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INFORMATION AND COMMUNICATION TECHNOLOGIES AS A TOOL OF SUPPORTING INTERACTION IN THE MODERN GLOBALIZED FAMILY

Abstract. The article highlights the role of information and communication technologies in supporting the integrity of modern globalized family, whose members are separated by significant geographical distances. The authors of the study propose to use the definition “globalized family” referring to a family whose members, while being remote from one another, maintain contacts through ICT.

A mixed methodology, combining qualitative and quantitative approaches, was selected to conduct the study. The survey was conducted to quantify the use of ICT as a means of supporting the interaction of members in the modern Polish (92 people) and Ukrainian (88 people) families. The narrative interview method was used to conduct a qualitative analysis of the role of ICT in supporting the virtual unity of members of contemporary European families. The conducted research showed that the typologically related results for the recipients from Polish and Ukrainian groups were: causes of labor migration (difficult economic situation of families); daily use of various web messengers, electronic social networks, mobile phones to maintain contact with family members; the desire to participate in the school life of children through ICT. Using ICT for the indirect contacts based on various possibilities of communication creates new virtual reality of communication and even family life organization.

The realization of the research was in accordance with the signed agreement on scientific and pedagogical cooperation between the University of Jan Kochanowski in Kielce (Poland) and the Institute of Information Technologies and Learning Tools of the National Academy of Educational Sciences of Ukraine.

The article provides recommendations for teacher trainers to create a blended open learning environment through ICT that would enable active virtual contact between teachers, students and their parents. Implementation of the course on digital humanistic pedagogy of open education into the pre-service and in-service teacher training programs for the development of digital, communicative, collaborative and creative skills enables effective pedagogical interaction in formal and non-formal education.

Keywords: ICT; globalized family; digital humanistic pedagogy of open education; teacher training; child support.

1. INTRODUCTION

The problem statement. Pedagogical studies of phenomena of the modern globalized world require a qualitatively new methodology of scientific research. These tasks are the research subject of digital humanistic pedagogy - the science about the principles of creating a positive integrated pedagogical reality with the convergence of real and virtual (ICT-created) learning spaces (environments) [1]. The quality of teaching is greatly enhanced by the successful interaction of teachers, students and their parents. But the realities of the modern world are such that often parents and children are separated by large geographic distances. For example, when one or both parents work in another country.

An important problem is the involvement of parents in the upbringing of their children, even if they are at a considerable geographical distance from each other. The task of educators is to use ICT to involve parents in virtual participation in important events in their children's lives (educational research projects, holidays, etc.). Therefore, exploring the role of technology in supporting and facilitating contact among teachers, students and their parents should be an important area of research in digital humanistic pedagogy. It is this problem that is addressed in this study, which took place in accordance with the signed agreement of cooperation between Institute of Information Technologies and Learning Tools of the National Academy of Educational Sciences of Ukraine and Jan Kochanowski University in Kielce (Poland) [2].

It should be noted that the use of ICT to support family integrity has become of great relevance to the Ukrainian community. The results of studies on the use of ICT for the virtual integration of Polish families, whose members are representatives of Polish labor migration in Norway, and Ukrainian families, whose members are representatives of Ukrainian labor migration in Poland, are of particular interest.

Labour migration became the reason for creating first in Poland and later in Ukraine a new category of a single-parent family, in which one of the parents temporarily stays away from home [3, p.58]. What is more, "the type of a temporarily single-parent family" [4, p.160] is called sometimes "a migrant family".

There are numerous definitions used in source literature describing "migrant family": "single-parent family resulting from one parent's absence" [3, p.58], "dysfunctional family" [5, p.11], "disconnected family" [6, p.33]. The children brought up in a migrant family are called "emigration orphans" [7, p.64], "Euro-orphans" [8, 16], "Euro-children" [9, p.43], "emigration <<orphans>>" [10, p.38], "temporarily orphaned children" [11, p.11], "Euro half-orphans" [12, 41], "cuckoo children" [13, p.15], "children of professionally mobile parents" [8, p.16].

