ATLANTIS
PRESS

Psychological and Pedagogical Support of Parents Through Online Courses

Vasyagina N.N. [1,*] Sanochkina A.V. [2]

[1] *Ural state pedagogical university, Yekaterinburg, the Russian Federation*
[2] *Tuymen State University, Tuymen, the Russian Federation*
[*] *Corresponding author. Email: vasyagina_n@mail.ru*

ABSTRACT

The article is devoted to the discussion of the issue of psychological and pedagogical support of parents through online courses. The immediacy of the problem is due to the fact that high rates of development of modern society are associated with the penetration of digitalization into a wide context of social interaction, and online courses, including online courses for parents, are becoming one of the most popular educational formats of education in the world. The study of the prospects for the development of educational courses for parents and tendencies in this area was carried out using analysis of available publications, existing online programs, both of domestic and foreign markets, and their systematization. The article presents an analysis of the phenomenon of parenthood and educational needs of modern parents, reveals theoretical and methodological approaches and practices of organizing parent education, and describes the author's experience of psychological and pedagogical support of parents in an online school. Online programs "Wings" are a set of educational courses on various directions in the field of child psychology and pedagogy, which families face in the process of raising a child. It is proved that it is necessary to organize online consultations of specialists who support parents and control the process of introducing new knowledge, methods and techniques of interaction into familiar life during the period of online training.

Keywords: psychological and pedagogical support, online courses for parents, online education, parenting

1. INTRODUCTION

Global tendencies and high rates of development of modern society are associated with penetration of digitalization into a wide context of social interaction. Today, the system of unified computer networks has become a key tool of social communication [1]. Computers, televisions, laptops, tablets, smartphones and even watches have the Internet access, and mass digitalization has taken over the planet.

Education now faces more complex challenges than it did 10 years ago. The main focus of modern educational paradigm is formation of the most accessible conditions for obtaining knowledge for everyone [2, 3, 4, 5]. And availability of the Internet education makes in possible to reach a huge segment of population interested in learning. Individual educational trajectory or personalization is one of the key trends of contemporary life [6]. Not only advanced technologies, but also professionalism of a teacher and his/her interest in development are very important for the effectiveness of implementation of this direction [7].

One of directions of increased demand is educational programs aimed at improving parental competencies. The modern world dictates new rules, today it is not enough for a woman to perform only the reproductive function, it is

also in her competence to provide the right psychological and pedagogical support for development of a child. According to the Federal law of December 29, 2012 N 273-FZ (ed. from 06.02.2020) "On education in the Russian Federation" – parents are the first teachers of a child [8].

1.1. Methodology of the Research

The study of prospects for development of educational courses for parents and trends in this area was carried out using the analysis of generally available publications, existing online programs, both of domestic and foreign markets, and their systematization.

1.2. The main part

Back in 2012, the public recognized the broad prospects for developing online education and marked it as the year of mass open online courses [9]. That time was the beginning of rapid spread of the Internet education. According to experts, online education market is growing by 60% annually. At the same time, the share of online programs with a psychological focus of 6% is in fourth place after language courses with a market turnover of

69%, schools for personal growth, leadership development, creativity in 10% and professional training programs in 8% [10].

We can't but metion that now a modern person does not need to study at a University or College for several years in order to master a new profession, learn a foreign language, or improve their competence in any field of knowledge. Each user of the world wide web has access to an unlimited resource of knowledge and has the right to choose only the area of interest. In addition, we cannot fail to note other advantages of online programs, namely: low cost in comparison with traditional education; possibility of continuous distance learning 24 hours a day, 7 days a week, including people with disabilities; probability of combining the process of mastering the program with the main activity of work/study/child care; the possibility of repeatedly returning to materials of an online program; a large range of specializations and areas of study; lack of human influence on the learning process and knowledge testing; creating modern, and most importantly, effective content through the wide use of various multimedia tools; the ability to acquire and expand professional and personal contacts [11]. For young mothers and fathers, improving their parenting skills through online programs is the most convenient and effective learning format. Modern parents face a difficult task of raising a mature, happy and healthy personality. It has been proved more than once that the main personality traits and a social portrait of a person are laid at an early age, when a child receives the first life experience under the guidance of his parents [12]. Psychologists believe that the relationship between mother and child lays the foundation for adult life [13]. In addition, scientists of the 17th century considered the first 5-6 years of life to be the most important in the formation of psychological health. Therefore, improving parental competence in the psychological and pedagogical field is undoubtedly an important condition for formation of a full-fledged personality.

