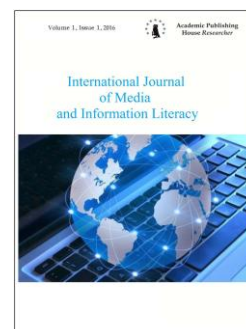


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Hermeneutic Analysis of the Websites of Italy and France on the Subject of School and University

Roman Salny ^{a,*}

^a Anton Chekhov Institute, Russian Federation

Abstract

This article analyzes the Italian and French Internet sites about the school and the University, examines the socio-cultural processes in Italy and France and their connection with the actual problems of Internet publications of school and University subjects. In the analytical articles published by Italian and French authors on national school and University issues, four key areas were identified: characteristics of pupils and students; attitudes of parents and teachers; characteristics of teachers; school climate. Hermeneutic analysis of the Italian and French sites about schools and universities has shown that problems of the modern education systems of France and Italy are directly linked to the processes of informatization and globalization, influenced the increase in the level of heterogeneity of school and University audiences, the growth of aggression and violence, the decrease in the level of literacy of students. Based on the data provided by the authors of Internet publications, it is clear that the reforms of the education system in Italy and France are carried out within the framework of the ideology of multiculturalism and globalization. Some authors wrote about the problems of the authority of the school teacher, the formation of humanistic worldview among students, creating conditions for the creativity of school teachers.

Keywords: hermeneutic analysis, school, University, teachers, Internet sites, Italy, France, school climate.

1. Introduction

Modern world is extremely dynamic and volatile. The impact of the processes of informatization, migration and globalization on the image of the world has yet to be studied, but the transformations of cultural traditions and values, worldviews of the majority of our planet's inhabitants caused by them are already visible today. In the 21st century, many spheres of life have been transformed at an extremely rapid pace. Not only economic, political and social forms of relations have changed, but also the face of schools and universities in many countries.

The article analyzes the Italian and French Internet sites about school and university, considers the socio-cultural processes in Italy and France and their connection with the actual problems of the Internet publications of school and university subjects.

* Corresponding author
E-mail addresses: Roman_tag82@mail.ru (R.V. Salny)

2. Materials and methods

Research material: Italian and French Internet sites about school and university. Method: hermeneutic analysis. In the process of writing the article, more than 200 web-sites were analyzed on the topic of research.

3. Discussion

Socio-cultural context

Information and communication technologies have created a special virtual space where everyone can feel like a citizen of the world who has lost topological reference points in reality. Images of the homeland and home, childhood memories and a sense of family traditions are replaced by simulations of artificial information environment. The current virtualization is expressed in two ways: "the first, horizontal, characterizes the spatial changes manifested in the form of determinization, the second, vertical, provides simulation of processes" (Neretin, 2012: 27).

Informatization is associated with the post-industrial stage of development of society, characterized by the growth of the sphere and quality of services that meet individual needs, expanding the space of interpersonal interaction, and the formation of postmodern thinking, creating a picture of the world based on mosaic ideas of reality. V.N. Yarskaya characterized the time of postmodernism as "a combination of assessments and combinations: vagueness, uncertainty, fragmentarity and variability of value orientations, attitudes, social moods, public and personal interests" (Yarskaya, 2016: 23).

The high speed of dissemination and perception of information catalyzes the emergence of a "global village" (M. McLuhan), where everything happens simultaneously. In an atmosphere of simulations, mosaic images, young people have developed a sincere trust in Internet sources and a false understanding that true knowledge is in the public domain and does not require assimilation. The so-called "clip thinking" is based on knowledge in a ready-made form, packaged in primitive subject-structural visual forms. Accustomed to the excessive and rapid flow of information, young people perceive the diversity of external forms and do not pay attention to the inner depth of the image, are not capable of long-term emotional contact. These perceptual and cognitive transformations may have caused (among other things) a marked increase in the level of neurological and mental disorders in the 21st century: dyslexia, dysgraphia, autism, hyperactivity, and attention deficit disorder.

The formation of a single information space and the ongoing transformation of young people's consciousness have had a significant impact on the nature of their needs and the processes of their self-determination. The need for autonomy and individualism is growing among schoolchildren and students, as well as the desire to create an attractive virtual image of their own self. The Internet has opened for them the possibility of expanding the space of personal freedom, but deceptively, the ease of achieving it has come at the expense of unification and standardization of forms of thinking and behavior.

It is quite obvious that the emergence of the global information "village" has caused significant socio-cultural transformations in European countries. Its influence was noticeably reflected in the system of traditional national values. However, even more rapid changes are associated with the consequences of the so-called "Arab Spring": the increased flow of migrants to the European Union in recent years is probably the most powerful in recent history. More than 1 million refugees from the Middle East arrived in Europe in 2015. In the same year, some 2.2 million illegal aliens were identified in European countries (EU migrant..., 2017).

The national landscape of Italy and France has changed markedly in recent decades. According to statistics, from 2014 to 2017, more than a hundred thousand migrants arrived in Italy every year (Misculin, 2018). Between 2010 and 2012, there were about 195 ethnic groups in the country, with Muslims, evangelicals, Orthodox, Sikh, Hindu and other religious communities most prevalent (Caritas-Migrantes, 2012). In France, immigration flows increased by an average of 1.6 % per year from 2004 to 2012 (Brutel, 2016). At the beginning of 2013, there were about 5.8 million migrants living in the country, 800.000 more than in 2004" (Brutel, 2016).

The influx of migrants has led to an increase in the number of crimes committed by arriving foreigners and the appearance of entire enclaves on the outskirts of cities, especially Paris, often referred to as "ghettos", inhabited by migrants who are unwilling to accept the customs and norms of the host country and master its language. This has led to an increase in xenophobia, anti-Islamic and

ultra-right sentiment among not only a socially active young and mature generation of Italians and French, but also among politicians, "today, France is already spoken of as a country with a pronounced anti-immigration and discriminatory policy against outsiders" (Lonschakova, 2010: 39).

According to M. Piras, the crisis of nationalism and cultural pluralism caused by migration processes in France has sufficiently shown that education cannot remain tied to the primacy of national identity; it is now well known that schools should be a space open to different cultural identities (Piras, 2014).

The Italian and French authorities recognize that ignoring the values of cultures of large and small ethnic groups living within their countries can lead to serious crises in the near future and are attempting to reduce social tensions. Considerable budgetary resources are spent on the development and implementation of programmes aimed at the integration of foreigners staying in the country. Most of them are directed at creating favorable conditions for the adaptation of migrants staying in the country and their further social and material support.

Schools and universities in Italy and France accept more and more migrant children every year. As of the beginning of 2013, 12 % of students in French higher education were foreigners (Endrizzi, 2015). In the school year 2016-2017, 826.000 foreigners (including migrants) attended Italian schools, accounting for 9.4 % of the total number of students and 11.000 more than in the previous school year (Nadotti, 2018).

High socio-cultural differentiation in schools leads to an increase in student underachievement, discrimination, racism and aggression. The Italian and French governments are taking steps to create optimal conditions for indigenous and foreign students to study together. In 2015, the Italian Ministry of Education developed a document containing ten goals and guidelines for working with migrant children: the right to be included in the educational environment; adaptation of educational programs, organization of an effective system of orientation and support; support for migrant children in the learning of the Italian language; increasing the value of linguistic diversity; involvement of families in the learning process, and others. In the 2010s, taking into account the high level of heterogeneity of schoolchildren, the French government decided to reorient its school education. The system of education for national pride and love for the homeland has been replaced by the principles of citizenship, which include mutual respect, tolerance, recognition of civic norms and rules of conduct. In both countries, the solution to the problem of co-existence of a multinational school audience is found within the framework of multiculturalism ideology, which presupposes the preservation of cultural differences, rather than the assimilation of migrants as it used to be before the advent of the twenty-first century.

Meanwhile, many Italian and French children receive multicultural education. In Italy and France, the number of inter-ethnic marriages is growing in the new century. In 2005, unions between Italians and foreigners accounted for 10 % of the total, while in France more than 15 % were registered in mixed marriages (Polchi, 2008). These figures have changed slightly over the last ten years. In Italy, mixed marriages accounted for 12.4 % of the total number of registrations in 2015 (Lys, 2017). In the same year, 14 % of mixed marriages were registered in France (Bellamy, 2017). In both countries, the percentage of inter-ethnic families is quite high and, given that the number of families is not decreasing and sometimes increasing, the number of children who absorb multicultural values is also increasing.

Another factor contributing to the increase in the level of socio-cultural differentiation was the creation of a single European educational space within the framework of the Bologna Agreement, as well as the Erasmus student exchange program, which has been implemented for more than thirty years. They have stimulated the migration of young students, who have achieved maximum heterogeneity in terms of social, economic, cultural, age and nationality (Endrizzi, 2015).

The increasing cultural, social and economic differentiation of the populations of Italy and France undoubtedly complicates the process of socialization and peaceful coexistence between indigenous peoples and foreign migrants. The governments of the two countries are forced to look for ways out of this situation. The measures taken by them are in line with the ideology of globalism, based on the principles of the primacy of the individual over society, equality, freedom, civil rights and duties.

However, it should be noted that such an approach would not have been possible a couple of decades ago. In the 1990s, the vast majority of French citizens (more than 70 %) expressed their fears about globalization, and J. Chirac insisted on the need to protect the country from its destructive influence (Vinogradov, Kruglikova, 2009: 210-211). Today the situation has changed dramatically. The processes of blurring the borders of national and cultural values caused by informatization and migration have created conditions in which it has become necessary to introduce the ideology of globalization. The abovementioned governmental measures in the field of education are an example.

Images of the school and student world on Italian and French web-sites

The current socio-cultural situation is reflected in the image of the school and student world on the pages of electronic publications. Analytical articles published by Italian and French authors on national school and university problems can be divided into four key areas: characterization of schoolchildren and students; attitudes of parents and teachers; characterization of teachers; and school climate.

The analysis of school and university websites showed that pupils and students are characterized in three aspects: academic performance; value disorientation, autonomy and individualism; social exclusion and deviant behaviour.

According to the international monitoring study on the quality of school mathematics and science education (TIMSS), the results of the academic performance of Italian and French students are significantly different. In 2015, Italian third-grade students scored 494 points in mathematics and 499 in science, bringing them to the top of the ranking (Intravaia, 2018b), while 10-year-olds (CM1) scored worst in mathematics in the European Union (Clémence, 2016).

An impressive difference between Italian and French students is evident in their reading skills. According to the International project for the study of text quality (PIRLS), Italian Grade 4 students with 548 points are significantly above the OECD average (541) and European average (544) (Tripodi, 2017). Their northern neighborhoods, French students, have a lower PIRLS ranking with 510 points (Pierret, 2017). Studies have shown that they find it difficult to interpret the meaning of texts (Brigaudeau, 2017).

The gap between French and Italian students in academic achievement has had an impact on the nature of publications. French authors are particularly indignant at the fact that France, a country of mathematics, has only 3.5 % of pupils who reach the highest level of honors (Brizard, 2012). French authors are equally disillusioned with the drop in reading and writing skills of junior high school students, despite the fact that France is spending more time reading, writing and literature than other EU countries (Faure, Piquemal, 2016). Studies show that a 10-year-old French student reads less than his European peers (Beyer, 2017), and 15 % of students entering Grade 6 cannot read and write correctly (Brizard, 2012).

Articles about the academic performance of students on Italian websites are somewhat different. The authors are concerned, for example, about the poor vocabulary of the younger generations (Sinopoli, 2018), or the low percentage (20.4 %) of 15-year-olds from socially and economically disadvantaged families who received satisfactory results in the PISA tests (Intravaia, 2018c).

Italian and French authors are very unanimous about the disorientation, autonomy and individualism of pupils and students. Many of them have low levels of motivation and indifference to learning among adolescents and young people and their inherent sense of uncertainty about their own future. In France, for example, four out of ten students say they are dissatisfied with their lives, and almost one in two is unsure of their academic careers, while more than three people think seriously about saying goodbye to the university (Pasqua, 2018). Almost 42 % of Italian students believe that their future will not be better or worse than their parents, the predominance of the answers "nor ... n ..." is explained by the uncertainty of the current generation of students. It is difficult for them to plan for the future (Navarre, 2016).

According to A. Oliva, we live in a time when, especially for young people, it is difficult to define a hierarchy of values (Oliva, 2017). The noticeable change in the worldview of today's Italian and French youth is associated with the growth of relativism and indifference towards moral norms and cultural traditions. Obviously, they were caused by at least two processes that have become widespread in recent decades: the formation of mass culture of hedonistic and material values, stereotypical forms of thinking and behavior, and the desire of the older generation to compensate

for their own shortcomings and / or sublimate cherished desires in their own children. Modern parents are characterized by excessive care for their children, which creates competition among students and, as a consequence, extreme individualism (Best, 2009).

Italian and French researchers note the desire of most schoolchildren and students for a comfortable and carefree, in fact, selfish way of life, now individualization is the rule and becomes a value (Hamel et al., 2012). Mass culture shapes young people's needs and strategies for autonomy and independence, as well as their ideas of culture as a way of developing individualism (Vigilante, 2015). In adolescence, the narcissistic illusion of the omnipotence of music corresponding to fashionable and trendy trends appears (Stramaglia, 2010).

Individualization and autonomy of schoolchildren and students became the reason for the manifestation of extremely negative forms of behavior: self-exaltation and dominance over others. This is confirmed by the results of studies that show an increase in the level of aggression and manifestations of verbal and physical violence among students.

In the Italian websites on school violence, the main story is an episode of parents' and their children's attacks on teachers. Among the most actively discussed issues are the increased penalties for parents and students who commit violence against teachers; the need for government action on the issue of school violence. For example, the issue of the possibility of introducing the crime of aggression against teachers and teachers into the criminal code is raised (Caporale, 2018).

The Italian e-magazine Tuttoscuola launched a counter in 2017, which recorded 81 confirmed attacks on teachers during the school year (Della Sala, 2018). According to research by Skuola.net, 56 % of schoolchildren admitted that they felt humiliated and offended at least once in front of the whole class (Escalation..., 2019). Almost 90 % of students believe that violence is widespread in schools, and 42 % believe that school is the space where violence occurs most often (Bullismo..., 2018).

According to Italian researchers, the reasons that cause aggression among schoolchildren are: appearance or even disability, nationality, sexual orientation, girls' "light behaviour", overweight. Recently, there have been cases of racist insults, humiliation of students with dyslexia or stuttering (Escalation..., 2019).

French online publications on violence at school and university are somewhat different from Italian ones. They address to: the mental and emotional state of pupils and students; problems of school discipline and violence; harassment on the Internet.

The French journalist and editor of the web project on education and youth, Emmanuelle Weillan, regularly publishes analytical information on the state of school and student youth. He cites disappointing statistics about Paris students: almost two-thirds of them admit to regular stressful experiences; a quarter feel bad because of low self-esteem or overweight problems; more than one in ten admit that they have already thought about suicide; more than one in three admit that they tend to be isolated; and one in ten use cannabis (Vaillant, 2013). According to a broader 2006-2007 study, about a quarter of young French people under the age of 18 used light drugs (Massif, 2007).

In French schools, discipline is based on student sanctions: according to 2018, about 17,000 students are expelled from school every year and 367.000 are expelled for one or more days (Ramond, Louis, 2019).

Despite the severe consequences for violators of school rules and regulations, there is a high level of violence in French schools. At the beginning of the 21st century, physical (beating) or psychological (rumours, provocation, theft, extortion, etc.) violence affected between 10 % and 20 % of students under the age of 12 (Nadeau, Tessier, 2003). In 2017, almost half of young people reported witnessing violence in their institutions, 20 % of college students confessed to having been physically abused at least once, and 40 % confessed to being abused or bullied (Doladille, 2017).

Internet harassment is no less rare. A 2017 study on victimization in France found that 18 % of college students reported that they suffered at least one attack – identity theft, degrading video or rumor spread – through social media or mobile phones (Beyer, 2018).

In recent years, the problem of school violence has been actively discussed in the French media and government. Despite the fact that education officials are too minimizing or concealing actual data on harassment and humiliation, in 2011, the national ministry of education organized a conference on harassment, which resulted in the adoption of a law obliging institutions to combat this phenomenon (Peiron, 2013).

The Italian and French Internet portals are increasingly hosting notes and articles on the crisis between schoolteachers and students' parents. In some cases, there is a problem of interference and pressure from families (Camporesi, 2018), while in others the issue of building trust between parents and teachers is raised (Auduc, 2015).

Most researchers and experts acknowledge that the relationship between school and parents is in crisis (Camporesi, 2018). Today they have become so complex that they create misunderstandings and frustrations on both sides (Best, 2009). Particularly surprising is the survey in France, which found that 56 % of school directors report involvement in parent disputes, one in five principals was physically abused (Prince, Demagny, 2018).

The crisis of family-school relationships is exacerbated by the fact that many Italian and French parents question the authority of teachers and their ability to learn. Politicians, educators and experts agree that the figure of the teacher has lost credibility (Della Sala, 2018). It is not uncommon for parents to instead of taking the position of a teacher, usually protect their child; as a result, the teacher remains isolated, suffering from constant humiliation, parental and child aggression (Micocci, 2016; Recalcati, 2018).

The French and Italian governments are aware of this problem. French parliamentarians argue that it is necessary to train teachers in parenting through theoretical courses (Olivier, 2018). To this end, in 2013 they adopted a concept of co-education that promotes the development of links between school and parents (Olivier, 2018).

In the Italian government, a call was made to restore the respect and authority of teachers who are expected to make the school capable of developing (Pelizzoni, 2016). However, so far, no concrete action has been taken, and only a few civil society organizations have developed guidelines for teachers on how to build relationships with parents. For example, in describing the problem, the teacher should inform the parent that he or she does not question his or her parental competence, but tries to find many strategies useful in addressing the child's problem behavior (Rossanese, 2017).

Aggressive behavior of students and their parents, increased number of children suffering from mental disorders and disorders (dyslexia, dysgraphia, hyperactivity, etc.), growing level of "paperwork" lead to stress and emotional burnout among teachers. Studies conducted in Italy have shown that 24 % of teachers suffer from moderate levels of 'emotional exhaustion' and 20 % from high levels (Intravaia, 2018a).

The increase in social and cultural heterogeneity of the classroom, the growth of individualism and aggression of schoolchildren require teachers to make great moral efforts to organize and manage student behaviour. However, according to F. Avolio, many teachers lack not only strength but also experience. They do not have the necessary pedagogical training, they are specialists in a certain scientific field, but not experts in managing relations within the classroom (Avolio, 2018). On the other hand, teachers lack the ability to motivate and guide 'unjust' students (Colombo, 2015).

French teachers are not in the best conditions, and their emotional and physical condition is a cause for concern for researchers and experts. According to a study conducted in 2017 by the French Institute of Health, 61.3 % of teachers believe that their health status has deteriorated over the past five years (Araman, 2018).

