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Published in the USA
International Journal of Media and Information Literacy
Issued since 2016.
E-ISSN: 2500-106X
2024. 9(2): 297-304

DOI: 10.13187/ijmil.2024.2.297
<https://ijmil.cherkasgu.press>



Digital Education of Adolescent Children in Modern Conditions

Sergey Belentsov ^{a,*}, Anastasia Fahrutdinova ^b, Veronica Grebennikova ^c, Elena Baidetskaya ^c

^a Kherson State Pedagogical University

^b Kazan (Volga Region) Federal University, Kazan, Russian Federation

^c Kuban State University, Krasnodar, Russian Federation

Abstract

The authors consider digital education in the modern world. They present it as a process of individual development, development and reproduction of cultural values by means of “digital socialization”. The purpose of the manuscript into comprehensively characterize the process of digital education of an individual, identify its positive and negative components, and provide important recommendations for the safe and competent finding of a child in the digital world. Systematic, axiological, and cultural approaches serve as the methodological basis of this article. Theoretical (analysis of scientific papers; comparison, synthesis), as well as empirical (observation, survey, testing) were used in the preparation and writing of this article. The authors pay special attention to the positive aspects of digital education, namely: the formation of independence of children and adolescents, saving money and time, powerful prospects for personal growth and human intelligence. The main recommendations for the implementation of the tasks of digital education are the study of the rules of respect and trusting dialogue in the digital environment; the creation of productive conditions for positive interaction between students; the maximum use of digital technologies in extracurricular activities; the organization and conduct of various educational activities. This manuscript maybe useful for teachers, classroom teachers, and educators when organizing work with students on digital education.

Keywords: digital education, digital socialization, adolescent children, various educational activities.

1. Introduction

When it comes to children and adolescents, we are talking about a relatively new and sometimes extremely dangerous territory called “digital spaces”. They may encounter cyberbullying or sexual harassment on the World Wide Web, for example. Most countries simply do laws and regulations to regulate what is happening on the Internet. The necessary documents were not available at the international level until recently.

The rights of children in the digital environment are not defined in the 1989 Convention on the Rights of the Child. Meanwhile, in March 2021, experts from the United Nations Committee on the Rights of the Child published a new document entitled “General comment No.25 on the rights of the child in the digital environment”. It became an addendum to the Convention on the Rights of the Child. Countries should be directly responsible for the systematic supervision of children's presence in the digital world. States should also en sure their rights on the Internet ([United Nations, 2021](#)).

* Corresponding author

E-mail addresses: si_bel@mail.ru (S.I. Belentsov)

The general comment was prepared following two years of consultations with representatives of States, intergovernmental organizations, national human rights institutions, civil society and, most importantly, children (United Nations, 2021).

“Children's rights must be extended to the digital world. It surprises me that this has not always been the case. For some reason, we did not remember about the rights of children during the development of digital technologies”. Biban Kidron, a British human rights activist, says so (United Nations, 2021). She heads the 5 Rights Foundation. He is engaged in reforming the digital space in the interests of children and youth.

More than 700 children and young people aged 9 to 22 from 27 countries answered questions about the impact of digital technologies on their lives.

“It is extremely important that we, young people, have the right to vote in everything that concerns us. We speak from personal experience, so we need to be listened to”, 19-year-old Mairead Reid from Scotland says. She took part in the creation of the new leadership (United Nations, 2021).

During the development of new recommendations, children and adolescents not only acted as consultants. They also prepared a special, simplified version of this document for their peers called “In Their Own Words”.

“Our participation gives adults the opportunity to hear our opinions”, 19-year-old Mason Rickard from England says (United Nations, 2021).

“It would be wrong to prepare a document on children's rights in the digital space, which is incomprehensible to children themselves because of the use of legal terms or complex language. “In his own words,” he helps children understand the essence of the “General comment” and enjoy their rights”, heads (United Nations, 2021).

The purpose of the manuscript is to comprehensively characterize the process of digital education of an individual, identify its positive and negative components, and provide important recommendations for the safe and competent finding of a child in the digital world.

Stages of the study:

Stage 1 – definition of the essence and means of digital education of children and adolescents; identification of positive and negative aspects during its implementation.

Stage 2 – substantiation and presentation of the most important pedagogical recommendations for the productive implementation of digital education of young people.

Stage 3 – promotion of the ideas of competent finding and staying of children and adolescents in the modern digital world.

