a certain lesson. Visual content of the studied samples is often comprised of outdated imagery of family interactions and leisure time; this trend has also been observed by researchers analyzing primary school textbooks [Bannikova et. al, 2021]. We believe that teachers should carefully scrutinize textual and visual content of MES lessons in terms of its relevance and compliance with the realities of modern-day life, as well as take into account psychological and pedagogical characteristics of primary school children as representatives of the younger generation, peculiarities of a particular class and their own pedagogical experience.

It is important to remember that digital content available on e-learning platforms should not replace creativity and professional skills of a classroom teacher, whose responsibility is to adapt various learning materials to students' personal needs. A teacher's professional excellence manifests itself in their personal contribution to planning, completing, analyzing and foreseeing learning outcomes as well as enriching and revolutionizing educational materials.

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