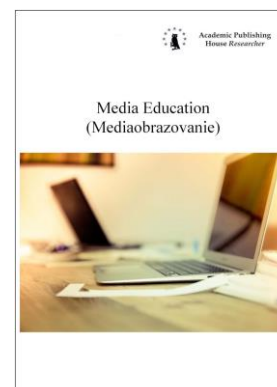




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## The Usage of Educational Media Resources for the Development of the Personality of Children in a Family: the Analysis of Parental Opinions

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### Abstract

The article analyzes the parental opinion on features of the usage of modern media resources in organizing for the development of the personality process in a family. The purpose of research was to study of parents' understanding of the goals and objectives of media education and also the real parents' needs in media resources to facilitate the process of personality development their children and give them new information about the process of education. We used the following methods of cognition: a problem method, a survey method, a system-structural method. The study involved 500 parents from different regions of Russia (62 regions). Parents were asked 6 questions. The survey showed that parents confuse the concepts of "media education" and "information communication technologies". They mean digital education by media education. This creates a false understanding of the goals of media education. Also most often parents refer to media resources to look for ready-made solutions to educational tasks for their children. At the same time the potential of educational media platforms and other resources for personality development children remains little in demand. The use of media resources by parents to study various approaches to raising children is difficult due to the peculiarities of people mentality of the country, accustomed to adopt the model of education from parent family. The study made it possible to identify the difficulties of learning schoolchildren with the help of media resources. It concludes that, first of all, parents do not indicate the difficulty of a technical nature (the lack of a computer in the family, the lack of an Internet connection) and distrust to the usage of new information technologies as children's personality development tools. The difficulties were in organizing qualitative learning process in new conditions that children could master with a high degree of motivation and independence. Parents are often not aware of the goals and objectives of media education. Therefore, parents and children need clarification about the goals of media education. Competent pedagogical support of the media education process can help parents become "allies", and not "opponents" of teachers in the formation of media skills of schoolchildren.

**Keywords:** media education, media technology, education, family upbringing, media competence, learning difficulties, survey, modeling, parents, forms of control, learning quality.

### 1. Introduction

Currently, parents use various types of media resources to help their schoolchildren actively. However, most often these media resources are used as an opportunity to get a ready-made solution to a particular educational task. At the same time parents, on their own initiative, resort to organize teaching their children with the help of electronic educational platforms, online courses

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for the development of certain skills and abilities occasionally. Also parents get knowledge about raising children in a family by reading special literature posted on various sites devoted to parenting rarely.

Thus, the potential of media resources located on educational sites on the Internet is not always in demand by modern parents. This raises the need for a thorough study of the parental opinion in Russia in order to make it possible to use media resources in the education and upbringing of their children actively. This will enable children to master the modern means of mass communication with the aid of media technologies.

## 2. Materials and methods

The main source for the creation of the article was the survey of parental community. The resource for conducting the survey was the Internet communication network, which made it possible to study the problem by involving 500 people in the schoolchildren parents survey from different regions of Russia (62 regions in total).

The method of online surveys was used as a basic and effective way of collecting and processing primary information during this sociological research. The platform for conducting such an online survey was the multi-million social network *Vkontakte*, which is in great demand among Russians. According to experts, the social network *Vkontakte* in October 2020 had a total audience of 97 million people.

The author of this study posted on the *Vkontakte* social network an invitation for parents ready to take part in the survey. Thus, the survey was organized using remote interaction.

1234 users of the social network expressed their desire to take part in the study and answer the questions of the proposed questionnaire. 500 people were selected from them. The selection criterion was the place of residence of the respondents. The region of residence was taken into account, as well as the place of residence (rural area, small town, large city). This was done in order to obtain adequate survey results, allowing to establish the features of the use of educational media resources in teaching and raising children in a family within the Russian Federation. The fact that parents living in rural areas and remote parts of the country may have less access to media resources due to the low availability of the Internet communication network for them was also taken into consideration.