Personal psychological and pedagogical experience gives an opportunity to judge that family and children are a mirror image of each other, and influence of the family on children is stronger than any known educational influences. However, in the modern world, family is going through a crisis: it is performing its main educational function worse and worse. It is possible to identify several reasons for the mentioned crisis, namely: deterioration of financial well-being of a large number of families; frequent cases of divorce of parents; low level of pedagogical and psychological education. Today, only those mothers and fathers are considered to be enlightened and competent parents in matters of raising children who have understanding of the basics of such sciences as psychology, pedagogy and medicine [14].

For most families, the birth of a child is a happy and long-awaited event. However, in reality, almost all of them are not ready for a new social role, both in psychological and pedagogical terms. An interesting fact is that according to statistics, most divorces occur in the first 4-5 years of marriage, which is the first three years of a child's life [15]. The appearance of a child has a huge impact on every member of the family and, of course, to a greater extent on the mother. Despite the opinion of scientists that motherhood is not a basic instinct, but a socially constructed variable, it is the woman who is most responsible for performing parental functions [16]. Over the past few years, there has been a certain trend – the first child with whom a woman contacts, gets experience in upbringing and care – it is her own child, while the past generation of women acquired this experience in their youth, taking care of their younger brothers and sisters. Modern mothers learn quickly, but it is given to them with great psychological effort [17]. In addition, the area of responsibility of young mothers is growing, and now they have to develop their own position on many important issues. The last generation did not have a choice – whether to sleep together or separately, whether to vaccinate, feed on demand or on schedule, temper or dress warmer, teach a child to swim early, take them to massage, start developing intelligence from birth or later. A lot depends on these decisions, and the more difficult it is to make them.

A woman's lifestyle changes dramatically after giving birth. A well-educated, socially active woman is suddenly torn from her usual lifestyle and social circle, her world is narrowed to an apartment and a playground [18]. Many studies have shown that the women' postpartum period is accompanied by: varying degrees of depression; social misadaptation; violation of the system of relationships in the family, and even divorce; increased responsibility; increased excitability, irritability; an increase in nervous tension, mood swings and, as a result, emotional burnout, screams and mental breakdowns on the child. These facts show the importance of complex work with parents and, first of all, with mothers [19]. High-quality psychological and pedagogical assistance to mothers, aimed not only at the child, but also at the mother herself, becomes important.

1.3. Our contribution

In 2018, a project on psychological and pedagogical support for families was implemented in the Russian Federation-the online school for mothers "Krylya". More than 2000 mothers, grandmothers and caregivers are developing themselves on its basis. Today, the online school has grown in its scale and now even mothers of neighboring countries such as Ukraine, Kazakhstan, Belarus, Britain, Israel and Germany have the opportunity to receive comprehensive highly qualified psychological and pedagogical assistance. This online program is a set of educational courses in various areas of child psychology and pedagogy that families face in the process of raising a child. We consider it is important to highlight the course "Happy mother", which is a basic course and is aimed at solving problems and tasks that mothers come across during the period of raising a child from 0 to 5 years. The course consists of 6 modules, which include: detailed information about development of physical and mental health of a child; psychological techniques and practical

classes for mothers; basics of building a harmonious relationship in the child-parent system; response to the most painful and most common questions that arise in the upbringing of a child; features of intellectual development of children; work with conflicts.

It is important to note that during the entire training period, highly qualified psychologists keep in touch with mothers. They are professionals who supervise families, answer questions and control the process of introducing new knowledge, methods and techniques of interaction into the life of the family. In addition, as mentioned earlier, the online learning format is the most convenient for modern mothers. First, thanks to remote training, we are able to provide all families with psychological and pedagogical support at once on condition they have access to the worldwide Internet; secondly, young mothers who have restrictions on free movement after the birth of a child are able to study without leaving home.

2. RESULTS OF THE RESEARCH

In the course of daily work with mothers, we collect and accumulate their experience of learning the course program, information about expectations and real results. Our study involved 67 respondents, including 13.4% of mothers aged 25 to 30, 49.2% of mothers aged 30 to 35, and 28.4% of mothers aged 35 to 45. At the same time, 86.6% of respondents are legally married, and 65.7% have only one child. Here are some of the requests that students came to study at the online school "Wings»: "I want to do everything right at once"; " I feel like a bad mom»; "I don't want my child to have the same childhood as I had"; "I have problems with the elder child, I don't want to repeat it with the younger one".

The results of the exploration programs on-line school "Wings" and implementation of a new system of relations in the family on my mother's side is to increase the level of competence of a parent in matters of child and adult psychology, pedagogy, harmonization of family relations; exit from postpartum depression condition; social adaptation; the emergence of a sense of self-confidence and control over their own emotions; reducing anxiety, irritability, nervous tension and as a result, no psychiatric breakdowns and screams at the child.

In relation to children, there is stabilization of the child's mental health; appearance of self-confidence and desire to self-realization, formation of adequate self-esteem; an increase in the level of harmonious social interaction.

3. CONCLUSION

The modern world is experiencing a number of global changes, both informational and social character. Today, it is not enough for a woman to perform only the reproductive function, now mothers are also responsible for ensuring correct psychological and pedagogical support for development of their child. In this regard,

importance of improving parental competence in this area is increasing.

There is no doubt that the birth of a child is always the cause of global transformation of living conditions of both the mother and the family as a whole. Therefore, there is a modification of functioning of families and formation of a number of negative trends, which include: disregard of family relationships, postpartum depression, social disadjustment of the mother; low self-esteem and confidence; impaired psychological health. All this explains our concern and increased interest in the family, mothers and psychological and pedagogical support of modern parenting, and in the age of modern technology, it is advisable to implement these tasks through online programs.

In our opinion, an opportunity to get necessary knowledge in a comfortable mode, without leaving home, becomes relevant for: pregnant women; mothers who are on maternity leave and women who have already left for work. Today, the online format is as convenient as possible and it is a new stage in development of psychological and pedagogical support for motherhood in the world.

REFERENCES

[1] Pozdnyakova, N.O. (2014), "Introduction of automated educational courses in the educational process: pros and cons", Psychology and Pedagogy: methodology and problems of practical application [«Vnedreniye v obrazovatel'nyy protsess avtomatizirovannykh obrazovatel'nykh kursov: plyusy i minusy», Psikhologiya i pedagogika: metodika i problemy prakticheskogo primeneniya], No (39), pp. 97-100, available at: https://cyberleninka.ru/article/n/vnedrenie-v-obrazovatelnyy-protsess-avtomatizirovannyh-obrazovatelnyh-kursov-plyusy-i-minusy-1

[2] Lobanov, A.A. (2014), «Remote educational systems using machine learning technologies», Artificial Intelligence: Philosophy, Methodology, Innovations. Proceedings of the VIII All-Russian Conference of Students, Graduate Students and Young Scientists. Part II Sections 6–8. Moscow, MSTU MIREA, November 20–22, 2014. Edited by E.A. Nikitina, Radio and Communication, Moscow, pp. 33-39.

[3] Pravodelov, S.V. (2015), "Benefits of distance learning and its types", Modern Education [«Preimushchestva distantsionnogo obucheniya i yego vidy», Sovremennoye obrazovaniye], No. 2, pp. 70-79.

[4] Khusyainov, T.M. (2014), "The History of the Development and Distribution of Distance Education", Pedagogy and education [«Istoriya razvitiya i

rasprostraneniya distantsionnogo obrazovaniya», Pedagogika i prosveshcheniye], No. 4, pp. 30 - 41, DOI: 10.7256/2454-0676.2014.4.14288, available at: https://nbpublish.com/library_read_article.php?id=1428 8

[5] Roshchina, Ya.M., Roshchin, S.Yu., Rudakov, V.N. (2018), "Demand for Mass Open Online Courses (MOOC) Russian Education Experience", Education Issues [«Spros na massovyye otkrytyye onlayn-kursy (MOOC) opyt rossiyskogo obrazovaniya», Voprosy obrazovaniya], No. 1, pp. 174-199, doi: 10.17323/1814-9545-2018-1-174-199, available at: https://cyberleninka.ru/article/n/spros-na-massovye-otkrytye-onlayn-kursy-mooc-opyt-rossiyskogo-obrazovaniya

[6] Gatulin, R.R., Kolupaeva, D.A. (2017), "Prospects for online education in Russia," St. Petersburg Educational Bulletin [«Perspektivy onlayn-obrazovaniya v Rossii», Sankt-Peterburgskiy obrazovatel'nyy vestnik], No. 11-12 (15-16), pp. 68-70, available at: https://cyberleninka.ru/article/n/perspektivy-onlayn-obrazovaniya-v-rossii

