ПОВЫШЕНИЕ ВОСПИТАТЕЛЬНОГО ПОТЕНЦИАЛА СЕМЬИ В УСЛОВИЯХ СОВРЕМЕННОГО ИНФОРМАЦИОННОГО ОБЩЕСТВА (НА ПРИМЕРЕ РСО-АЛАНИЯ)

FAMILY EDUCATION AS THE MAIN SOCIALLY ORIENTED TECHNOLOGY IN THE MODERN
INFORMATION SOCIETY (ON THE EXAMPLE OF RNO-ALANIA)

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Аннотация:

Статья посвящена проблемам семейного воспитания в условиях информационного общества, когда происходит активная девальвация семейных ценностей, нравственности, духовности и других общечеловеческих приоритетов, которые делают жизнь общества более гуманной, стабильной и безопасной. В настоящее время дети получают большой объем академических знаний, как в образовательных организациях, так и самостоятельно из различных информационных источников. Однако они, судя по их поведению, настроению, стремлению, не испытывают внутреннего наслаждения, покоя и удовлетворения. Это тем более актуально во время вынужденной самоизоляции, когда обучение и воспитание в удаленном режиме в домашних условиях требуют соблюдения специальных правил. Изменения коснулись всех участников учебно-воспитательного процесса – учеников, учителей, родителей, работников учреждений дополнительного образования. Большинство специалистов это называют новым этапом развития системы образования, к которому многие родители не были готовы. Из этого следует, что каждый из нас вынужден адаптироваться и находить возможности максимально поддерживать привычный образ жизни. У многих родителей на повестке дня риторический вопрос – чем занять ребенка дома в период карантина, чтобы не девальвировать

Abstract:

The article is devoted to the problems of family education in an information society, when there is an active devaluation of family values, morality, spirituality and other common human priorities that make the life of society more humane, stable and safe. Currently, children receive a large amount of academic knowledge, both in educational organizations and independently from various information sources. However, judging by their behavior, mood, aspiration, they do not experience inner pleasure, peace and satisfaction. This is especially true during forced self-isolation, when training and education in a remote mode at home require compliance with special rules. The changes affected all participants in the educational process – students, teachers, parents, employees of institutions of further education. Most experts call this a new stage in the development of the education system, for which many parents were not ready. It follows from this that each of us is forced to adapt and find opportunities to maintain the usual way of life as much as possible. Many parents have a rhetorical question on their agenda – what to do with taking the child home during the quarantine period so as not to devalue traditional family values, strengthen prevention in order to overcome family troubles, and create optimal conditions for the full life of the family in conditions of forced self-isolation. Of course, it is difficult to adequately respond to the consequences of a traumatic situation

традиционные семейные ценности, усилить профилактику с целью преодоления семейного неблагополучия, создать оптимальные условия для полноценной жизнедеятельности семьи в условиях вынужденной самоизоляции. Разумеется, сложно реагировать адекватно на последствия психотравмирующей ситуации в условиях пандемии, не обладая специальными психолого-педагогическими знаниями и умениями.

Ключевые слова:

семейное воспитание, информационное общество, нравственные ценности, проблема современного воспитания, семейные ценности и приоритеты, общечеловеческие ценности, нормы поведения.

in a pandemic without having special psychological and pedagogical knowledge and skills.

Keywords:

family education, information society, moral values, the problem of modern education, family values and priorities, universal values, norms of behavior.

Modern education allows people to become authoritative personalities in the eyes of society, earn the means for a dignified existence, but, unfortunately, it does not teach how to get rid of unwanted attractions and bad habits, how to build harmonious relationships between people and nature, how to fill the heart with love and compassion for others, etc. Material security, success, social status, power—all this is dynamic in comparison with a firm life position, moral and ethical norms, universal human values, which allow creating favorable conditions for the younger generation to enter the world of social relations, maximize positive and minimize negative influences. Social environment for their upbringing. In this regard, the question arises about the role of intrafamily socio-psychological attitudes, which have significant educational potential.

The foregoing suggests that in the life of any society, the problem of family and family education will always be the most pressing, since the family is the most important source of social and economic development of society, the primary institution of socialization of the individual, where the child develops moral character traits, beliefs, worldview; lays ideas about life goals and values; models of relationships between family members are formed, etc. The comfort and warmth of the home environment, satisfaction of the individual's need for confidential and emotional communication, sympathy, empathy, support - all this allows a person to be more resilient in the face of modern socio-economic changes.

