



Internet space for educational and fostering practices: modern consumer culture or fashion trend?

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Abstract

Modern society is becoming not just post-industrial, but also informational. Progressive trends that change the very nature of consumption are manifested in changes in goods and services consumed on the Internet, including educational services. The purpose of the research is to study the features of consumption of fostering and educational services in modern Russian society. Research methods: as a research method, we used the questionnaire method, which allows us to identify most effectively the specifics of using the Internet space for the consumption of fostering and educational services for the development of creative abilities of the individual. Research results: the article discusses the practice of consumption of fostering and educational services on the Internet by modern families. The novelty and originality of the research lies in the fact that for the first time the Internet was studied as a space for educational and fostering practices. It is shown that modern parents consider the Internet space as the most creative space of modern civilization. The relationship between family wellbeing and consumption of fostering and educational creative practices on the Internet is traced. It is revealed that low and average material security of a family has a certain direct relationship with a high degree of involvement of these family members in joint project fostering practices. It is revealed that modern parents, thanks to their desires and opportunities, receive the necessary information on the upbringing and education of their children on the Internet. For the first time, it was revealed that the main consumed practices taken from the Internet related to upbringing and education are: everyday labor practices involving all family members; making joint parental decisions; joint family games; joint creative decision-making in the process of project productive activities. Practical significance: the data Obtained in this work can be used in family psychology, educational psychology, valeology, management, as well as for further theoretical development of this issue.

Keywords: upbringing practices, educational practices, fostering and educational practices, Internet space

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INTRODUCTION

Today, Russia is in an extremely difficult situation, when the future path of the country's socio-economic development is uncertain (Shinkevich et al., 2020). Socio-political conditions, including international ones, are developing in such a way that the country creates far from the best conditions for the formation of a creative personality, which raises the question of both the technological and socio-cultural lag of Russia from the more developed countries of the world (Jamieson, 2002; Statt, 2003; Galperin, 1993; Kvon et al., 2019). On the other hand, resource rents, which enrich both the elite

and ordinary citizens to varying degrees, bring the consumer standards of Russians and citizens of developed countries closer together (Atkin, 2005; Bard & Zoderkvist, 2004; Cherdymova et al., 2019; Florida, 2005). The commonality of consumption processes, including the consumption of high-tech goods and cultural products that form the habit of social strata, cannot but have an impact on Russian consumers. From the earliest stage of socialization, consumption depends

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on the lifestyle of the family, on its consumer preferences, which can vary markedly depending on the human capital of its members (Kravchenko, 2004; Blackwell, Miniard & Angel, 2007; Baudrillard, 2006; Pushkarev et al., 2019; Kaletina et al., 2020).

It is the family that can generate representatives of the creative class, creating the very characteristics of tolerance, the presence of a high-tech environment, and the prestige of intellectual activity that are scarce in society. This gives us a chance that the formation of the creative class in Russia can occur through the channels of family socialization, although, of course, it is unlikely to replace the full socio-political incentives for the development of this social group. Thus, the future of the family as a social construct depends entirely on the events in society that are created by modern individuals who have their own values and needs. It is worth noting that modern society has a need for a new person who will use their knowledge and skills to create new forms that can push society to progress (Cherdymova, 2011; Inglehart, 1997; Zozulev, 2004). If we consider the consumer market, new models, being elements of consumer culture, change people's purchasing habits, and there is a need for new creative creators who can bring something innovative and significant to the economy (Pronina, 2011; Tsybikova, 2010; Kovaleva & Lukov, 1999).

A REVIEW OF THE LITERATURE

The ideas of consumption, which are becoming dominant in the development of civilization, become widespread at the end of the twentieth century. A consumer society is a set of social relations in which individual consumption, mediated by the market, plays a key role (Belyavsky, 2005; Gurova, Medovnikov & Novikov, 2000; Sorokoumova et al., 2019; Arrow, 2004; Bayanova et al., 2020). No society can be exhaustively described as a consumer society. This is just a trend that manifests itself in different countries in one way or another. Any society includes remnants of past epochs, dominant forms of social relations, and sprouts of the future (Zdravomyslov, 1986; Shibusutani, 2002; Baranov et al., 2019).

New types of social relations stimulate the development of new types of consumers, respectively; consumers who retire to creativity (creative activity) can spontaneously withdraw from the family as a space for action - to transfer education to the hands of professionals. In this case, such parents will only be consumers of educational services (Ilyin, 2000; Bayanova et al., 2019; Makarova & Lygina, 2005; Lyubimtseva, 2002; Sinelnikov, 1997).

Summing up the analysis of the formation of the creative class as a factor in the formation of a new type of personality, it should be said, of course, in modern society, namely the consumer society, it is the individual

who has the right to choose to create the living conditions that he/she needs, or those that the consumer mind provides. Over a long period of personal development, the individual has undergone various changes in his/her consciousness and thinking. However, it is creative individuals involved in personalized work and activities that can today stimulate the development of society, change those values, and consolidate the status of a stable new social group (Polyakov, 1999; Shugalsky, 2012; Castels, 2000).