2. Materials and methods

Science in the modern world has a rich and extensive experience of the essential foundations of the problem of digital education under consideration.

This problem was raised in the work of T. Romm, M. Romm “Education in the digital age”. The authors discuss educational transformations in the context of the impact of digitalization on the development and socialization of youth, as well as their relationship with educational practices. They analyze various goals and objectives of education in the context of digitalization, and also identify the leading components of the transformation of modern educational practice (Romm et al., 2021).

A. Safronova, N. Verbitskaya, N. Molchanov in their work “Education in the digital space: self-preservation of health” is considered a short-term prospect for the development of education in a digital environment, the creation of a virtual educational environment for the organization of modern educational activities (Safronova et al., 2018). The authors define the cognitive, value, activity and behavioral components of educational work.

Yu. Sharonin in his article “Digital education in modern education” tells about the formation of a digital society in modern conditions and the need to master the full range of competencies for full participation in it. He notes the formation of a digital life style as an important element of modern communication and the change in traditional forms of socialization of the younger generation – from the intensive formation of the media space (television, mass media) to the use of innovative Internet technologies (Sharonin, 2023).

The general scientific systematic approach on the relationship between the digital environment and the development of education as an integral system (Abramenkova, 2020), the axiological approach on the need to consider the value-semantic aspects of pedagogical

definitions and identify the socio-educational conditions of the digital environment, the competence approach as a consideration of educational practice through the formation of students' competencies formed the scientific and methodological basis of this manuscript.

The definition of manuscript methods is characterized by the features of the object and subject of research, the tasks set. Theoretical methods were applied: analysis of information, its systematization; empirical methods: generalization and presentation of modern pedagogical experience, conversation using remote technologies, description of the results obtained, qualitative analysis of the results. The above methods were used in order to generalize, identify the educational potential of digital education and its features in modern conditions.

3. Discussion

A reading of modern literature on digital education issues show sits isolation into an independent object of humanitarian scientific research. Digital technologies are studied in the context of information processes of personality socialization (V. Pleshakov, V. Pustovoitov, I. Robert), expanding the tasks of social education in modern society (A. Mudrik, Rischev, T.A. Romm, etc.), as well as a means of educational activity (L.S. Kruglikova, A.V. Fedorov, etc.).

Thus, the researchers focus on the possibilities of ICT and the digital environment and their significance for the socialization of adolescents and the development of their personality (Gálik *et al.*, 2024; Gálik, Gáliková Tolnaiová, 2022).

The subject of modern works is the issues of socialization of adolescents through the Internet; all kinds of risks and the negative context of the use of electronic gadgets; information and communication technologies in education (the emergence of a separate branch of scientific knowledge digital education); information and communication technologies in education. We particularly note the work on the study of social networks and their potential for educational purposes.

The experience of studying foreign education systems using digital content has become the subject of research by individual authors (B.Wolfson, L.Gurye). The works of modern researchers on various issues of digital education abroad A. Dzhurinsky, Z. Malkova, V.I. Petrishchev are of great importance.

The analysis of research on this issue indicates the insufficiency of developing the problem of digital education as a pedagogical condition from the point of view of positive socialization (Petrushkevich, 2020).

Therefore, addressing this problem once again and introducing it into scientific circulation can be useful.

4. Results

The digitalization of society is gaining serious momentum the moment. People should master the entire list of necessary skills and abilities for a full life in it (Uvarov *et al.*, 2019). The old forms of socialization change every day. Going back from media technologies (television, press, cinema) to the most modern Internet technologies, they are designed to make life more comfortable and better for citizens.

Communication in the digital world is becoming an important factor in the formation and development of an individual. The importance of defining all the components of this process arises in the process of implementing the goals and objectives of education. Therefore, digital education defines the entire list of means and methods of its implementation with the active use of an arsenal of digital resources (Vikhmaney *al.*, 2021). It is defined as the process of an individual's development, development and reproduction of cultural values by means of "digital socialization". Adolescents and young people should actively use all possible channels and streams of digital information for reasonable purposes.

The virtual and real worlds are now practically blurring the lines between each other. In the real world, an individual accumulates life experience over a long period of time. G. Soldatova conducted a study and concluded that only 44 % of the surveyed teenagers and 71 % of their parents live in the real world (Solodnikov *et al.*, 2021).