In total, 376 people from urban areas (75.2 % of the total number of respondents) and 124 people from rural areas (24.8 % of the total number of respondents) took part in the study.

This ratio of the number of parents living in urban and rural areas, in general, correlates with the percentage distribution of urban and rural residents in the Russian Federation. For example, the Federal State Statistics Service published data according to which, by January 1, 2021, the urban population in the Russian Federation is 74.95 %, and the rural population is 25.44 %.

Among the respondents who took part in the survey, 72 people were residents of megalopolises (this is 14.4 % of the number of those who took part in the study), 181 respondents (36.2 %) were residents of cities with the population of more than half a million people, 78 people (15.6 %) were residents of cities with the population of more than 100,000 people, 45 people (9 %) were residents of small towns with the population below 100,000 people.

The selection of respondents made it possible to study the opinion of the parental community, which can be attributed to both the urban and rural population of the country. At the same time, among the urban population, groups of respondents living in different by population cities were identified. All this made it possible to make the interpretation of the research results reliable.

The age of the parents who took part in the survey ranged from 25 to 45 years.

Various methods of cognition were used in the study.

There is a survey method among them. This method helped to determine the position of the parental community in relation to the use of educational media resources in teaching and raising children in a family. The problematic method was also used. It provided an opportunity to reproduce the evaluative approach to the problem of teaching and raising children using media technologies in new conditions. The study used the systemic-structural method. It made it possible to identify the main models of the usage of educational media resources in the teaching and upbringing of children in a family by parents in the Russian Federation.

### 3. Discussion

Media education is based on the use of mass communication and information for the personal development of students. This is how media education is viewed by Y.N. Usov. The scientist points out that thanks to the child's attraction to modern media resources, his creative activity is strengthened, and opportunities for intellectual and emotional development develop (Usov, 1998).

This means that it is important to determine the potential of media resources that can be used in organizing the development of the personality of children in the family. This contributes to shaping children's media skills.

There are different reflections in science how positive the usage of media resources for the development of a young person's personality in society is (Scannell, 2017). Scientists come to the conclusion that with a well-organized usage of media technologies in the learning process, this can have a positive impact on the development of the cognitive and personal spheres of children (Kabha, 2019). This circumstance is indicated by other scientists, such as D. Taylor, J. Grant, H. Hamdy, L. Grant and others, who consider media technologies as a promising direction in the education of modern children (Taylor et al., 2020).

According to A. Silverblatt, educational media resources enable to train the personality of a person who can analyze the media information received, learn to think critically (Silverblatt, 2001).

In this study educational media resources are considered as a means of transmitting information, in this case information for personal development. Moreover, media technologies primarily use the capabilities of the modern Internet in creating a special environment – a media space that allows people to exchange information, including organizing process for personal development.

Addressing the problem of parents' media competence, the study by A. Fedorov (media competence is seen as a precondition for improving children's media literacy), who considers media resources as a necessary tool for the development of a person's personality in modern society (Fedorov, 2017) was considered.

The problem of developing parental competence in the field of media technologies has been studied in scientific literature (Skorova, Smyk, 2019).

In general, the authors draw attention to several aspects of this problem:

Firstly, there is a high level of involvement of modern children and adolescents in the media space, which requires parents to control this process and select certain media resources for their use in the subsequent education of children. These should be educational media resources that contribute to the development of children's personality and their capacity to analyze media texts.

Secondly, there is a need for parents to find educational platforms that could increase their parenting competence.

Thirdly, there is a need for parents to make expert review of various educational media platforms using teachers' advice in order to offer children these platforms.

Potter's educational approach to media is to progressively increase media awareness among all participants in the educational process. Including teachers, schoolchildren and their parents. Potter invites schoolchildren to complete media, educational tasks, and parents to control the process of their implementation (Potter, 2001).

However, the process the parents' control over the introduction of their children to educational media resources is experiencing certain difficulties.