In a consumer-type society, all humanistic talk about the self-worth of human life is only a statement of the consumer's self-worth and his/her values.

THE STUDY OBJECTIVES AND STRUCTURE

The study sample was made up of parents specifically involved in the process of education and upbringing of their children. The degree of involvement of parents in the field of upbringing and education via the Internet is interesting. Most of the respondents are specialists with higher education. It should be noted that the birth of a child, among the respondents, was their conscious step in life. The parents interviewed acquired the status of mother or father in twenty-three years. The value of a childbirth for the respondents is undeniable, but some parents raise it in the mode of reproduction of human capital, that is, creating for it all the conditions that will encourage the child to produce what is necessary, and only then consume. Other interviewees intentionally want to make their child creative by imposing creative thinking that may well be rejected by the child. There is also a group of parents who try to combine harmoniously various family practices for the upbringing of their children; in this case, we can talk about spontaneous creativity, which occurs as a result of children imitating the practices of a parent who at the same time carries out their activities, produces or creates with pleasure.

The aggregate of respondents was presented as follows: 29% rated their creativity as maximum, 58% of respondents classified themselves as a group with an average degree of creativity, and the remaining 13% of respondents represent a group of parents with a minimum degree of creativity, in their opinion. It is important to note that the most creative parents in their family choose to participate in project activities using Internet resources; out of 29% of respondents who initiate or organize joint activities with their child, 13% are representatives of the most creative group, and 13% are respondents with an average degree of creativity.

RESULTS AND DISCUSSION

Analyzing the opinions of respondents to the question that in the process of education and upbringing of a child, the personality of the parents themselves is formed, acquiring new features, the following results

were obtained: 7% of parents strongly disagree with this statement, 14% of respondents rather disagree, while the absolute majority of modern parents 79% agree to some extent, so we can say that the majority of parents of modern children surveyed consider the process of upbringing and education of their child as a potential opportunity for their growth and development. Modern parents in the process of upbringing and education of their child get a unique opportunity to use the Internet without interrupting communication with the child, to develop, gain new knowledge, new experience, and perhaps even earn income. However, in order to determine which parents are capable of this kind of self-development in the process of educational communication with the child, the degree of involvement of modern mothers and fathers in the upbringing and education of children was studied. The analysis of participation degree of family members in the process of upbringing and education of the child showed that modern women have not lost their maternal function, namely (87%) of mothers in the studied families are constantly with the child. Fathers also make a big contribution to the child's education and upbringing (47%). Each child in the process of primary socialization receives certain knowledge and skills. Modern parents involved in the process of education and upbringing believe that the main thing for preschool children is to learn the rules of behavior, politeness (80% of respondents), self-service skills (71% of respondents) and physical development (63% of respondents). Meanwhile, the question arises, whether parents can provide the necessary skills and abilities for a child using Internet resources independently, whether there is a need for modern parents to apply to educational institutions. A certain number (7%) of modern parents have never used the services of the education system, either to municipal institutions or to private development clubs. However, 25% of children under the age of seven in the studied families constantly attend kindergarten, and 41% of children attend early development clubs. If we talk about attending pre-school education institutions in General, 53% of parents say that they previously or occasionally attend kindergarten, and 73% that they previously or occasionally attend children's development clubs. Thus, it can be stated that, despite the fact that parents could independently instill those skills, teach them the rules of behavior, and develop their child physically, they turn to specialized educational institutions for help. Accordingly, the research question arises whether modern parents like to spend time with their children, or consider them as a specific factor of alienation from work or other activities. The absolute majority of parents surveyed like to spend time with their child (63%), but 37% of parents when answering the question: "What do you most like to do with your child together?" chose the answer *walk*, respectively, most parents spend time together with their child without

attaching importance to his/her education and upbringing in the framework of obtaining certain skills and knowledge. However, 23% of parents surveyed say that they enjoy working together with their child when they do something with their own hands.

In modern society, the opportunity to spend time together with people close and dear to you is a luxury, but modern parents who are involved in the process of raising and educating their children believe that classes with a child are mostly fun and joy (74% of respondents)

At the same time, it is important to note that classes with a child can be of a diverse nature. Parents get the most pleasure from joint walks with their children, as far as the process of education and upbringing of children using educational and fostering practices is concerned. According to the analysis of the data obtained, educational practices in the modern family give way to practical practices, so parents involve their children in joint cooking 86%, while 41% of parents surveyed involve their children in joint cleaning of the apartment. As for educational practices, the modern family uses them quite often, but less often, compared to practical ones, since they develop artistic talents together (13%) of parents and children surveyed. They are engaged in modeling (18%), make crafts (13%), work with a designer (3%); modern parents usually take instructions for this type of activity from the Internet. However, it is worth noting that a small percentage of modern parents do not use completely educational practices in the process of raising and educating their children.