The authors of the study propose to use the definition "modern globalized family" referring to a family whose members, while being remote from one another, maintain contacts through ICT.

A modern globalized family has to overcome a number of difficulties which result from separation of family members. The need of labour migration of one or both parents is often evoked by financial problems connected with no possibility of employment in the home country, necessity of loan repayment, the need to raise financial status of the family or the need to provide financial security for the future.

The labour migration of one of the parents has consequences for all family members: both the parent working abroad and their closest relatives. At the same time, better material conditions are tightly connected with separation. Family relations are often weakened, and therefore maintaining stable relations seems to be impossible.

It is not always possible to keep the promise that the situation will last only for a few months. It is a frequent situation that a few months turn into several years. Even if a parent

comes back home, he/she very often makes a decision to leave again. In such situation a child is brought up by one of the parents. In extreme situations, when both parents leave the country, a child is brought up by older siblings or grandparents.

As a result of a long-lasting absence of one parent/spouse the relations in a family change, which results in family crisis, and finally its disintegration. Nevertheless, labour migration provides financial stability and children begin to connect the arrival of a family member with gifts he or she brings.

The more frequent the visits of a migrant parent at the early stage of migration the less painful the experience. The possibility of using ICT and different “tools” allows for the contact with relatives and facilitates the “normal” functioning of the family. One might use here the term “social support net”.

The questions are: how to survive the difficulties connected with migration, the absence of a family member in numerous important family events? is it possible to compensate for the absence with numerous phones or Skype conversations, or with many photographs, videos, which show important family events or even everyday activities, like a walk? All the questions are asked not only by those who leave the country but also by those who stay in it. Beker-Pestka's statement attracts attention: “technological achievements help to stay in touch with family members but they do not help to preserve its stability and unity. Contemporary ways and possibilities of communication cannot replace the presence of a spouse, a parent, a child. They are, however, the meaningful tool supporting mutual contact” [9, p.20].

In numerous families parents not only visit their home as often as possible, but they also use different ways to communicate, depending on their needs. Making phone calls is the least problematic as the mobile phones are easily available and cheap. “Tele-conferences” allow to talk face-to-face, MMSs help to send photos, SMSs allow to send fast information. A parent who is abroad is not excluded from family life and, due to communicative services, he or she can be present in everyday activities of the family staying at home [10, p.266].

The analysis of the recent research and publications. Developmental issues of digital humanistic pedagogy - science about features of ICT application in educational practices - are defined in the works of Hirsh B. [18], Bykov V. [1], [2], Leshchenko M.[1], [2], Tymchuk L. [2], [12]. Problems of modern European families functioning in the conditions of global migration processes are highlighted in the works of Polish researchers Becker-Pestka D.[9], Błachewicz K. [8], Błaszczuk K. [6], Danilewicz W. [10], Kieltyk-Zaborowska I. [14], [15], [16]. The causes and consequences of migration processes for Ukrainian families are presented in the studies of Ukrainian scholars Karpenko O. [17], Lukavetska Z. [5], Tokaruk L. [18] and others.

The research results of Portuguese scientists, published in 2015, showed that ICTs have implied qualitative changes in family functioning, creating new interaction scenarios and rearranging current family relational patterns [19].

A survey requested by the European Commission and conducted in 2017 showed consistent patterns throughout the results: “Most of respondents are positive about the impact the most recent digital technologies have had on society, the economy and their quality of life. Men, younger respondents, those with higher education levels, those who use the Internet daily and those with less financial stressors are generally the most likely to be positive about their digital skills and the use of robots at work and in other aspects of life. They are also more likely to have taken actions related to their online privacy and security” [20, p.3].

Slovenian scientists focus on establishing a methodology for a coherent approach towards designing and developing (digital) solutions following the requirements of a family in the modern, interconnected world. They present familiar concepts regarding the use of ICT in everyday family life, the organization of family life, time management and a healthy lifestyle [21].