Firstly, when studying this problem, researchers draw attention to the fact that parents and children are involved in media resources in various degrees. A higher degree of involvement in media resources is noted by scientists among the younger generation (Sánchez-Moya, 2015), which is a paradox, because throughout the history of mankind the older generation has always had more knowledge than the younger.

Secondly, the researchers also point out that the younger generation chooses media resources not for educational purposes, but for the purposes of entertainment and establishing communication links with peers. Therefore, in general, the potential of media resources for learning and self-development is used by them only to a small extent (Yus, 2017).

D. Buckingham (a proponent of an integrated approach to media education) devotes a lot of work to creating curricula for schools with the inclusion of media education technologies. D. Buckingham says teachers and parents can use the potential of the Internet and computer games, which children love, to solve the problems of media education (Buckingham, 2003: 90-91).

Developments are conducted in order to find positive aspects in the fascination of modern children and adolescents with computer games and games using mobile phones. So, for example, projects of educational games are being introduced with an entertaining plot that would give children new knowledge of history, culture, literature or foreign languages. Such authors as D. Varona, E. Camarero are studying this problem (Camarero, Varona, 2016).

This approach to organizing media education for children has been endorsed in the US and Europe. For example, L. M. Simali talks about the introduction of such an approach and the necessity for parents to monitor its application. It envisages the widespread introduction of educational projects that can be proposed for children to complete under the supervision of their parents (Semali, 2000: 230).

Russian scientists also speak about the positive cyber-socialization of young people, calling for the use of media spaces for teaching modern schoolchildren (Atsuta, 2017).

At the same time, many authors suggest that teachers and parents "direct" children's interest in certain types of knowledge and present new information using technologies such as media resources. For example, by selecting films with an engaging storyline on educational topics and showing them to children, followed by a discussion (Stolaki, Anastasios, 2018; Wong et al., 2007).

Some authors suggest parents to address to the potential of various educational media platforms that could offer their children and even themselves educational programs (Belanger et al., 2015).

A group of researchers points out to parents and teachers the need of constant improvement of their competence in the field of media knowledge in order to increase the level of knowledge of their children, including using media technologies (Bulger, Davison, 2018; Gálik, Oprala, 2021; Gáliková Tolnaiová, 2019; Hobbs, 2011; Potter, 2010).

In particular, there is a research how the Internet affects the psychological well-being of children. The authors offer parents various methods how to compensate the deep involvement of their children in the world of the Internet. For example, E. McDool, P. Powell, J. Roberts, K. Taylor indicate that the Internet world is influencing preschool children and having not learned to read they are able to press the "necessary buttons" to get relevant information for them. Naturally, parents should take these features of the media space into account when organizing family education (McDool et al., 2020).

A similar position is expressed by scientists studying the influence of social networks on a child's psyche. In particular, they point out that parents should strive not to allow children to use such networks before adolescence (Mills et al., 2019).

A lot of research has been focused on how to guide the younger generation towards quality education through media resources (Black, 2018: 213; Cappello et al., 2011; Park, 2017).

However, there are few works that would study the opinion of the parental community regarding the use of educational media resources in teaching and raising children in a family. It is parents, in our opinion, who can influence the formation of children's media culture, including their use of educational media resources. In general, it is the parents who are one of the links in the formation of the educational skills of the younger generations. Analysis of scientific sources, in general, showed that advocates of different media, educational approaches, justifying the need to develop critical thinking among children (A. Silverblatt), increase their media literacy (J. Potter), creative development (Y.N. Usov), take into account the factor of the family environment children. It is therefore important to examine parents' opinions on the problem of the development of media education.

Studying this problem will reveal the main difficulties that parents see on the path of media education in modern conditions, as well as understand why the potential of media resources devoted to teaching and raising children is in little demand at the present time.