To analyze the degree of involvement of parents in theoretical educational practices taken from the Internet, a number of questions were drawn up between parents regarding the discussion of the process nuances of a child education and upbringing, as well as regarding the knowledge and use in their practice of child development methods posted on the Internet. According to the data obtained, 87% of respondents have heard much or something about the concept of early childhood development. Analyzing the data obtained, namely the distribution of respondents' opinions when answering the question about topics to be solved together with the spouse, the following results were obtained. Almost an equal number of respondents jointly with their spouse decide on issues related to the choice of educational institutions, educational methods and training programs (39 and 41% of respondents, respectively) and issues related to the choice of psychological methods for raising a child (41% of respondents). Parents discuss the choice of a teacher in an educational institution only in 5% of families, while the purchase of toys is discussed more often - in 38% of families. Modern parents in most cases have a fairly superficial knowledge of the methods that would allow them to develop their child more effectively on their own, while giving them the opportunity to gain knowledge and skills in a creative atmosphere, as well as to develop independently by

analyzing the literature published on the Internet, which is devoted to the process of upbringing and education of children.

In one way or another, performances for children, birthday parties, productions for children, Puppet Theater, etc. are attended by 92% of the children of the respondents, but only 13% are constantly present. It is important to note that the role of parents in this kind of events is diverse, which indicates a difference in the degree of involvement of parents in the process of education and upbringing of children. Thus, only 13% of the parents surveyed are organizers and active participants in children's events, so we can say that this group of parents uses project-based educational practices in their lives, while the absolute majority (81%) of parents are passive participants in public children's events, only accompanying them. More than half of the respondents (61%) use the advice and experience of their parents in the process of education and upbringing of their child, which indicates a significant connection between generations. The translation of experience and knowledge is made with a specific purpose - to help in the upbringing and education of a new personality. It is important to note that the distribution of the Respondent's application to municipal pre-school institutions for their child, depending on the Respondent's own kindergarten attendance, is as follows: (23%) of the surveyed parents determine their child to kindergarten having their own experience of visiting this type of institution. However, if the parent has never attended kindergarten, it is likely that their children will not attend kindergarten either.

The question of the significance and role of the family in the Respondent's life also plays an important role in analyzing the family as a potential channel for transmitting creativity. So the influence on the choice of education of the Respondent in his/her parent family was present in most cases, but the ratio of the influence on the choice of education in the parent family and the planned influence in the Respondent's family on the choice of education of his/her child already tells us that the traditions of upbringing and issues of independent choice can be considered successive, so (21%) of respondents said that their choice was not influenced by their parents, and they, in turn, do not plan to influence the choice of their children's education, while those respondents who believe that their parents influenced their choice regarding higher education are going to limit their child's choice themselves (21%); it is important to note that (19%) of the respondents do not consider it good form to influence their child's choice based on their own possibly negative experience of education imposed by their parents. Analyzing the results obtained, it should be noted that families with the highest material well-being are regular consumers of educational and

upbringing services, when families with financial difficulties cannot afford to turn to this service sector in half of the cases. Thus, we can say that the welfare of the family plays an important role in engaging in educational creative practices. Also the question was raised about the degree of creativity of the Respondent and the value of joint sessions with the child: among (65%) of respondents who consider joint sessions with the child mainly pleasure and joy (17%) consider themselves to the most creative group, and (43%) of respondents consider themselves to be a group of people with a medium degree of creativity. Thus, the modern family can be considered an acceptor of the creativity of the parent family and a channel for transmitting creativity to new generations.

CONCLUSIONS

Modern Russian society is significantly differentiated by many criteria. Polarization of the population is evident throughout, from the appearance of the Russians, type of diet, state of health, material security, to the level of education that due to the difference in human capital of different population groups, and differences in availability of high quality education. The main trend in the development of the family in modern Russia is the gradual rejection of traditional value elements embedded in the collective family worldview, and the establishment of individual freedom in their place. In the current environment, family values are adapted and revised to meet new needs. Nowadays, the higher the level of development of countries, the lower the birth rate, and consequently the small number of families. The family within the economic interpretations performs many of the functions, however, as the mechanism of reproduction of human capital is paramount, the family performs the following functions: primary socialization of children, which laid the basic norms of behavior, self-help skills and rules of communication; the household that will create a favorable environment for adult family members and children, and the family business organization as a function of an economic agent that takes the production process (goods and services) in family life. The increasing role of creative abilities is gradually replacing the elements of production, including in family life. In particular, the issue of creative development of education using Internet resources is becoming more relevant today. Many parents try to teach their child from birth to the existing reality with a high degree of competition, which encourages the development of individualization in children. However, it is at the age of personality formation, when a person is in the family, that the psychological climate in the family, the interaction of children and parents, their cohesion and communication component are of high importance.

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