[7] Zakharova, U.S., Tanasenko, K.I. (2019), «"MOOC in Higher Education: Strengths and Weaknesses for Teachers", Education Issues», Вопросы образования [«MOOK v vysshem obrazovanii: dostoinstva i nedostatki dlya prepodavateley», Voprosy obrazovaniya], No 3, pp.176-202, available at: https://cyberleninka.ru/article/n/mook-v-vysshem-obrazovanii-dostoinstva-i-nedostatki-dlya-prepodavateley

[8] "On Education in the Russian Federation" Federal Law N 273-ФЗ от 29.12.2012 "Ob obrazovanii v Rossiyskoy Federatsii" Federal'nyy zakon], as amended on February 6, 2020, available at: http://www.consultant.ru/document/cons_doc_LAW_1 40174/

[9] Semenova, T.V., Vilkova, K.A., Scheglova, I.A. (2018), "The Market for Mass Open Online Courses: Prospects for Russia," Education Issues [«Rynok massovykh otkrytykh onlayn-kursov: perspektivy dlya Rossii», Voprosy obrazovaniya], No 2, pp. 173-197, available at: https://cyberleninka.ru/article/n/rynok-massovyh-otkrytyh-onlayn-kursov-perspektivy-dlya-rossii

[10] «Online education (Russian market)» ["onlain obrazovanie] (2019), Tadviser: State. Buisiness. IT., available at: http://www.tadviser.ru/index.php/%D0%A1%D1%82%

D0%B0%D1%82%D1%8C%D1%8F:%D0%9E%D0%BD%D0%BB%D0%B0%D0%B9%D0%BD-%D0%BE%D0%B1%D1%80%D0%B0%D0%B7%D0%BE%D0%B2%D0%B0%D0%BD%D0%B8%D0%B5_%28%D1%8B%D0%BD%D0%BE%D0%BA_%D0%A0%D0%BE%D1%81%D1%81%D0%B8%D0%B8%29 (in Russian)

[11] Prokhorova, M.P., Lebedeva, T.E., Labazova, A.V., Belousova K.V. (2019), "Tendencies and prospects for development of online education", Innovative Economics: Prospects for Development and Improvement [«Tendentsii i perspektivy razvitiya on-layn obrazovaniya», Innovatsionnaya ekonomika: perspektivy razvitiya i sovershenstvovaniy], No 1 (35), pp. 45-50. available at: https://cyberleninka.ru/article/n/tendentsii-i-perspektivy-razvitiya-on-layn-obrazovaniya

[12] Pushteyev, Yu.N. (2013), «The importance of psychological and pedagogical education of parents», Culture, science, education: problems and prospects: Materials of the II All-Russian scientific-practical conference, No. 5, pp. 102-104.

[13] Birns, B., Hay, D. (Eds.) (1988), Different faces of motherhood, Plenum Press, NY.

[14] Averin, V.A. (2000), Psychology of development of preschool children [Psikhologiya razvitiya detey doshkol'nogo vozrasta]: Textbook. manual, 2nd ed., revised, Mikhailov, St. Petersburg, 63 p.

[15] Glukhova, Yu.A., Benko, E.V. (2015), "Divorce statistics" Science and education today [«Statistika razvodov» Nauka i obrazovaniye segodnya], No 1, pp. 117-120, available at: https://cyberleninka.ru/article/n/statistika-razvodov

[16] Harding, S. (1987), «Introduction. Is there a Feminist Method?», Feminism and Methodology. Milton Keynes, pp. 1–14

[17] Vasyagina, N.N., Kalimullin A.M. (2015), «Retrospective analysis of social and cultural meanings of motherhood in Russia» Review of European Studies, V. 7, No 5, pp. 61-65.

[18] Vasyagina N.N., Gazizova Yu.S., Demchenko O.Y. (2019), «Parent Image As An Integral Indicator Of Parenthood Subculture», The European Proceedings of Social & Behavioural Sciences, Volume LXIV, pp. 748-754.

[19] Vasyagina, N.N., Gazizova, Yu.S. (2019), Representation of the image of the mother in the Russian mentality: monograph Reprezentatsiya obraza materi v rossiĭskoĭ mental'nosti], INFRA-M, Moscow, 181 pp.