The role of ICT in supporting the successful functioning of the modern globalized family needs further study.

The aim of the research was to highlight the role of ICT in maintaining remote contacts in order to preserve the integrity of the modern globalized family.

2. RESEARCH METHODS

A mixed methodology, combining qualitative and quantitative approaches, was selected to conduct the study. To determine the essence of the basic concepts of the study, comparative-pedagogical analysis of the works of Ukrainian and foreign scientists was used. To carry out a quantitative analysis of the use of ICT as a means of maintaining contact with family members, an individual survey of Polish and Ukrainian labor migration representatives was conducted. The narrative interview method was applied to conduct a qualitative analysis of the role of ICT in supporting the virtual union of members of contemporary European families.

Features of the researched sample:

To conduct the study, two groups of respondents were formed, the composition of which was approximately the same in number, and also typologically related in terms of the following characteristics: gender, age, level of education, residence abroad, marital status, number of children in the family.

The researched population was represented by Polish men working in Norway and Ukrainian men working in Poland. The Polish group consisted of 92 people and the Ukrainian group consisted of 88 people. They have been abroad for the period of time between several months and 18 years. The results presented in the article are a part of a wider research conducted by the authors on the topic “Modern family in globalized world”.

Among Polish men who responded to the questionnaire 38 were more than 40 years old, 38 men were between 31-40 years old and 16 men were younger than 31. The majority of the Polish men had secondary education – 44 men, 32 men had vocational education, 15 higher and 1 finished primary school.

Among Ukrainian men who responded to the questionnaire 30 were more than 40 years old, 45 men were between 31-40 years old and 13 men were younger than 31. The majority of the Ukrainians had vocational education – 42 men, 38 men had higher education, and 8 men had secondary education.

Before they left Poland, 55 men had lived in towns, 35 – in the country, and 2 men did not answer this question. Before they left Ukraine, 43 men had lived in towns, 45 – in the country.

Among the Polish men who participated in the questionnaire: 77 men were married, 1 was in cohabitation, 4 were divorced, 8 men were single, 4 did not answer the question.

Among the Ukrainian men who participated in the questionnaire: 52 men were married, 6 were in cohabitation, 18 are divorced, 12 men were single.

In the Polish group 4 men had more than three children, 10 men had three children, 37 had two children, 27 men had one child, 14 men did not have children.

In the Ukrainian group 5 men had more than three children, 19 men had three children, 34 men had two children, 10 men had one child, 20 men did not have children.

3. THE RESULTS AND DISCUSSION

The first question concerned the reason for leaving the country. The results are presented in table 1.

Table 1

The reason for leaving the country

No.	Answers	Number of respondents		Percent (%)	
		Polish	Ukraine	Polish	Ukraine
1	No job in my profession	7	3	8	4
2	Low salary in home country	66	70	72	79
3	No job at all	2	3	2	3
4	Other	17	12	18	14

Source: Authors' own research

Answering the question about the reason for leaving the country 72% of the Polish men and 79 % of the Ukrainian men indicated low salary in their home country, 8% of the Poles and 4% of the Ukrainians indicated the lack of jobs in their profession, 2% of the Poles and 3% of the Ukrainians answered that there was no job for them, 18% of the Polish men and 14 % of the Ukrainian men gave other reasons, including the reluctance to take a bank loan, no prospects of buying their own flat, financial problems, the need to help children, the need to change their environment, higher working culture abroad.

The second question concerned the time spent abroad. The results are presented in table 2.

Table 2

Time spent abroad

No.	Answers	Number of respondents		Percent (%)	
		Polish	Ukraine	Polish	Ukraine
1	Up to 1 year	14	9	15	10
2	1 to 2 years	4	4	4	5
3	2 to 5 years	53	34	58	38
4	More than 5 years	21	41	23	47

Source: Authors' own research

Among the men who participated in the questionnaire 15% of the Poles and 10% of the Ukrainians had worked abroad no longer than 1 year, 4% of the Poles and 5% of the Ukrainians had worked abroad from 1 to 2 years. 58% of the Poles and 38% of the Ukrainians had worked and lived abroad from 2 to 5 years, 23% of the Poles and 47% of the Ukrainians had worked abroad more than 5 years.

The third question concerned the frequency of visiting the home country. The results are presented in table 3.

Table 3

The frequency of visiting the home country

No.	Answers	Number of respondents		Percent (%)	
		Polish	Ukraine	Polish	Ukraine
1	Once a month	30	17	33	19
2	Once every two months	35	35	38	40
3	Occasionally, for holidays and family ceremonies	20	31	22	36
4	Other	6	3	6	3
5	No answer	1	2	1	2

Source: Authors' own research

33% of the Poles and 19 % of the Ukrainians visited their home country once a month, 38% of the Poles and 40% of the Ukrainians visited their home country once every two months, 22% of the Poles and 36% of the Ukrainians visited their home country occasionally (they came for holidays and family ceremonies), 6% of the Polish and 3% of the Ukrainian men visited their home country when it was possible (2-3 times a month or several times a year), 1% of the Poles and 2% of the Ukrainians did not answer the question.

The majority of the respondents rarely visit with their family, in spite of phone conversations or using social networks. Rare visits with the family negatively influence family relations.

The fourth question concerned the time spent in the home country. The results are presented in table 4.

Table 4

Time spent in the home country

No.	Answers	Number of respondents		Percent (%)	
		Polish	Ukraine	Polish	Ukraine
1	A weekend	9	2	10	3
2	A week	38	30	41	34
3	Longer	38	40	41	45
4	Other variants	7	16	8	18
5	No answer	0	0	0	0

Source: Authors' own research

Answering the question about the time spent in the home country, 41% of the Poles and 45% of the Ukrainians stated they spent with their family longer than a week, 41% of the Poles and 34% of the Ukrainians spent with their family only a week, 10% of the Poles and 3% of the Ukrainians spent with their family only a weekend and 8% of the Polish and 18% of the Ukrainian men spent with their family from 2 weeks to a month or only holidays.

The fifth question concerned the things the men missed most during their stay abroad. The results are presented in table 5.

Table 5

Things missed most during the stay abroad

No.	Answers	Number of respondents		Percent (%)	
		Polish	Ukraine	Polish	Ukraine
1	Family	77	75	84	85
2	Free time	4	2	4	3
3	Friends	16	11	17	12
4	Do not know	3	0	3	0

Source: Authors' own research

The biggest number of the respondents, 84% of the Poles and 85% of the Ukrainians answered that they missed their family most; 17% of the Poles and 12 % of the Ukrainians missed their friends, 4% of the Polish and 3% of the Ukrainian men worked so hard that they had no free time, 3% of the Poles did not know precisely what they missed abroad.

The sixth question concerned the frequency of contacts with the family living in the home country. The results are presented in table 6.

Table 6

The frequency of contacts with the family living in the home country

No.	Answers	Number of respondents		Percent (%)	
		Polish	Ukraine	Polish	Ukraine
1	Every day	78	79	85	90
2	Once a week	6	7	6	8
3	Other	8	2	9	2

Source: Authors' own research

85% of the Polish and 90% of the Ukrainian respondents answered that they contacted their family every day; 6% of the Polish and 8% of the Ukrainian men contacted their relatives once a week; 9% of the Poles and 2% of the Ukrainians contacted their family when it was necessary (twice a week, once every two months or rarely).

The seventh question concerned the kind of technology used for contacting the family. The results are presented in table 7.

Table 7

The technology used for contacting the family

No.	Answers	Number of respondents		Percent (%)	
		Polish	Ukraine	Polish	Ukraine
1	Skype, Viber, Telegram, WhatsUp	64	75	70	85
2	Phone calls	16	3	17	3
3	Social network	11	10	12	12
4	No answer	1	0	1	0

Source: Authors' own research

The most popular channels of contact were Web-messengers – Skype, Viber, Telegram: 70% of the Poles and 85% of the Ukrainians used them, 17% of the Poles and 3% of the Ukrainians contacted the family by calling them, 12% of the Polish and 12 % of the Ukrainian men choose various social networks, 1% of the Polish respondents did not answer precisely.

The eighth question concerned the influence of working abroad on family relations. The results are presented in table 8.

Table 8

The influence of working abroad on family relations

No.	Answers	Number of respondents		Percent (%)	
		Polish	Ukraine	Polish	Ukraine
1	Yes	28	48	31	55
2	No	50	37	54	42
3	Do not know	13	3	14	3
4	No answer	1	0	1	0

Source: Authors' own research

Answering the eighth question about the influence of working abroad on family relations, 31% of the Polish and 55% of the Ukrainian men claimed that working abroad did influence their family relations, 54% of the Polish and 42 % of the Ukrainian respondents answered that working abroad did not influence their family relations at all, 14% of the Polish and 3% of the Ukrainian men were not able to answer the question and 1% of the Poles did not give an answer at all.

The ninth question was about the negative consequences of the separation with the relatives. The results are presented in table 9.

Table 9

The negative consequences of the separation with the relatives

No.	Answers	Number of respondents		Percent (%)	
		Polish	Ukraine	Polish	Ukraine
1	Not enough contact with children	21	59	23	68
2	Disturbed relations with the spouse	9	10	10	11
3	Conflicts/arguments	4	6	4	7
4	Relegating family matters	11	2	12	2
5	Have not noticed	53	11	58	12
6	No answer	3	0	3	0

Source: Authors' own research

Answering the question about the negative consequences of the separation with the relatives, 23% of the Poles and 68% of the Ukrainians mentioned deteriorating relations with their children, 10% of the Poles and 11% of the Ukrainians paid attention to worse relations with their wives, 4% of the Poles and 7% of the Ukrainians mentioned growing conflicts, 12% of the Poles and 2% of the Ukrainians answered that family matters were relegated, 58% of the Polish and 12% of the Ukrainian respondents did not notice any change in their family relations, 3% of the Poles did not give any answer.

The tenth question was about the supporting possibilities of technologies for solving problems of the modern globalized family. The results are presented in table 10.

Table 10

How technologies can help solve problems of the modern globalized family

No.	Answers	Number of respondents		Percent (%)	
		Polish	Ukraine	Polish	Ukraine
1	Increase the possibility of positive virtual contacts with children	43	46	46	52
2	Maintain a positive emotional relationship with the spouse	32	25	35	29
3	Enable virtual conflict resolution	10	10	10	11
4	Provide virtual integration into family life	7	7	9	8

Source: Authors' own research

Answering the tenth question about how technologies can help solve problems of the modern globalized family, 46% of the Poles and 52% of the Ukrainians indicated expansion of positive virtual contacts with children; 35% of the Poles and 29% of the Ukrainians claimed supporting role of technologies in maintaining positive emotional relationship with the spouse; 10% of the Poles and 11% of the Ukrainians confirmed facilitation of virtual conflict resolution, 9% of the Poles and 11% of the Ukrainians chose providing virtual integration into family life.

Discussing family issues, the quality of the conversations and their frequency are important for the successful communication in a modern globalized family. The question is therefore whether a child discusses with a parent meaningful issues and, in case of problems, whether the child talks about them to the parent who is abroad. It might be that during conversations, the child talks only about "unimportant" issues and exchanges general opinions with the parent discussing everyday activities. The person working away from home is not always aware of the things which happen in his child's or wife's lives. The good thing he can do is using everyday phone calls or Skype conversations for supporting members of the family.

The application of the Internet and available methods of communication create the illusion of safety and stability for the family staying in the home country and for the person

working abroad. The absence of a migrant-parent in the life of a new born baby lasting several months or several weeks is difficult, if not impossible to catch up. That is why frequent “tele-conferences” are necessary, as they make it possible to observe development and even the smallest achievements of the baby. Such moments are unique. The ICT are more effective when a bigger screen is used: in this case laptops or computers are better than mobile phones.

