TÍTULO: Interacción con participantes de organizaciones de jóvenes a través de redes sociales: compromiso y preparación digital de los educadores.

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RESUMEN: El propósito de la investigación fue estudiar la preparación digital de diferentes categorías de docentes para interactuar con participantes de instituciones educativas a través de las redes sociales. Se estableció una actitud positiva entre los docentes hacia el uso de las redes sociales en el proceso educativo en el marco de la investigación; sin embargo, los educadores estaban mal informados sobre las posibilidades que tienen estos recursos de información.

PALABRAS CLAVES: redes sociales, tecnologías de la información y la educación, movimiento de escolares rusos, desarrollo ocupacional de los docentes, interacción docente-alumno.

TITLE: Interacting with participants of youth organizations through social networks: commitment and digital readiness of educators.

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ABSTRACT: The purpose of the research was to study the digital readiness of different categories of teachers in interacting with participants of educational institutions through social networks. A positive attitude among teachers towards the use of social networks in the educational process was established within the framework of the research; however, the educators were underinformed about the possibilities these information resources have.

KEY WORDS: social networks, information and education technologies, movement of Russian schoolchildren, occupational development of teachers, teacher-student interaction.

INTRODUCTION.

The issue of training teachers for work with youth educational NGOs is quite relevant in modern Russia; this was particularly caused by the establishment of the all-Russian Schoolchildren's Movement (RSCM), which is a public organization for children and young people.

It requires taking into account the specifics of youth of modern generation when organizing activities and interactions with students within the RSCM framework. Different researchers pointed out that a new generation of school children and students learn differently than their predecessors [Dimukhametov, 2016].

Modern Russian and foreign studies also confirmed the growing interest of young people in the resources of the global network [Koroleva, 2015]. According to foreign researchers, social networks represent the dominant technology used by youngsters during their free time. Involvement with social

networks starts at 9 years old [Liccardi et al. 2007], and at the ages of 12-16 - 93% of adolescents already rely on this information channel regardless of their place of residence [Gurkina and Mal'tseva, 2015]. The number of users of social networks among the Russian youth is close to 99% [Dunaeva, 2017]. Noteworthy, that in this terms Russia is way ahead since in Europe the users of the social networks of this age accounted for 60%, the same indicator in the United States was 81% [Struchkov, 2016]; the involvement of Russians with social networks continues to be one of the highest in the world [Alseddiqi and Heranjal, 2017]. According to ComScore, Russian citizens spend an average of 12.8 hours on social networking per month [Gallego et al. 2016].

Many scientists strongly believe that social networks have the ability to influence the development of the social potential of schoolchildren, their mental health, ideology and value [Lopes and Pereira, 2017].

There are some obvious age differences in media consumption in society. Considering these features, the younger generation is called digital natives [Weeden et al. 2013] since they were born already in the age of the Internet and network communication technologies. Their parents and teachers can be classified as digital immigrants because they were born before the widespread adoption of digital technology; they had learned to draw knowledge from books, and they got used to face-to-face interaction. At the same time, it is parents who influence the formation of their children's media consumption culture.

Without having competence in the use of these resources for self-education, they cannot assist children in mastering these skills; therefore, parents are mostly relying on teachers in this solving this issue. Multiple researchers stated that modern schoolchildren are segregated from their teachers by the digital divide.

According to foreign studies, students have a better knowledge of modern technology than their teachers. An analysis of the demographic indicators of the teaching staff gives pause for reflection on whether Russian school-educators are ready to interact with students through social networks [Jaramillo, 2018; Alpeisso et al, 2018; Almasi & Khorasgani, 2018; Zare, 2015].

The average age of a Russian teacher is 44.8 [Matanis, 2015]. This is higher than the same index in other countries. The average length of employment of Russian teacher is about 18 years. Moreover, around 20-25% of them are in retirement or pre-retirement age [Bos W et al. 2018]. It can be assumed that these educators are largely not ready to use social networks in the educational process.

While describing RSCM, E.V. Titova noted that this is 'a network structure, a virtual organization' [Obersta et al. 2016, p. 19], and it is featured by 'active media support in social networks and Internet' [Obersta et al. 2016p. 20]. It is this feature when social networks have become an important tool for organizing activities, draws attention to the challenge of implementing educational activities without teacher's digital readiness. In addition to the above, it is essential not only to be aware of network resources and their content but also to be able to carry out employment functions based on these resources. It was assumed that the experience of teachers' participation in RSCM as movement's primary level counselors will contribute to their willingness to interact with students through social networks [Bahremand, 2015; Afriyani et al., 2018].

The aim of presented research was to study the commitment of teachers to interact with participants of educational process through social networks; such condition could be defined as the state of actualization and internal readiness (which Martin Heidegger called 'Gestimmtheit') of the individual to use such tool as social networks to perform employment duties.

After proceeding with an analysis of the devoted studies and following the content of the professional standard, it can be concluded that such commitment includes the following components: cognitive (awareness of the functions and forms of using social networks in the educational process), emotional

(attitude to using social networks in educational process), behavioral (experience of interacting with students through social networks and knowledge of information technology).

There is a great academic interest in studying the peculiarities of interaction in the teacher-student system through social networks. At the same time, the following questions remain debatable: 1) on the impact of the social networks use on learning success [Dong et al. 2017], 2) on the attitude of teachers and students to such practices, 3) on the need to create designated social networks, etc.

The analysis of studies on the impact of social networks on learning, conducted by C. Greenhowa, T. Gibbinsb, and M. M. Menzer, allows stating that the most common publications in this area are devoted to the study of the forms and methods of networks' use. A much smaller number of researchers are turning to the study of the efficiency of this technology utilization in training [24].

Researchers from different countries studying the educational and upbringing potential of social networks established its positive influence on the development of students, highlighting such opportunities as: storing and providing access to information, communicating with counselors and teachers, organizing team-work, establishing the opportunity to evaluate students. A number of researchers argued that the use of social networks in the educational process may increase learning motivation [Zhao, 2017]. It was also indicated that on the basis of social networks it is possible to build a special training space where everyday knowledge merges with the material studied in school, thus forming a hybrid space for learning [Zhao, 2017].

According to M. Ranier et al., to implement the revealed potential of social networks the administration of educational institutions should encourage their use for training. However, researchers have documented administrative barriers to accessing social networks in educational institutions in developing countries [Adams et al. 2018].

In some degree, it was due to the risks associated with the use of new Internet technologies in education. Researchers pointed out that the use of network technologies is complicated by the dominance of entertainment content that distracts from solving educational tasks. However, the experience shows that with purposeful work on teaching schoolchildren how to use social networks, their attitude changes and they begin to consider social networks as learning tools.

The attitude of teachers towards the use of social networks in educational activities remains ambiguous. D.H. Alcala and A. P. Pueyo recorded a lack of willingness of teachers to use social networks for educational purposes [Adams et al. 2018]. The fact that teachers have technological and sociocultural problems when using this tool was also mentioned by J. Keengwe and M. