
SOCIALISATION CONTEXTS OF THE DEVELOPMENT OF SCHOOL STUDENTS IN THE CONDITIONS OF DIGITALIZATION OF THE EDUCATIONAL ENVIRONMENT AND WAR: STATUS AND PROBLEMS

(based on the materials of the empirical research)



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Abstract. *The article presents the materials of a research aimed at identifying the peculiarities of the socialization of students of general secondary education institutions of communal and private forms of ownership in the conditions of digitalization of the educational environment and war, collected through an online survey. Based on the data of the empirical research, the socialization contexts of the development of students of the 5th – 11th grades were singled out; its interpretation was carried out in relation to the actual needs of schoolchildren and satisfaction in the conditions of the educational environment. Socialization contexts are structured into ten lines of development of schoolchildren, namely: social-emotional development, social-communicative interaction, social behaviour, socially-oriented activity, social activity and initiative, social competence, social well-being, social experience, social (digital) identification, social expectations, which are revealed in an integrative relationship and with a certain penetration of the socio-emotional. Using examples of the features of the socialization contexts of schoolchildren's development in the conditions of digitalization of the educational environment and war, signs of the manifestation of tendencies are outlined and possible risks of their development are predicted. The study reflects the age-specific peculiarities of thinking and skills of adolescent and senior schoolchildren, their assessment of the situation of social development in the educational environment and the possibilities of their own participation in its optimisation, as well as their idea of an ideal educational environment. The data of the experimental section can also be interpreted in terms of the state of the social component of learning losses in its individual characteristics, and can be used to optimise educational practice, in particular, to design the educational and developmental environment of general secondary education students during the war and in post-war reconstruction.*

Keywords: *socialisation, socialisation contexts of schoolchildren's development, students of general secondary education institutions, digitization of the educational environment.*

INTRODUCTION, PROBLEM STATEMENT

Violation of stable living conditions and the process of obtaining education, changes in the social situation of personality development, forms of organization of education in the conditions of the COVID-19 pandemic and the war of Russian Federation against Ukraine caused transformations of educational environment. In particular, it is about its digitization and the dissemination of remote interaction of participants in the educational process, which collectively affects the socialization of schoolchildren. For pedagogy, which is guided by the principle of child-centrism, the question of determining these influences and features of the development of modern students in order to identify trends and forecast them in time, as well as their consideration in the current educational process and in the future, is relevant.

The acceleration of the development and implementation of new information technologies forms a new reality, reflected in consciousness, actions and behavior. Digitization of the educational environment opens up new opportunities for the implementation of the educational process, in particular in the conditions of distance education, as safer for students and technological. It expands its boundaries, turning it into an educational space where the socialization contexts of the development of schoolchildren acquire new vectors and content. At the same time, the conditions of war and related restrictions determine the specifics and increase the need for their clarification, as well as the possible risks that they may contain. Such research is aimed at identifying the state of the social component of learning losses.

LITERATURE REVIEW

The problem of socialization in scientific sources is considered in different aspects: ontological, the problem field of scientific research, in relation to the activity of the individual himself, various types of socialization and its stages, mechanisms of development, as well as factors that determine the process at different levels and in different environments.

The problem of digitalization of the educational environment and the socialization of schoolchildren in the educational environment is reflected in the works of Ukrainian scholars in the contexts of: scientific and methodological support for the digitalization of education in Ukraine (Kremen, Bykov, Liashenko, Lytvynova, Lugovy, Malovanyi, Pinchuk & Topuzov, 2022), modernization of the educational environment, educational losses during martial law (Topuzov, Bibik, Lokshyna, & Onoprienko, 2022; Zayachuk, & Oleksyshyn, 2022; Topuzov, Golovko, Lokshyna, 2023), educational strategies of socialization (Lavrychenko, 2012), in curricular and extracurricular activities of primary school students; interdisciplinary model of socialization (Bibik, Savchenko, 2020), organization of the educational environment (Bondaruk, 2005); harmonization of the child's educational environment (Mezentseva, 2019), opportunities and risks of personality socialization, basic social values of small groups of schoolchildren and socio-pedagogical support of students of risk groups (Aliexieienko, 2007; 2012; 2020), introduction of tutoring technology (M. Alokhin, 2020), inclusion of education (Gladchenko, 2014; Kovalenko, 2021; Shevchenko, 2018) and others.

METHODOLOGY

The methodological basis of the scientific research and its conclusions regarding the socialization contexts of the development of schoolchildren was chosen from the position of theories of personality and personology in relation to social learning (Bandura, Skinner), social identity of the individual and age-related stages of socialization (Erikson), individual dispositions (Allport), theories of personal constructs and the cognitive model of socialization (Piaget, Kohlberg), models of collective behavior (Jung), phenomenological theory regarding active subject participation in the process of socialization (Rogers), mirror "I" and models of interpersonal communication (Cooley,

Mead), the role concept of socialization and the role model of behavior regarding the integration of the younger generation into the system of social roles by internalizing the norms of one's reference group (Durkheim), sociocultural identification (Horney).

The study of the socialization contexts of the development of schoolchildren in the conditions of digitalization of the educational environment and war is based on systemic, environmental and axiological methodological approaches, thanks to which the peculiarities of "I" and "WE", "I" in "WE" and the valuable content of the digital educational environment, personality are comprehensively revealed the schoolchild, his environment in certain socialization contexts of development.

The following research methods were used in the research: author's questionnaires for students, developed in the Google Forms online service for the purpose of studying the state and features of the social component of digitalization of the educational environment; methods of analysis, interpretation, structuring.

MAIN RESULTS

The scientific search was carried out based on certain initial positions, namely:

- As a basis for understanding the socialization contexts of schoolchildren's development, we used the author's definition of socialization "as the process and result of assimilation followed by the creative reproduction by the individual of the experience of interaction with other members of society in various social environments, their material and spiritual culture, and the development of value orientations and lifestyles" (Aliexsieienko, 2007, p. 36).
- Socialization contexts were determined on the basis of summarizing the data of the empirical section conducted through an online survey, their structuring according to individual components of socialization as a multifaceted phenomenon.

The online survey covered 451 students of grades 5–11 of communal and private institutions of general secondary education from different regions of Ukraine (Kyiv, Chernihiv regions; cities: Kyiv, Dnipro, Kryvyi Rih, Uzhhorod, Nizhyn, etc.), including those forcibly relocated to safe residential areas. Girls and boys showed almost equal activity in it. However, in this article, we do not present the results of the gender analysis of the received answers, since we set ourselves the task of a general assessment of the situation.

The survey was conducted during martial law and difficulties with electricity supply and access to computers due to Russia's damage to Ukraine's power grid system with missile attacks. Therefore, we consider this sample to be sufficient. And we thank everyone who participated in the survey in these difficult conditions. This study reflects the age-specific features of thinking and skills of students of teenage and high school age, to some extent allows comparison of different types of modern educational environments (taking into account limiting factors).

According to the results of the analysis of the processed answers of Google questionnaires, we can state that all the features of the socialization development of students in the conditions of digitalization of the educational environment and war are connected with the socio-emotional state in its various manifestations of development. It is defined through. This can be explained by the fact that, according to their essential characteristics, social emotions serve as a necessary condition for the full development of the personality, a sense of security, psychological protection, as well as the basis for the assimilation of social norms, ethics and morality, the preservation of mental health, which is a reflection of the consciousness of the individual, and, therefore, determines her actions and behavior. In the context of social-emotional development, as is known, a set of social-emotional "skills of the future" – softs skills (social emotional skills), which, by definition, help in recognizing and controlling emotions and behavior, establishing and maintaining positive relationships, accepting responsible decisions, setting positive goals and achieving them – are the skills of accepting others (empathy), interpersonal communication, learning, controlling one's emotions

(New vision for education: unlocking the potential of technology, 2015), and four value directions that should be developed education as competence – “learning to know, learning to work, learning to live together, learning to be” (Partnership for 21st Century Skills, 2016).

In terms of modern science, socio-emotional personality development is also closely related to socio-emotional intelligence, which is revealed as a synthesis of intelligence and emotions (Kucherenko, 2016); as a form of social intelligence that allows you to monitor your own feelings and emotions, as well as the feelings of other people, recognize them and use this information to manage your own thinking (John Mayer, Peter Salovey, 1990); as a factor of life success (Nosenko & Chetveryk-Burchak, 2016), as an integral property of a person, which ensures his psychological well-being, the success of social interaction, reflecting a certain ability to understand emotions and manage them (Shpak, 2011, p. 282–288).

So, we come to the conclusion that the pervasiveness of the social-emotional in the socialization of schoolchildren in the conditions of digitalization of the educational environment is objective and determining for all aspects of its manifestation and disclosure of their content. For these reasons, we will present them in relation.

To illustrate what has been said, let’s turn to specific examples. Yes, in a private school, to the question: “What do you like most about school?” the students answered as follows: “friends” – 10%; “all” – 10%; “team” – 7%; “education” – 3%. “What do you dislike about school?” determined the following: “classmates” –6.8%; “individual teachers” or they named specific personalities to whom they feel dislike. Answering the question: “What do you miss the most during distance education?” students noted: “communication with classmates” – 48%; “interest, motivation to study” – 34%; “common affairs” – 3%, “school atmosphere” – 3%.

In a communal institution of general secondary education, the quantitative results regarding the features of distance learning are somewhat different, in particular, more than 20% of students lack the school atmosphere, but the trend, in general, is preserved (Fig. 1).

However, preferences are different. “I like the break the most” (14%). 8% of students do not like the relationship in the “student-teacher” system.

The given answers, in a generalized form, allow us to demonstrate the peculiarities of the socialization development of the interviewed students, which is colored by the manifestations of social emotions, that is, such emotions that reflect a valuable attitude towards other people, the environment, and knowledge. Also, its manifestations are reflected in the motivational sphere of the individual, emotional reactions to the events of the social life of the school, feelings towards others, regarding social behavior and activities.

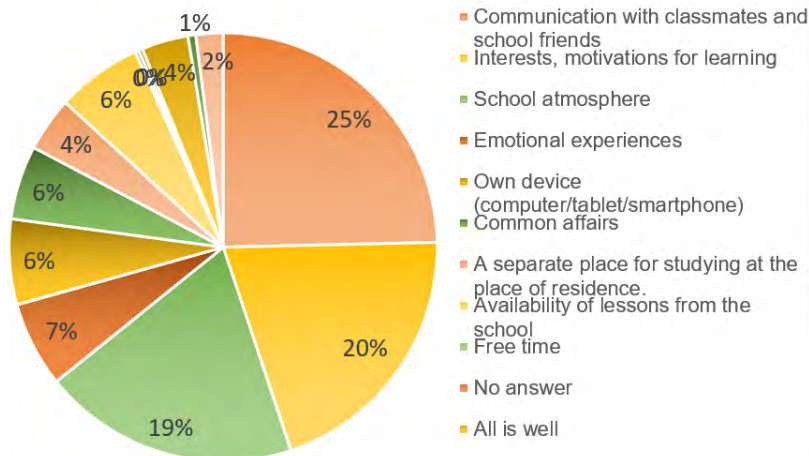


Figure 1. What is the most missing thing for general secondary education students during the distance form of education (as assessed by students)

These manifestations, as is evident from the students' answers, are sometimes somewhat contradictory, and this can be explained by various experiences and harassment, as well as "emotional swings" that arise as a result of disturbed conditions of a stable life and the learning process, as well as stressful situations that accompany the educational process in conditions of war.

Adolescent and high school students, due to their desire to assert themselves in the peer group and their need for recognition, love when they are entrusted with responsible tasks or chosen for leadership. Due to other urgent needs and the denial of the existing order characteristic of these age periods, they are thinking about what needs to be changed in their schools in order to improve the educational environment. These reflections are reflected in the following answer options: "specialists of various professions and representatives of public organizations should be more involved in the educational process" (in private – 24.1%; in communal – 27%); "to conduct more development activities" (in a private school – 7%; in a communal school – 27%); "to conduct more development activities" (in a private school – 7%; in a communal school – 27%); "to improve relations between teachers and students" (in a private school – 3%; in a communal school – 46.5%); "to improve relations between students" (in the communal school – 43.6%); "create more conditions for creative development" (in private – 3.4%; in communal – 38.9%); "create better conditions for the movement of those with disabilities" (in the communal school – 24.3%), change the rules (in the communal school – 20.8%) (Fig. 2).

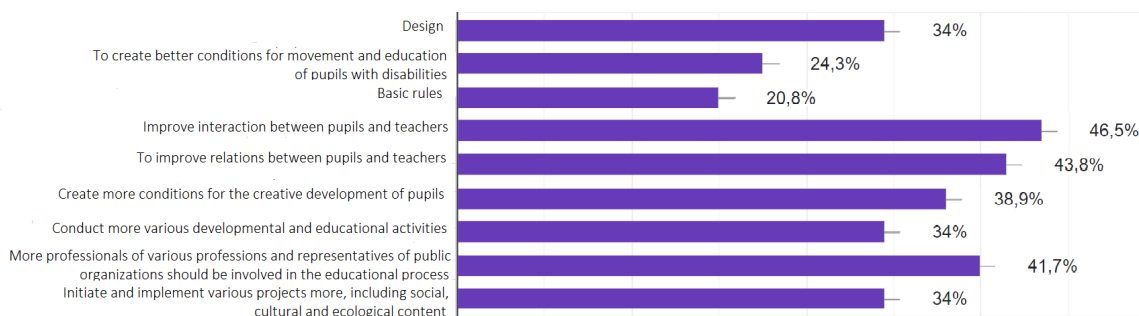


Figure 2. What needs to be changed in the educational environment of the school in order to improve it (as assessed by students)

At the same time, the rest of the students answered that everything suits them. And such reluctance to change something, especially if it is necessary to participate in it yourself, is also characteristic of students of teenage and high school age. This is also confirmed by the reaction to the question: "Would you like to personally contribute to the improvement of your school? 44.8% of students answered "yes", 55.2% – "no" (private school); "yes" – 55.6%, "no" – 44.4% (communal school). Almost in the same distribution, but mirrored: (Fig. 3).

Students who answered affirmatively about their desire to participate in the improvement of their school also decided what they could do personally: "be the initiator of interesting events" (in a private school – 13.5%; in a communal school – 27%); "observe the culture of communication with other students" (in a private school – 17.2%; in a communal school – 56%); "take part in the improvement of the school" (in a private school – 13.5%; in a communal school – 31.3%); "help students who have difficulty studying" (in a private school – 3.4%; in a communal school – 35.4%), "take part in charitable activities, in social projects" (in a private school – 13.5%; in a communal school – 31.3%) and others. (You could choose several answers).

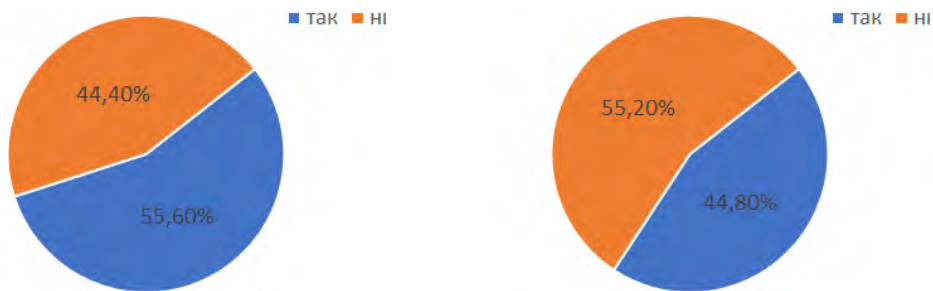


Figure 3. Dispositions of students of communal and private schools regarding personal participation in the improvement of their school (as assessed by students)

As is obvious, the application of the desired is somewhat higher than the readiness of the students to make efforts to achieve it. And this is also a trend. At the same time, here we see what is essential in the situations of social development of the personality in adolescence and young adulthood, namely, the change in needs and motives, the restructuring of internal experiences that determine its attitude to the environment – these are the driving forces for the development of behavior.

The picture of the students' ideas about the ideal educational environment emerges from the following answers: "As it is, but with better students", "the ideal educational environment is being at school", "when there are more game tasks", "when there is a lot of practice", "interesting", "safe". There were also the following answers: "so that there was a desk and a chair", "I just want to go to school", "so that lessons were 35 minutes long", "so that the student could address the teacher as "you" and it was the norm", "so that there were more laboratories with good equipment for experiments", "a class with an informal atmosphere, a smiling teacher, a comfortable atmosphere", "when everyone understands each other", "a school without homework", "where we cannot worry about grades", "an ideal educational environment is one where students feel comfortable and do not think that they are not welcome here. Where they can learn to defend their rights, opinions and learn to communicate with others (some are afraid of this)", "Where teachers communicate with students as equals and respect their needs, problems and the students themselves as individuals". Some of these answers are taken as recommendations for teachers. In general, it is clear from the answers of the students that they need more comfort from the furniture at school, but emotional and psychological comfort, as well as a practice-oriented learning model.

In the conditions of the war, one of the main issues of the implementation of the educational process was the issue of security, in particular, a safe educational environment. First of all, this applies to shelters where students must be protected during air alarms and threats, and certain employment of students there, if the alarm lasted for a long time. However, according to the students of our study conducted in the last months of 2022 and the first half of 2023, the safety component was not sufficiently provided: less than 80% of students went down into the vault. In some schools, during the alarm, lessons were stopped and children were sent home (Fig. 4).

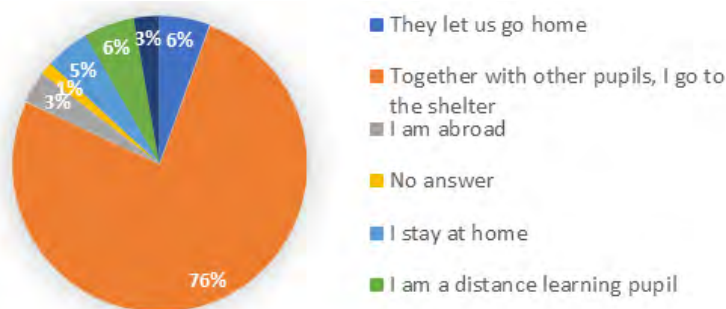


Figure 4. The number of students staying in shelters in the educational environment of the school during air raids due to the war (data in the assessment of students as of the first half of 2023)

Also, according to the students, the majority of them were not organized enough to stay in the shelters of educational environments: 75% of the students surveyed “simply sit and wait for the break”. Of them, more than 50% “go deep into their phone” (You could choose several answers) (Fig. 5).

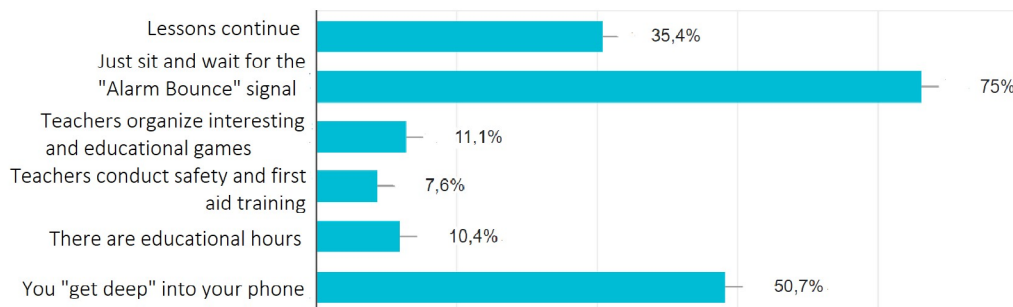


Figure 5. What do children do in school shelters during the educational process in case of an air raid (in the assessment of students as of the beginning of 2023)

However, as is already known, from the beginning of the 2023/2024 academic year, storage facilities in secondary education institutions are equipped and already functioning in order to ensure the continuation of the learning process or development activities in them. Students are 100% in shelters during alarms. This is the result of the implementation of modern educational policy by institutions of general secondary education.

Today’s students have well-formed digital skills, and in this they correspond to the main characteristics of children of generation Z, the “digital”, “network” generation. This is the name given to those children whose socialization takes place in conditions of mass distribution and use of digital technologies. Its typological characteristics appeal to the theory of generations of Howe and Strauss (Strauss & Howe, 1991), according to which a person’s behavior depends on the conditions of his life and upbringing until the age of 12–14.

Personal qualities, as well as characteristic features of learning and social behavior, which give an idea of the digital socialization of children/students of generation Z, are described by us in a separate work (Alieksieienko, 2023), so we will not focus on them. However, we note that the acceleration of their development also occurred thanks to the digitalization of educational environments. This also accelerated the mass digital socialization of students.

Today’s students claim that they can easily find information about the unknown and what interests them on Google and YouTube. To solve their problems, everyday needs (for example, when shopping in a store and online stores) and educational tasks, they use not only computers, but also various applications (applications) in a smartphone for leisure.

In communication with teachers and training, as indicated in the answers, network systems Viber, Skype, Telegram, Discord are used; Classroom applications, electronic diary; educational platforms Zoom and Google Meet.

In communication with peers, network systems are used, among which Telegram and Tik Tok are the most common. In them, thanks to the acquired digital skills, whole scenarios about love and friendship, as well as scenarios of bullying (cyberbullying) and manipulative challenges and quests unfold. Sometimes with negative consequences for them. Thanks to developed digital skills, modern schoolchildren show a focus on digital identification, which is a component of digital literacy of the individual, and in a broader sense – digital socialization. For all the possibilities of self-presentation through digital technologies, digital identity also contains many risks related to fraud and cyberbullying. In this connection, a certain safety of modern behavior is a cause for concern schoolchildren in social networks, who leave a digital trace of themselves and their family members, their friends or familiar peers there (Fig. 6).

Thus, they create certain risks for them and themselves. After all, the personal information posted there, like any other, remains forever and can be accessible to ill-wishers.

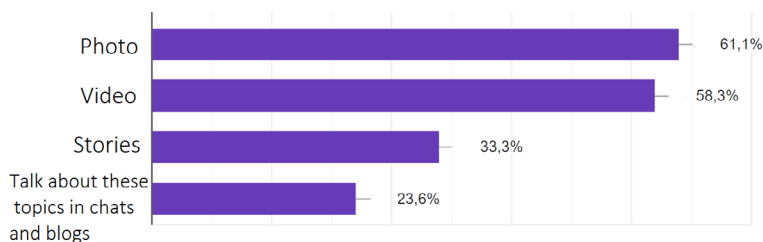


Figure 6. What teenagers and high school students mainly post on social networks (from the answers of the surveyed students)

Only 67% of the surveyed students learned about the rules of safe behavior on the Internet from their teachers. The rest is from friends and parents. These circumstances actualize the need to pay more attention to security issues in the educational environment.

Summing up, we note that the results of our research also confirm that “today we consider learning losses as a comprehensive indicator of the educational system in general and personal achievements” (Topuzov, Golovko & Lokshyna, 2023, p. 7). The personal is closely related not only to education, but also to social situations of personality development, which are more difficult to diagnose, since they are always multidimensional, due to the action of external and internal factors, which are also in dynamics. But without studying and taking into account the social component in education, the idea of the integrity of the individual, his actual needs, opportunities for support, and ultimately a comprehensive approach to overcoming educational losses will be violated.

CONCLUSIONS

The following conclusions follow from the above.

1. According to the results of the conducted research in the part of the experimental section, it can be stated that the peculiarities of the socialization development of students in the digital educational environment of general educational institutions of secondary education are currently being monitored in relation to its various manifestations and in different contexts.

From among them, we have singled out and structured those aspects and features that are most evident in the received answers, namely: *social-emotional development, social-communicative interaction, social behavior, socially-oriented activity, social activity and initiative, social competence, social well-being, social experience, social (digital) identification, social expectations. which are confirmed by the generalization of experimental data.*

2. The elucidated socialization contexts of the development of schoolchildren in the digital educational environment contain an integrated content, play the role of mutual determination, are determined by the socio-emotional development of the individual and the peculiarities of the functioning of the educational environment, therefore they are considered comprehensively.

3. The determined socialization contexts of the development of schoolchildren in the digital educational environment outline and raise a number of problems and actualize increased attention to the social component in the design and functioning of the educational and developmental environment of the general secondary education institution.

4. The conducted study of the socialization contexts of student development in the digital educational environment and conditions of war, taking into account the limiting factors, does not reflect the structural completeness of aspects of socialization and can be supplemented by the results of other studies.

Each of the structured socialization contexts of schoolchildren's development in the digital educational environment can be separately investigated.

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