If children spend more and more time in the digital world, it means that they are comfortable there, they feel great and do not have a shortage of the real world.

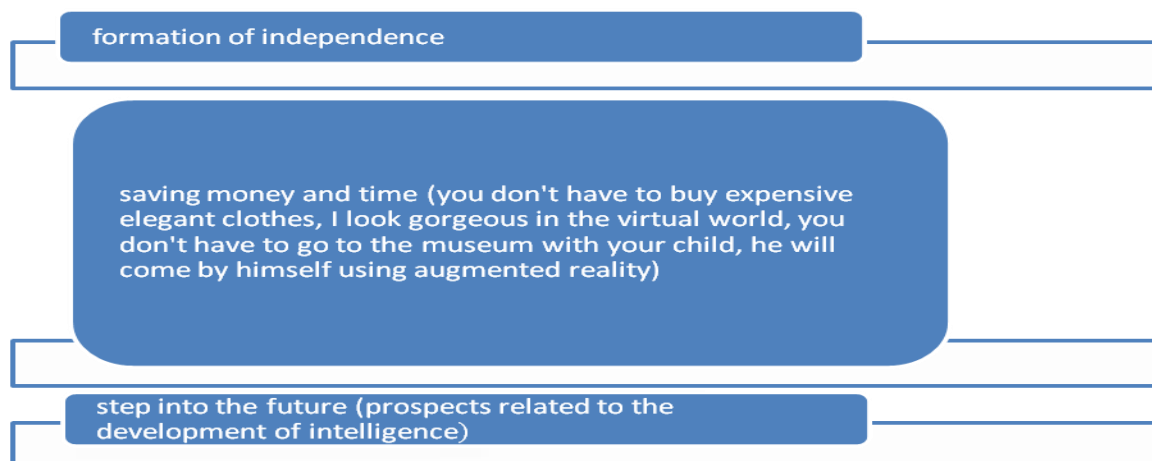


Fig. 1. Positive aspects of digital education

Digital education is a relatively young area of pedagogy. It is only being created at the moment. This direction presents the pedagogical community with a number of specific problems and tasks. These are aspects of cyber security, digital socialization and, of course, urgent tasks for the preservation and preservation of mental and physical health exist. The Internet is a habitat for children, a source of personal development, and an important condition for digital socialization. They allow us to take into account the diversity of the reality of the digital life style.

Digital socialization is the process of mastering and reproducing a teenager's social experience from mixed reality and virtual communication (Voropaev, 2011). It forms its digital component as an integral part of the real one.

Modern researchers note the positive aspects of digital education.

Along with this, the “cons” of children's digital reality also and out.

There are certain risks in the process of internal development of the younger generation:

–The growth of addictions is present (the personal and semantic sphere of students is most susceptible to their safe development and is subject to certain risks of safe development). Over the past 10-15 years, the restructuring of youth addictions has occurred. They have changed from the use of chemical drugs to visual and digital ones. Children's development occurs when they absorb the negative content of television, and then computer games, the Internet, social networks, and various chats.

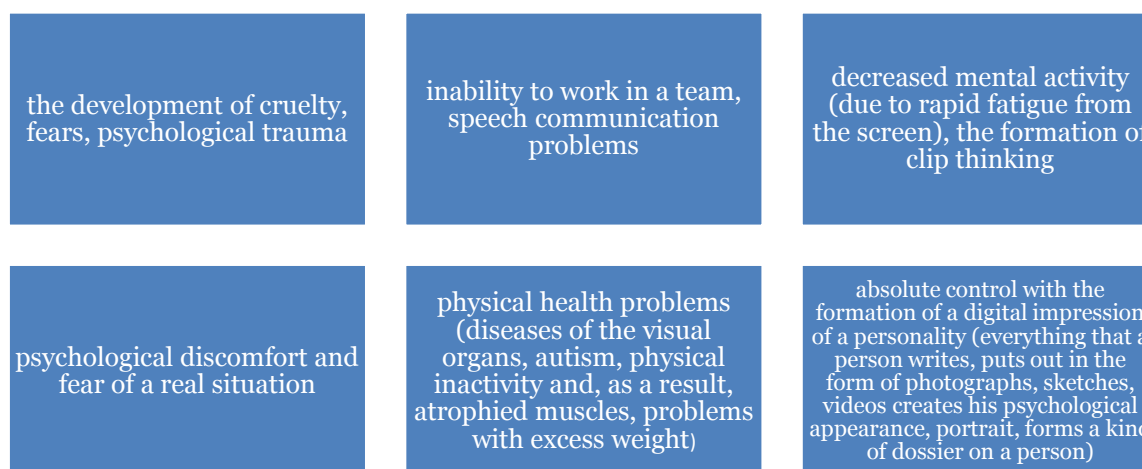


Fig. 2. Negative aspects of digital reality

Statistics on Internet use by teenagers are disappointing:

- Approximately 50 % of teenagers use the Internet without adult supervision;
- About 20% of teenagers sometimes browse erotic sites, about 9 % of children do it all the time;
- 38 % of children are interested in scenes of violence on the Internet;
- 20 % of children are interested in the radical extremist content of different pages;
- 25 % of five-year-olds already use the Internet;
- 15 % of teenagers met and came to meet strangers on the Internet.

Electronic child drug addiction is practically not cured:

– Currently, society still does not understand the complexity and contradictions of this phenomenon. Children do not wander, do not engage in antisocial activities, they are at home, working on a computer.

– “Computer” children are not aware of their addiction and do not want to get rid of this type of “disease”.

The problem of child protection on the Internet finds the widest resonance.

Increasing the time spent on the Internet, reducing the time spent in reality brings the greatest harm to the family and friendly relations of children. Prolonged use of the Internet by children and adolescents leads to the formation of psychological dependence.

The digital world presupposes serious problems.

Children encounter them online.

These problems differ not only in their essence, but also in the methods of solving them.

We will list the main problems.

1. *Phishing* is gaining access to personal data through fake websites. They most often imitate the pages of famous people or companies. In these cases, requests for help from friends and acquaintances are often received.

2. *Online grooming* (English groom–grooming) is the establishment of friendly and emotional contact with a child on the Internet for his further sexual or criminal exploitation. Attackers often in personate children or a child-friendly personality on the Internet. The main stages of this type of crime:

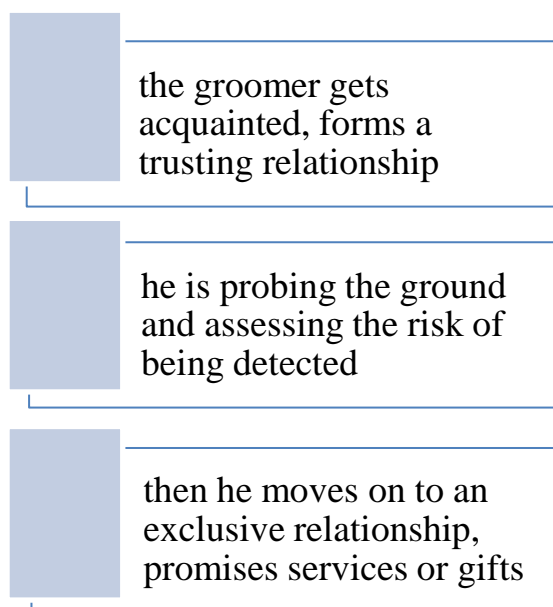


Fig. 3. The main stages of online grooming

More often than others, insecure and self-checking teenagers become victims of groomers, and girls are in the zone of special attention.

3. *Inappropriate content for children.* It distorts the child's psyche, forms a distorted view of reality and moral norms. For example, early contact with pornography provokes increased sexual

aggression and a frivolous attitude towards sexual contact. And scenes of violence form fear for the safety of one self and loved ones, depression arises, insecurity, social phobias.

4. *Clipthinking*. The formation of clipthinking, which reduces children's ability to analyze information, master knowledge, and academic performance, is one of the negative aspects.

Clipthinking reduces the quality of learning and leads to a drop in the child's academic performance.

The information diet is an effective means of avoiding clip thinking. We will list its main components. This is, first of all, setting goals and having a clear plan of action in the process of searching for information. Here, distraction to offline activities (children's associations, sections, volunteer activities) is possible. They will form clear needs for necessary and useful information and being online for a specific purpose. Teachers should introduce teenagers to new useful and positive resources, conduct online quests, and online clubs.

5. *The digital footprint of the individual*. Each person leaves a cast on the Internet with various posts, letters, abstracts, and photographs.

The digital impression of an individual is formed in this way. A digital impression allows you to create a psychological portrait of a person.