The problem looks even more complex in terms of the social organization of the education system. According to A. Schleicher, in France, teachers do not cooperate. They do not consider themselves members of the professional community. The institution sees them as executors (Schleicher, 2014).

Although Italian and French teachers are increasingly making efforts to attract the attention of pupils (Hélou, Lantheaumeil, 2008), it is clear that in such a situation, their altruistic motives for meeting the humane and equal needs of students and maintaining their own sense of social significance are very sad. In this regard, the call to change the lives of teachers, to make them creators in their professions, to stop seeing them as performers is very relevant (Schleicher, 2014).

Unlike Italy, France is taking major steps to improve the school climate. In France, improving the school climate has become a major public policy issue in education, the French government believes it can play a leading role in preventing violence (Debarbieux, 2015).

In France, the Ministry of National Education's portal "School climate and violence prevention – improving the school climate to restore calm and civil school"

(<https://www.education.gouv.fr/cid2765/climat-scolaire-et-prevention-des-violences.html>) has been created. The portal provides brief information on the relevance of the school climate issue, criteria for assessing the school climate (teaching and learning; safety; environment; sense of belonging; attention to family life), strategies to improve the school climate (team strategies, school equity, prevention of violence and harassment, pedagogy and cooperation, collaborative learning, partnership practices, quality of life and wellbeing in school), recommendations from teachers and school principals.

Meanwhile, researchers and experts believe that the formation of a school climate should not only reduce violence, but also increase students' interest in learning, motivate teachers and transform the authoritarian approach. The latter is seen by many as a legacy of the past and a reason for the decline in student performance. The authoritarian system contributes to self-abasement, conformism and blind subordination to the detriment of a sense of initiative and intellectual curiosity (Brizard, 2012). In France, studies have shown that only 21.4 % of children aged 11-15 say they like going to school (Olives, 2012).

4. Results

Websites of French (*La Croix, L'Obs, Le Figaro, Le Monde, Liberation, Recherche & Formation, etc.*) and Italian (*Corriere della sera, Il Fatto Quotidiano, Il Messaggero, Il Sole 24 Ore, La Repubblica, La Stampa, etc.*) media agencies regularly publish articles on the problems of school and student education. They are mainly analytical and critical of the state of the education system.

Most of them have a four-section structure: a) problem statement; b) description of research results in the field of literacy (reading, mathematics, finance) or social and financial status of pupils or students; c) comparison of research results in different countries or in one country in different time periods; d) conclusion.

The Italian and French Internet publications on school and university address several main problems: working conditions and motivation of teachers/professors; low level of training and motivation of pupils/students; increasing level of aggression and violence in school; increasing number of foreign students and students.

In describing the results of the research in the field of literacy (reading, mathematics, finance), social and financial situation of schoolchildren and students, the authors of the Internet publications focus on reducing the literacy rate of schoolchildren, increasing the number of mistakes they make in written tests, reducing the interest in reading, students' desire for independence (combining work with study, life separately from parents).

Comparison of research results in different countries or in one country in different time periods mainly shows negative dynamics, indicates the leading positions of Asian (Singapore, Japan) and European (Finland) countries and a low level of Italy and France in the ranking of PIRLS, PISA and TIMSS. The authors of Internet articles analyze the reasons for the deterioration of educational results, possible directions of reforms or indicate the state structures/authorities responsible for solving this issue.

5. Conclusion

Hermeneutic analysis of Italian and French sites about school and university showed that the problems of modern education systems in Italy and France are directly related to the processes of informatization and globalization, which influenced the increase in the level of heterogeneity of the school and university audience, the growth of aggression and violence, and the decrease in the level of literacy of schoolchildren.

Based on the data provided by the authors of Internet publications, it is clear that the reforms of the education system in Italy and France are carried out within the framework of the ideology of multiculturalism and globalization. There are also calls to raise the prestige of the school teacher, to form humanistic attitudes among students and pupils, to create conditions for the creativity of school teachers.

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