Thus, family education is the foundation and the main socially oriented technology for a person. The issues of family education in modern conditions are considered by L.I. Bryukvina, R.A. Manonova, G. Rakhimova, I.M. Shishkova and others [1-3]. The issues of socialization of the child's personality in the family are discussed in the studies of G.Kh.

Dzhioeva, E.P. Otinova, T.M. Tupina, N.A. Shevyakova and others [4-7]. According to the above-mentioned researchers, upbringing of a person is a complex process that lasts almost the whole life and consists in the transfer of experience from the older generation to the younger. The family, from the point of view of socialization, plays a huge role both in the life of the child himself (E.N. Gerasimovich, A.N. Sukhov, E.A. Tatarintseva) and in the life of society [8-10]. "Social feelings arise in the process of communication and are qualitatively different from analogous phenomena of an individual order. Quite often they represent meaningful experiences, an important place among which is the social mood – conscious and unconscious, emotional and rational" [9]. In modern socio-economic conditions, the younger generation often experiences negative psychological feelings: stress, alienation, distrust of others, hostility, indifference, etc. In such cases, the family becomes a reliable psychological haven for the vulnerable child.

Agreeing with the opinion of many scientists (R.A. Manonova, G. Rakhimov, E.A. Solovyova, N.A. Shevyakova, etc.), it should be noted that family education, based on the value ideas of a humanistic approach to education, promotes strengthening trusting relationships in the family, forms the spiritual culture of children, contributes to the favorable entry of children into the world of social relations. Socialization in modern society acts as a mechanism for the formation of precisely those skills and abilities in the younger generation that will be in demand in difficult times of crises and changes. Therefore, it is extremely important that the modern family fulfills educational functions at a high socio-technological and psychological-pedagogical level.

Understanding the processes that take place in society allows you to adapt more flexibly, that is, to adapt to new conditions, to be ready to overcome any difficulties, to be able to make decisions and act. But the process of socialization is more complicated than the usual adaptation, a person needs to realize himself. However, the dependence on changes in society is obvious. It is the family that, first of all, is responsible for the children mastering cultural norms, generally accepted rules of behavior, social values, etc. But there is also a feedback, that is, today upbringing in a family completely depends on the requirements of modern society. And if society changes, the value system and social order change, therefore, the criteria and norms of education will automatically adapt to new requirements. "In the conditions of any dysfunctional families, the prolonged effect of stress factors on the developing personality of the child is inevitable. Unfavorable psychological climate in the family and inadequate styles of family education contribute to the formation of a state of helplessness and emotional discomfort in the child. These positions affect the structure of the entire internal picture of a person's health" [3]. This is due to various reasons, but the main one is the correlation dependence of the development of the state on the physical and moral health of the younger generation.

Parents as agents of socialization, practically irreplaceable up to a certain age, play a leading role in enriching the child's social experience, developing his need for his own achievements, his own improvement, etc.

Based on the foregoing, the purpose of this article is to substantiate the specifics of increasing the educational potential of a family in a modern information society. To achieve this goal, the article solves the following tasks:

1) based on an analysis of a sufficient number of sources on family education, indicate a clear author's position on the problem of increasing the educational potential of a family using electronic resources (for example, the Republic of North Ossetia-Alania);

2) to reveal the role of family education, as an important socially-oriented technology, in the formation of a morally positive, socially adapted personality, capable of successful self-realization and self-improvement in the modern information environment, which is the natural environment for the life of all members of society.

In the conditions of the transition of human civilization to a new planetary plane – the plane of an intensive information society (E.A. Solovyova), the educational process in the family acquires paramount importance, because human values cannot be mastered only by reading numerous books, listening to lectures on moral topics, watching feature films and etc. [12].

From early childhood, the family forms in the child a sense of responsibility for their actions and deeds, mind, will, emotions, relationships. In a family, children for the first time learn social norms of behavior, morality, skills of joint work activity and other personal qualities. It is within the framework of family education that his most important life positions, moral ideals and values are developed. Analysis of existing approaches to the peculiarities of family education (N.N. Vlasyuk, T.S. Kosenko, E.P. Otinova, T.M. Tupina) clearly illustrates the importance of family education both for the formation of a morally positive, socially adapted personality, as well as and for the life of society as a whole [5,6,13]. Spiritual and moral education and information culture are becoming an important component of the general personal culture of a person capable of analyzing life situations and making responsible decisions. This allows us to assert that it is family education, which is an indicator of the process of personality formation and successful socialization of a person, an increase in his social and creative activity, his mastery of the norms and rules of a particular society, that helps to increase the human potential of a nation and, thereby, predetermines the success of social development state.

Scientific and pedagogical analysis of the indicated problem allows us to assert that the educational potential of the family is an integral education that requires clarification of the means, technologies and conditions for its improvement in the conditions of a modern information society. As part of the objectives of this study, we identified the possibilities of information educational resources of the Republic of North Ossetia -

Alania as socially oriented technologies for the development of the educational potential of the family. A unique functional platform for information about the educational process is the “Educational portal of the Republic of North Ossetia-Alania-2020”, the purpose of which is to provide a single information educational space that meets the requirements of modern legislation. The portal was created on the basis of the professional web project management system “1C-Bitrix: Site Management”, and the implementation of the “Proactive Defense” complex and other protection technologies provide confidence not only in the reliability of the system core, but also in the security of Internet projects based on it. The educational portal is convenient and accessible from any electronic device, and the adaptive design provides a high-quality display of the site, both on personal computers and on various gadgets. The portal also has a version for the visually impaired, which is designed to ensure the convenience of perception of information by people with disabilities.

The educational portal is represented by ten main blocks equipped with a convenient interface: “School”, “Kindergarten”, “Additional Education”, “Methodical Center”, “Authorities”, “Enrollment in a preschool educational organization”, “Results of the OGE and USE”, “Dnevnik.ru”, “First class”, “Electronic library”. Each of the blocks contains useful information, both for employees of the education system, and for students and parents. For example, the School block consists of microblocks dedicated to each individual school in the republic, where, in addition to information about the educational organization, a wide range of educational services for teachers and parents is presented. On special pages “Useful Information”, “Parents' Forum”, “Distance Learning”, parents can get acquainted with additional educational programs for children outside school hours, with the schedule of open online conferences on topical psychological and pedagogical problems, including those held specifically for parents. On the same pages, parents can listen to webinars on how to work using such services for video conferencing, online meetings and distance learning as Zoom, WeBex, etc. They need this knowledge in order to be able to help their children, especially when switching to distance learning. form of training, talk with them about the advantages and disadvantages of these sites, etc.

A joint visit and discussion with the children of the “Electronic Library” block will also have a positive effect on the educational potential of the family, as there is a wide selection of educational, educational, artistic, entertaining, reference and other literature. The block “Dnevnik.ru”, which is available in real time to any educational information around the clock, will help parents to keep track of changes in the schedule, current and final achievements, homework for each student. Parents have the opportunity to create thematic forums, share photos from events, contact any parent or teacher at a convenient time.

“Dnevnik.ru” provides students with a separate page, where colossal information is collected for them. The media library contains videos, audio files and presentations to help you better prepare for lessons in all subjects. An interesting and useful leisure time with Dnevnik.ru is participation in numerous competitions on various topics. Competitions can be both creative and intellectual.

The problem of family education today is especially relevant in the context of the COVID-19 pandemic, when it is necessary to educate in conditions of the intensive use of information technologies. But A.S. Makarenko argued with conviction that the child cannot socialize and develop outside the team. Teaching and raising a child using electronic means, without “live communication” with teachers and classmates, requires compliance with certain rules: first, it is necessary to think over where it is most convenient to arrange a place for classes with a child; secondly, it is necessary to establish a dialogue with the child, friendly and respectful communication; thirdly, to explain to the child that in conditions of self-isolation it is possible to play in the same way as in kindergarten, only at home; fourthly, it is important to maintain the usual daily routine (time of wakefulness and sleep, time of educational activities, eating, etc.); Fifth, at the end of the day it is very important to discuss successes and failures with your child and to think about plans for the next day.

Modern society is an information society, where the amount and speed of obtaining information is simply enormous. The features of the development of modern society leave an imprint on the upbringing and education of children. Nevertheless, each of us has our own personal information environment in which we begin to live, grow, socialize, consciously choose life positions. The new information environment dictates its own upbringing content, as the information changes. But the methods and techniques of upbringing in the family, as a rule, remain classical, as many scientists have repeatedly written about. The term “information environment” itself has many meanings, but they all come to a common denominator – information. In family education, information plays a huge role, or rather the formation of information and the creation of conditions for its assimilation. Do not underestimate all those actions and mechanisms (L.V. Kochorova, V.S. Skripov, A.S. Slivka) [14] that parents implement at home with young children – this is the beginning of the child's formation of his information field.

The flow of information in the modern world is simply huge, sometimes we feel an overabundance of information. In this case, one cannot talk about assimilation, most likely a person, especially a child, will get tired of the flow of different information. It is necessary to limit the receipt of information in different ways: to rest, switch to physical labor, play sports, do your favorite exciting activity, etc. Active activity also takes place within the information environment, but other mechanisms of assimilation of information are connected, which facilitate assimilation.

Insufficient attention to the family, family education, social and material problems of the family as a whole, as shown by numerous studies (R.A. Manonova, G. Rakhimova, I.M. Shishkova), leads to the rapid spread of various kinds of deviations, spiritual and moral degradation nation [2,3]. E.P. Otinov, who claims that "... there was a sharp decline in the standard of living of the population caused by economic problems. In this regard, the issue of social protection of childhood has become especially acute. Unfortunately, it often happens that children suffer not so much from any external causes as from the arbitrariness of their own parents" [5, p. 102-107]. Improper alternation of various types of activities, a reduction in the duration of night sleep, rest time, as well as a short stay in the open air leads to a rapid depletion of the child's nervous system, resulting in headaches, fatigue, feeling unwell and, accordingly, the performance of such children is significantly reduced [15].

In the conditions of the information society, especially during the period of forced self-isolation, parents began to use computer technologies more often, evaluating the advantages of visual communication for expanding educational potential. However, the use of Internet resources must be rational, methodologically justified and timely. In this perspective, the educational organization cannot assign all responsibility for the upbringing of children to their parents. The upbringing of children is undoubtedly the most important responsibility of parents, whom no one prepared for such an activity. The most effective mechanism for resolving the current situation is psychological, socio-pedagogical support of parents, the main directions of which in an information society are: the search for new mechanisms for organizing cooperation between the family and the school; changing the content and forms of their interaction. Childhood and family, family upbringing should become organic elements of the humanitarian component of the country's human capital, and their socio-psychological integration into the appropriate information framework should be a fundamental task of state social policy. It is with this approach that it is possible to solve the problems of successfully realizing the potential of human capital, the level of competitiveness of the country and, accordingly, strengthening its positions in the international space.

Thus, the information environment is the natural environment for the life of all members of society. Not each of us can choose information to our liking, which will become part of the personal information field. The information environment is a social phenomenon, and depends on the policy of the state and the requirements of modern society. The social space of a modern person, in which the upbringing process is carried out, has changed significantly in recent years. This happened due to the active introduction of visual communication technologies, which penetrated deeply into all kinds of spheres of his life. By providing large-scale information in the visual reconstruction of a large audience of users, Internet resources contain enormous

educational potential. The improvement of digital technologies, multimedia systems and other software products has a positive impact not only on changes in the lifestyle of most people, but also on the upbringing of the younger generation. The task of the family is to cultivate an attitude towards themselves, to life, to teach the use of information, to socialize the child. The very process of assimilating information is extremely important because information also has social significance.

It is the responsibility of parents not only to raise their child, but also to help him become a successful full-fledged member of modern society. Information is not a spontaneous phenomenon, fortunately, the information field can be created, it can be controlled and given in portions. The task of family education is to create informational portions, some filters, so that the information is educational and educational in nature and, most importantly, parents to maximize the mastery of those information and communication resources that are used in distance learning.

Very often, parents discourage the use of the opportunities of information and communication technologies, believing that they negatively affect a person's creative abilities. Therefore, pedagogy faces the urgent problem of substantiating the optimal mechanisms for the use of electronic software resources not only as didactic teaching aids, but also as socially-oriented education technologies in the conditions of a modern information society. It is also necessary to develop recommendations for parents to help most effectively complement the methods of family education with the capabilities of information and communication technologies.

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