Working abroad limits the communication of members in a modern globalized family. Therefore, frequent visits and longer stays at home are so meaningful. Unfortunately, visits very often last only a weekend once a month or every two months, or they are only holiday visits. The quality of the time spent together and family activities cannot be ignored. It is worth emphasizing the potential of ICTs to create a special virtual reality in which parents and children, divided by distance, can communicate. The role of ICT is to give the possibility of observing and contacting a child virtually, in spite of the impossibility of direct contact. In such a way technology makes possible virtual presence in the process of upbringing the child.

ICT is an invaluable source supporting families separated from their migrant parents. It allows to preserve stable and frequent contact, which even 10 years ago was much more difficult because people had limited or no access at all to the Internet. Phone calls made once a week and traditional letters did not give the possibility to get in touch with the family as often as today.

Modern ways of communication allow for numerous possibilities of contact between relatives who live miles away from each other. They also help to maintain stronger emotional relations. Nevertheless, even everyday conversations will never be an adequate substitute for a parent who should be present at home. Depending on the child’s age, the absence of a migrant parent results in missing the most important events like the first day at school or participation in school art activity.

A good solution is to create blended open communication space for communication among teachers, students and their parents. The first step is to inform a teacher about a planned migration to another country and about the possible time of absence. The second step is to choose the kind of Web-messenger. The contact between school and parents will help to avoid problems with the child at school. ICTs give parents a unique possibility to participate in school events, evoking in them the feeling of direct contact. We believe it necessary to implement a course on digital humanistic pedagogy of open education into the pre-service and in-service teacher training programs for the development of digital, communicative, collaborative and creative skills enabling active virtual contacts among teachers, students and their parents.

4. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

On the basis of quantitative and qualitative analysis of individual narrative interviews with members of modern globalized families and the analysis of social networks, it is possible to claim that using ICTs gives the impression of being in touch with the family staying in the home country. ICTs help to endure months of separation, making it possible to share information regardless of time and location. Everyday conversations about daily home activities and events help sometimes not to feel the absence of a parent at home, even if he/she is miles away. Using ICT for the indirect contacts based on various possibilities of communication creates new virtual reality of communication and even family life organization.

ICT can support the functioning of a family, facilitate personal contacts and relations in a family, regardless of the fact that some part of life is moved to virtual world. Separation often undermines family values, and the role of ICTs in keeping modern globalized families intact cannot be ignored. However, using ICT cannot guarantee the stability of the family.

Further research will be targeted at analyzing the efficiency of using ICTs to support active life of older and retirement age people as members of modern families. In addition, it is important to analyze the efficiency of the course on digital humanistic pedagogy of open education in enabling active virtual contacts among teachers, students, their parents and grandparents.

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ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНІ ТЕХНОЛОГІЇ ЯК ІНСТРУМЕНТ ПІДТРИМКИ ВЗАЄМОДІЇ В СУЧАСНІЙ ГЛОБАЛІЗОВАНІЙ СІМ'Ї

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Анотація. У статті висвітлено роль інформаційно-комунікаційних технологій у підтримці цілісності сучасної глобалізованої сім'ї, членів якої розділяє значна географічна відстань. Автори дослідження пропонують використовувати визначення "глобалізована сім'я", що стосується сім'ї, члени якої, будучи віддаленими один від одного, підтримують контакти за допомогою ІКТ.

