

Effective Practices of Psychological and Pedagogical Assistance for Deviant Mothers in the Digital Educational Environment

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ABSTRACT

The relevance of this problem is due to a number of external (socio-cultural) and internal (personal characteristics of mothers) factors. Speaking of external factors, we are talking about the digital educational environment as a set of open information systems designed to provide solutions to modern problems of interaction between assistance subjects. Touching upon internal factors, we focus on the specifics of the personal characteristics of mothers at the current stage of development of society. First, they have an unformed value attitude to the implementation of one of the basic functions of women - the function of motherhood. Women do not consider implementing it their responsibility, and many of them do not have the desire to implement it at all. Second, there is a low level of awareness of a woman's attitude to her child and her role as a mother. This is explained by the transformation of values taking place in modern society, which leads to the appearance of such a form of motherhood as deviant motherhood. However, it is the mother who has a significant impact on children's development and the formation of psychological characteristics of the child, which determines the goals of the research - the search for effective practices of psychological and pedagogical assistance for deviant mothers in the digital educational environment.

To study this problem, a set of review and analytical, theoretical, empirical methods and methods for processing and interpreting the results was used.

The article identifies the personal characteristics of deviant mothers and proves the need for their transformation, identifies the advantages of the digital educational environment in their psychological and pedagogical assistance, and substantiates effective practices of this type of psychological assistance, taking into account the use of open information systems.

The research materials can become a source of theoretical and practical knowledge for specialists who provide psychological and pedagogical assistance for deviant mothers in the context of global challenges - digitalization.

Keywords: *assistance, deviant mothers, effective practices, digital educational environment*

1. INTRODUCTION

1.1. The digital educational environment as an external factor that has a huge impact on the organization of psychological and pedagogical assistance for deviant mothers, and the choice of effective practices for psychological assistance to them, implies the transition to an electronic system of interaction between the mentors and the assisted. This type of interaction, according to experts (Vartanova, Vyrkovsky, Makseenko, Smirnov, 2017), has a number of advantages. First, the independence of the assisted increases. Digital systems involve the use of a large amount of independent work, in which they understand their own responsibility for its process and result. Second, assisted mothers have the

opportunity to replace a large amount of paper carriers with compact gadgets (computer, tablet, phone, etc.) in order to optimize the load. The third advantage is cost-effectiveness, due to the rejection of paper and office materials. Fourth, algorithmization of the mentor's activity, since in a digital system, their work only implies assistance in determining the direction in which the assistance receivers develop. Finally, the digital educational environment is designed to improve the orientation of the assisted in the information world, which consists of a large number of Internet technologies.

1.2. Modern domestic and foreign scientists emphasize that there is a relationship between the mother and the child as elements of an integral child-parent subsystem, which is part of the family system. This fact actualizes the need to consider the choice of style and type of maternal relationship; violations of the system of family education

and disharmony of family relations in two subsystems: marital and child-parent (Varga, 2004, Schneider, 2012). These characteristics are the key factors that determine the emergence of the phenomenon of deviant motherhood.

1.3. A special place among the studies of this phenomenon is occupied by works devoted to the study of the causes of deviant motherhood. A number of authors dealing with this issue, call one of the reasons open neglect of the child and violence against him, which is the basis for reducing emotional well-being and deviations in their development (Brutman, 1996, Vasyagina, 2009, Meshcheryakova, 2000, Radionova, 1997, Shulga, 2010). Single mothers, mothers with a low level of subjectivity (who we can also refer to mothers who are at the stage of restoring parental rights), who are characterized by an increased level of anxiety, the need for gratitude, and an unconscious sense of guilt, have a special predisposition to the described dysfunction. They, as a rule, mirror their negative qualities on the child (Meshcheryakova, 2000, Radionova, 1997).

The next reason for deviant motherhood, as noted by V. I. Brutman, may be an unfavorable child's communicative experience of a woman, which led to a violation of her identification when forming a maternal role (Brutman, 1996, Radionova, 1997).

Today, another reason for deviant motherhood is clearly visible - the mother's deprivation of parental rights (Ordinartsev, 2013, Peskov, 2011). Deviant motherhood of this category of mothers has the following forms of manifestation:

- negative socio-cultural background, family microclimate - an environment that creates discomfort, tension, and negatively affects the development of the child;
- the mother's extreme care about the child is excessive (hyperprotection) or insufficient (hypoprotection); and the more common option is hypoprotection;
- extreme manifestations of the mother's satisfaction with the needs of the child: ignoring or condoning; more often, there is ignoring;
- extreme manifestations of the mother's parental control-allowing and excessive (dominant hyperprotection);
- extreme manifestations of the mother's requirements of duty and requirements of prohibition (most often they relate to parental control). The place and role of the child in the family, as well as the scope of their duties and powers are determined by the requirements of duty. Such mothers may have them being indulgent and excessive. Requirements of prohibition define the zone of acceptable behavior of the child. Their extreme manifestations can be expressed in excess of requirements or lack of requirements (Mardahaev, 2014).

2. PROBLEM STATEMENT

2.1. Scientific studies, historical facts and modern reality confirm that economic, political and cultural development

of modern society entailed the transformation of value-semantic sphere of personality, as well as the impact on family and parent-child relations that have led to an increasing interest in the study of motherhood and deviant motherhood, as extreme forms of its manifestations, in particular, the influence of the mother on the personality of the child.

2.2. Motherhood contains the genesis of all human culture, all types of experience (from socio-historical to family). The transfer of all these types of experience is possible by means of maternal education and training. The features of a deviant mother can be a source of mental development disorders of the child that she educates and trains.