We conducted this study in order to analyze the opinion of the parental community about the use of educational media resources in teaching and raising children in a family as well as the possible prospects of this process in the Russian Federation. The study identified the most significant positive opportunities and difficulties in learning with the help of media technologies pointed out by the parents. This fact needs careful study, as it allows to determine the "weak points" of teaching in the media format, which determines the scientific novelty and practical significance of this study.

#### 4. Results

The study used a survey to determine the parents' positions.

Parents of schoolchildren were asked 6 questions.

1. Analyze what parents understand about media educational and how they view its objectives.
2. Determine the range of media resources for personality development children that they use.
3. Analyze the importance of using media resources for parents to personality development children.
4. To study the importance of media resources for parents in raising children.
5. Describe the difficulties of using educational media resources in achieving the goals of media education.
6. Determine the prospects of usage of educational media resources in parents to personality children in a family.

In response to the first question, parents demonstrated that many do not understand the true meaning of the word "media education".

Parents believe that "media education" can be understood as: training with the help of computer technologies (84.6 %); "digital learning" (77.8 %); "distance learning" (33.4 %); training via the Internet, social networks, etc. (19.8 %); learning without a "live teacher" (9.2 %); learning with the help of a robot or artificial intelligence (7.8 %).

A wide range of opinions related to parents' understanding of the term "media education" has caused completely different interpretations of the goals of this process. None of the parents noted that the goals of media education are to develop children's ability to analyze media texts, develop critical thinking, develop their communication skills, and develop the ability to competently present their personality using modern media.

Among the goals of media education, respondents noted:

1. Communicating knowledge to children using computer tools (86.8 %);
2. Use of computer testing in teaching (15.6 %);
3. Using an interactive whiteboard in teaching (10.8 %);
4. Watching films in class on works of classical literature (4.6 %);
5. Reading articles on education and upbringing on the Internet (1.6 %).

Thus, parents confuse the concepts of "media education" and "information communication technologies". Information technology is one of the tools for teaching children. The concept of media education is much broader. This includes the ability to analyze media texts, that is, to train children's media skills.

Therefore, when answering other questions, respondents used a misinterpretation of the term "media education".

Answering the second question the parents indicated what they use: websites of ready-made homework answers (abbreviated as GDZ), which contain all the answers to educational tasks given in textbooks and workbooks (84.6 %); online media educational platforms for teaching children such as *Uchi.ru*, *Nachalkin*, *Yaklass*, *GetAClass* (35.6 %), online lectures on *YouTube* or other video platforms (13 %), educational portals (first of all, the portal of information support of the Unified State Exam (5 %) to teach their children.

The results of the study show convincingly the fact that parents resort to GDZ services most often, which allow their children to receive ready-made answers to educational tasks.

Thus parents use these media resources to form in their children the habit of looking not for knowledge of a creative cognitive nature, but to engage in reproductive activities to copy a ready-made answer.

At the same time the parents pointed out that most often they do not allow children to write off the "ready answer" themselves, but force them to do their homework on their own and only then check the result with what the GDZ website offers.

Parents also explained their behavior by the fact that they did not have sufficient competencies in a number of school disciplines, which forced them to turn to the GDZ for ready-made answers.

Taken into consideration widespread of parents' involvement in the use of these sites, it is worth to say that not all of them can be regarded as official educational media resources. Often the answers given in them contain errors and inaccuracies, which may be found in school papers then.

In addition, some parents are very negligent in teaching a child when doing homework, so such mothers and fathers simply offer their children to "take" a ready answer on their own, without trying to understand it.

As far as the use of online media educational platforms for teaching children is concerned, parents indicated that teachers demand to complete tasks there. Independent use of these platforms in fathers and mothers' opinion is difficult due to several circumstances: firstly, due to the fact that these platforms can only be used fully only if you have a paid subscription, which is difficult to get because of financial problems, and – secondly, due to the fact that a child cannot often complete the educational tasks offered on these platforms independently. He needs help from adults who do not often find time for additional activities with their children.