Для проведення дослідження було обрано змішану методологію, що поєднувала якісний та кількісний підходи. Опитування було проведено для кількісної оцінки використання ІКТ як засобу підтримки взаємодії членів сучасної польської (92 людини) та української (88 осіб) сімей. Метод нарративного опитування був використаний для проведення якісного аналізу ролі ІКТ у підтримці віртуальної єдності членів сучасних європейських сімей. Проведене дослідження показало, що типологічно пов'язані результати для реципієнтів від польської та української груп спричинені: трудовою міграцією (важке економічне становище сімей); щоденним використанням різних вебмесенджерів, електронних соціальних мереж, мобільних телефонів для підтримки контакту з членами сім'ї; бажанням брати участь у шкільному житті дітей за допомогою ІКТ. Використання ІКТ для непрямих контактів на основі різних можливостей спілкування (SMS, мобільні телефони, електронні листи, Skype тощо) створює нову віртуальну реальність спілкування і навіть організацію сімейного життя.

Реалізація дослідження відбулась відповідно до підписаної угоди про науково-педагогічну співпрацю між Університетом Яна Кохановського в м. Кельце (Польща) та Інститутом інформаційних технологій та засобів навчання Національної академії освітніх наук України. У цій статті наводяться рекомендації для тренерів-викладачів щодо створення змішаного відкритого навчального середовища за допомогою ІКТ, що уможливило активні віртуальні контакти між учителями, учнями та їх батьками. Впровадження курсу з цифрової гуманістичної педагогіки відкритої освіти в програми підготовки вчителів у системи вищої та післядипломної освіти для розвитку цифрових, комунікативних, колаборативних та творчих умінь дає можливість реалізувати ефективну педагогічну взаємодію у формальній і неформальній освіті.

Ключові слова: ІКТ; глобалізована родина; цифрова гуманістична педагогіка відкритої освіти; підготовка педагогів; підтримка дітей.

ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫЕ ТЕХНОЛОГИИ КАК ИНСТРУМЕНТ ПОДДЕРЖКИ ВЗАИМОДЕЙСТВИЯ В СОВРЕМЕННОЙ ГЛОБАЛИЗИРОВАННОЙ СЕМЬЕ

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Анотация. В статье освещена роль информационно коммуникационных технологий в поддержании целостности современной глобализированной семьи, члены которой разъединены значительными географическими расстояниями. Авторы исследования предлагают употреблять категорию «глобализированная семья» для обозначения семьи, члены которой, будучи удалены друг от друга, поддерживают контакты между собой с помощью ИКТ. Изучение явлений современного глобализирующегося мира является предметом исследования цифровой гуманистической педагогики открытого образования.

Для проведения исследования была выбрана комплексная методология, объединяющая качественный и количественный подходы. Опрос был проведен для количественной оценки использования ИКТ как средства поддержки взаимодействия членов современной польской (92 человека) и украинской (88 человек) семей. Метод нарративного интервью был использован для проведения анализа роли ИКТ в поддержку виртуального единства членов современных европейских семей. Проведённое исследование показало, что типологически сходными результатами для реципиентов польской и украинской групп были: причины трудовой миграции (сложное экономическое положение семей); ежедневное использование различных веб-мессенджеров, электронных социальных сетей, мобильных телефонов для поддержания контактов с членами семьи; желание с помощью ИКТ участвовать в школьной жизни детей. Использование ИКТ для контактов на основе различных возможностей создает новую виртуальную реальность общения и даже организацию семейной жизни.

Реализация исследования состоялась в соответствии с подписанным соглашением о научно-педагогическом сотрудничестве между Университетом Яна Кохановского в г. Кельце (Польша) и Институтом информационных технологий и средств обучения Национальной академии педагогических наук Украины.

В этой статье приводятся рекомендации для тренеров-преподавателей по созданию смешанного открытого учебного пространства с помощью ИКТ, что позволяет активизировать виртуальные контакты между учителями, учениками и их родителями. Внедрение курса по цифровой гуманистической педагогике открытого образования в программы подготовки учителей в системе высшего и последиplomного образования для развития цифровых, коммуникативных, колаборативных и творческих умений дает возможность реализовать эффективное педагогическое взаимодействие в формальном и неформальном образовании.

Ключевые слова: ИКТ; глобализированная семья; цифровая гуманистическая педагогика открытого образования; подготовка педагогов; поддержка детей.



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