2.3. As part of the Federal project "Education", the Government of the Russian Federation endorsed the project "Digital educational environment", which is planned to be implemented in 2018-2024. This project is aimed at creating conditions for the introduction of a modern and secure digital educational environment that ensures the formation of values for self-development and self-education by updating the information and communication infrastructure.

These facts changed the leading line in the psychological and pedagogical assistance of deviant mothers. The implementation of this type of psychological assistance required the search for effective practices of interaction with them in open information systems.

3. RESEARCH QUESTIONS

The subject of this article is the question of effective practices of psychological and pedagogical assistance for deviant mothers in a digital educational environment. However, it should be noted that in addition to the key issue, there are also a number of specific questions and without eliciting answers to them that is impossible to reveal the subject in question. What are the personal characteristics of deviant mothers? Is there a need to transform them? What are the advantages of the digital educational environment in the psychological and pedagogical assistance of deviant mothers? How did the identified effective practices of psychological and pedagogical assistance affect this group of the assisted?

4. PURPOSE OF RESEARCH

The purpose of this article is to present effective practices of psychological and pedagogical assistance for deviant mothers in a digital educational environment.

5. METHODS OF RESEARCH

To solve these tasks, a set of interrelated and mutually complementary methods was used: review and analytical and theoretical (systematization and classification); empirical: methods of collecting empirical data (the

questionnaire of terminal values (I. G. Senin); the mother's value orientation (E. I. Zakharova); essay "I am mother" (N. N. Vasyagina); the questionnaire "Features of accepting a parent's position" (E. I. Zakharova); "Parent-child interaction" (I. M. Markovskaya); method of self-relation research (S. R. Pantelev); methods of research of role patterns of attitude to another adult (Yu. V. Aleksandrova), forming experiment; processing and interpretation of results: methods of mathematical statistics (identification of differences, assessment of the reliability of changes, factor analysis using a package of application programs Statistika 6.0 for Windows), graphical methods of presenting the obtained data.

6. RESEARCH RESULT

From our point of view, the validity of the research of effective practices of psychological and pedagogical assistance of deviant mothers using open information systems is as follows.

1. The digital educational environment increases the independence of assisted mothers, reduces the amount of paper carriers, which provides economic benefits, algorithmization of the work of mentors and the transition to the use of modern Internet technologies for the successful orientation of deviant mothers in the modern information world.
2. Effective practices of psychological and pedagogical assistance using open information systems have a complex impact on the personal characteristics of deviant mothers, described in the introduction.
3. The use of data on the personal characteristics of deviant mothers obtained during their psychological examination is the basis for a reliable forecast of the optimization of child-parent relations in the child-mother dyad. The data obtained also make it possible to correct them at an earlier stage.

The study involved 100 respondents. The sample of deviant mothers was formed by random selection from women living in different regions of the Russian Federation.

In order to determine the qualitative originality of the respondents' personal characteristics, a factor analysis was applied using the Cattell "scree" method. The analysis of factor loads of variables included in each of the factors allowed us to identify the following characteristics:

- dominating values of high financial status, own prestige, focus on interest, focus on communication (57.18% of the total variance);
- dependence, contradictory attitude to motherhood, educational uncertainty (56.03% of the total variance);
- lack of desire for development, dominance of positive self-attitude, low meaningfulness of the future, inconsistency of the image of "I am mother" (61.17% of the total variance).

Based on the mentioned above, and taking into account the experience of psychological and pedagogical assistance of deviant mothers, we have developed a program for their psychological and pedagogical assistance. The program cycle is designed for 72 hours (24 classes of 3 hours). The main stages and activities of the program were aimed at:

- increasing the mother's awareness of the difficulties in implementing educational activities and the reasons for their occurrence;
- work to expand the behavioral repertoire of the mother as a subject of educational activity;
- increasing the mother's confidence in herself as a subject of educational activities, the formation of values related to motherhood.

The main organizational form of the program was training designed to meet the requirements of the digital educational environment, and it includes:

- audio trainings aimed at mastering self-regulation techniques;
- online lectures, group discussions on educational issues with the participation of teachers and using modern video communication technologies;
- self-reports using Google forms, round table discussions with mentors in the format of video conferences, movie provocations (watching movies with a story that causes certain emotional reactions and dissonance, etc.).

In the context of the described program, we will focus on the presentation of the most effective practices: "For me motherhood is...", "Motherhood is good and bad", "How I became mother", which are aimed at the mother's taking responsibility for herself, her educational actions, which contributes to her transition to planning and self-determination; "Analysis of complex educational situations", "Search for solutions to conflict situations in education", "What methods and tools I use in education", "My educational goals", are aimed at expanding the behavioral repertoire of the mother as a subject of educational activity; "Psychological self-portrait of the mother", "My strengths and weaknesses as the mother", "Motherhood is precious". Their main goal is to increase the mother's self-confidence as a subject of educational activity by optimizing her value attitude to motherhood.

Data analysis of the control phase of the study has allowed us to determine that some significant changes occurred in the experimental group: increase in values related to motherhood (2,9 - and next comes the shift); awareness and focus of educational activities (3,05); subjective assessment of their own importance in educational activities (2.93). These changes were recorded objectively using the Wilcoxon T-test at $p=0.01$.

Mothers in the "control group" did not have similar significant changes.

7. CONCLUSION

Deviant motherhood is a mother's behavior caused by her personal characteristics that do not contribute to the normative development of children and the formation of psychological characteristics that are appropriate for the child's age. The increase in the number of deviations in the field of motherhood determines the need to use effective practices of psychological and pedagogical

assistance for deviant mothers, aimed at optimizing child-parent relations in the child-mother dyad by transforming their personal characteristics. The application of the practices discussed in the article allows us to take into account the features of deviant mothers and provide personalized assistance to each assisted person through the use of open information systems.

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