The protection of personal data allows you to keep information secret, not harm his civic position and protect yourself from illegal actions.

6. *Gambling addiction*. The concept of "gamblers" is actively appearing in the modern world.

Teenagers experience powerful sensations in a computer game. In this regard, children with a lack of positive emotions in real life, sufficient communication and interaction with their parents are most often victims of computer games.

The players demonstrate a cold mind and unflappable emotions towards other people's suffering, aggression. Aggressiveness and the male hunting instinct actively grow on the fertile soil of computer games. This is reinforced in cases where the opportunity to play regular games is not provided.

About 30 % of illegal actions occur due to the negative impact of computer games and the Internet.

Doctors have been treating gambling addiction for the last 7-8 years. It gets sharper every year. Doctors mostly treat teenagers over the age of 12. Boys are mostly among the patients.

Specifically, the main problems result in real illegal actions:

1. Bullying and harassment of children online by peers and strangers.
2. Hacking accounts, stealing money and personal data of teenagers.
3. The involvement of teenagers in radical extremist activities (radical groups, deaths, drug advertising, their distribution).
4. Familiarization of children with negative information that has a bad effect on the child's psyche. Experts in the field of digital literacy summarize the experience of various countries and offer the following recommendations on how to streamline the stay of children on the Internet (Polivanova et al., 2016).

We are considering the experience of foreign countries in the presence of children on the Internet.

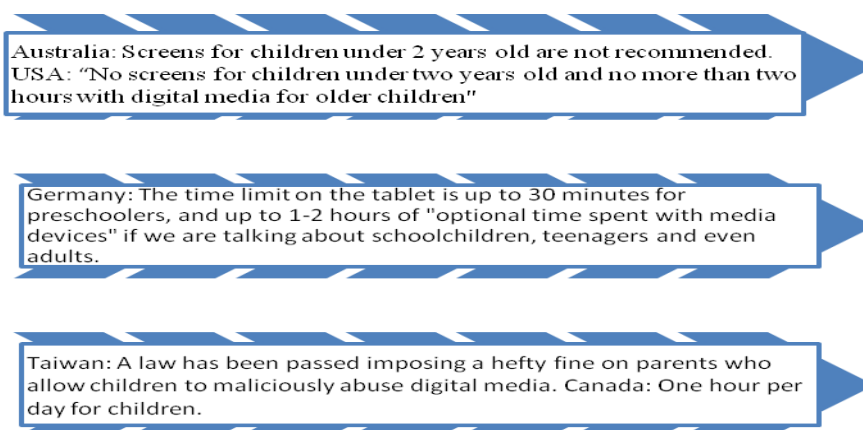


Fig. 4. The experience of foreign countries in the presence of children on the Internet

5. Conclusion

We offer basic recommendations on the issues of digital education of the younger generation:

1. Learning the basics of respectful tone in the digital environment as an important element of civil culture and ethics:

- Business games “Ethic sand dialogue on the Internet ”in the process of educational work;
- The use of video clips with respectful interaction of teenagers in gaming activities;
- Respectful attitude towards each other, the requirement to use the rules of respectful dialogue.

2. Creating conditions in the digital space of educational activities for the formation of mutual respect and positive interaction of students:

- Work in pairs, problem groups, groups in the educational process when performing various tasks and assignments;
- Development of creative projects in net working;
- performing practical creative tasks using digital tools.

3. The use of digital technologies in extracurricular activities:

- Social media groups, chat rooms, various forums using positive interaction experience;
- Flash mobs, social actions in the Internet, Internet Olympiad;
- Support for the achievements of individual students, including those with disabilities, on the Internet.

4. Educational activities and social actions:

- Volunteer movement to provide voluntary feasible assistance to students, disadvantaged categories of the population,
- Participation in competitions at the municipal, regional and federal levels,
- Discussion with students of their positive actions, the actions of other people on the Internet.

5. Organization of pedagogical communication with students on issues of interaction and relationships with others.

Thus, an important goal of digital education is the formation of a digital culture of the younger generation. The core principle in digital education is the priority of spiritual and moral traditional values. They should become the foundation for creating positive content for the development of a teenager's personality and are the key to education in the era of digitalization.

6. Acknowledgements

The research was carried out at the expense of the grant of the Russian Science Foundation No. 23-28-00228, <https://rscf.ru/project/23-28-00228/>

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