This type of activity for gaining new knowledge, such as online lectures on *YouTube* and other platforms, remains little in demand by parents for the same reason. The parents pointed out that there is a lot of educational material on the video hosting. However, the quality of this material is often questionable that is why before showing videos from *YouTube* to children, they must watch and evaluate them themselves. And this requires additional time, which most of the parents do not have.

As for the use of media portals for teaching children, the parents of high school students named only one of them – a portal for informational support of the Unified State Exam. Its resources are used only by mothers and fathers of children who are preparing to take the exam.

Thus, the parents' answers indicate the following: the respondents consider various Internet sites and platforms designed to give children new educational knowledge in certain disciplines as media resources for children's media education. In other words, they interpret the concept of "media resources" very narrowly.

The study determined the importance of using media resources for parents to teach their children. In particular, only 37.4 % of parents indicated that they are ready to refer to media resources in order to improve the quality of their children's knowledge. Among the media resources, parents named online media educational platforms, online lectures on You Tube or other video platforms, and specialized sites.

Despite the fact that parents are intimidated by the media environment (they see it as a threat to their child), they are in no hurry to resort to media resources in order to form their children's ability to analyze media texts.

The study revealed a relationship between the age of schoolchildren and the degree of parents' readiness to use media resources in education. The majority of primary school children parents (59 %) noted that their children could not complete educational tasks on educational media resources by themselves, they need parental control and help. The same position was expressed only by 21.6 % of parents of middle school students, who believed that their children would not be able to cope with educational tasks on their own on educational platforms. Among the parents of high school students, there were only 3.6 % who expressed doubts that their daughters or sons would cope with educational tasks on educational media resources.

Thus, the child's age plays a significant role in assessing his ability to cope with the tasks offered by educational media platforms. At the same time, an important criterion for parents is the ability to perform work efficiently, without resorting to anyone's help.

The study examined the parents ability to get new knowledge about raising children in a family from media resources. It turned out that 40.4 % of parents occasionally "read" something about parenting on the Internet. However this knowledge is spontaneous and irregular. For example, parents learn about parenting methods on the popular platform for bloggers *Yandex.Zen* by reading simple stories published there or have rare conversations about parent-child relationships on numerous forums and sites, leaving their comments under the posts.

At the same time, none of the respondents visited special sites on education, and no one indicated that they use media resources to read psychological or pedagogical literature on raising children.

Thus, we can conclude that the interviewed parents rely on the knowledge and experience gained by them in parental families, in the families of friends and acquaintances, as well as in the socio-cultural space around them when organizing the process of raising children in a family. They do not consider the media environment as a tool for obtaining high-quality knowledge about raising children in a family.

Let us list the difficulties indicated by the parents in using educational media resources in teaching and raising children in a family (parents could point out several difficulties):

- the difficulty of finding high-quality educational media resources among the variety of the Internet provides (51.8 %),
- parental concern for the health of children who spend too much time “at the computer” (45.6 %),
- parents’ awareness that it is difficult for children to learn by using media resources, since they have not developed the skills of independence in finding the necessary educational information and high educational motivation (39.6 %),
- low level of parents’ media competence, the need to improve it (24.6 %),
- technical problems (18.6 %),
- prejudice in the use of new information technologies as tools for personality development of children (14.6 %).

The problems noted by the parents indicate that in the first positions are not technical problems and mistrust in the use of new information technologies as tools for teaching and raising children, but the difficulties of organizing high-quality education in new conditions, with what children could pass with a high degree of motivation and independence.

Parents mentioned that it is not easy to use media resources for high-quality education of children because children are distracted during independent study at the computer, they are looking for ready-made answers to questions and they use online services for prompts.

Based on these results, it is possible to create a model of the difficulties of this type of education (according to the parents).

1. Respondents noted the low level of media competence of the community of parents as a serious problem, they pointed out that there are no mechanisms control the quality of children's knowledge.

2. A significant problem is that parents find it difficult to choose high-quality educational media resources, and well-known platforms provide paid educational content.

3. A serious difficulty is that children lack the motivation for learning activities, they are not ready to acquire knowledge in the process of independent work.

4. Parents noted that children cannot get teamwork skills, they do not get interpersonal communication skills.

5. And on the periphery of problems there are difficulties of a technical nature which can be eliminated.

The last part of the study concerned the need to determine the prospects for the use of educational media resources in the teaching and upbringing of children in a family.

Parents were asked whether they are ready for the fact that media resources will take a certain position in the education of children.

79.8 % of the respondents answered that they are ready for this, however, media resources should not fully replace the traditional teaching system, in which the teacher in direct live communication explains the educational material to children and conducts a productive dialogue with them, offering different educational tasks.

Thus, parents have a certain fear of media education, by which (as mentioned above) they mean information communication technologies.

Reducing the learning process of schoolchildren to use of only media resources (that is, full “digital learning”), according to 93.8 % of parents may not be possible, because children’s knowledge level will be greatly reduced. By way of an example of their position the parents cited the situation in 2020, when schoolchildren in the Russian Federation were forced to study remotely and because of this, according to the parents’ opinion, the quality of education suffered greatly.

At the same time, during the conversation based on the aggregates of the survey the parents admitted that they could not declare their competence in media education.

The parents indicated that they are not able to organize the educational process for their children, as they do not have special knowledge in a number of disciplines.

Also, parents are not ready to look for temporary resources in order to analyze the content of educational platforms and sites carefully in order to understand whether it is possible to offer it to their children. Therefore, in general, parents are not ready to organize the education of their children using media resources independently.

Therefore, we can state the fact that the parent community of Russia is not prepared for the widespread introduction of educational technologies in the field of media. Also, parents confuse the concepts of "media education" and "information communication technologies". Parents often fail to

fully appreciate the socio-cultural, informational and utilitarian importance of media and educational technologies and are not prepared to support their children in their development.

Therefore, in our opinion, the introduction of various media technologies into school educational process should take place in direct dialogue with the parental community. Parents should understand that the use of media resources will improve the level of training, not lead to decrease it. In general, the parental community understands that the use of educational media resources will continue in the future, however, parents would like these technologies to be beneficial for their children, increasing the level of knowledge and teaching children the necessary skills and abilities to work with information in new social conditions.

## 5. Conclusion

The study found the following:

1. The respondents confuse the concepts of "media education" and "information communication technologies". As a result, they poorly interpret the goals and objectives of media education.

2. The parental community of the Russian Federation resorts to the use of educational media resources in teaching children in a family. However, as a rule, parents turn to Internet resources in order to find ready-made answers to educational tasks for their children. This use is not creative but reproductive. Educational media platforms for teaching children, such as online lectures on video hosting sites, educational portals, remain in little demand by parents (and their children). This circumstance seriously hinders the introduction of media technologies into the educational process in Russia. It will not be possible to achieve the goal of media education without involving the parental community: teaching children the ability to process information received from media resources, developing critical thinking and communication skills in schoolchildren.

3. The operation of media resources by parents to study various approaches to raising children is problematic for a number of reasons, in the first order to the peculiarities of the mentality of the country's inhabitants, who are accustomed to adopting the model of raising their children from the parental family. We have to state the fact that the interviewed parents do not consider the media environment as a tool for obtaining high-quality knowledge for raising children in a family.

4. Parents see the obvious difficulties of teaching schoolchildren using media technology. Media education for children is struggling. This is because parents cannot separate conventional media resources from educational media resources that would assist in organizing such training. At the same time they indicate not technical problems and mistrust in the use of new information technologies as tools for teaching children, but the difficulties of organizing high-quality education in new conditions, which children could pass with a high degree motivation and independence.

5. Parents are often not aware of the goals and objectives of media education. Therefore, parents and children need clarification about the goals of media education. Competent pedagogical support of the media education process can help parents become "allies", and not "opponents" of teachers in the formation of media skills of schoolchildren.

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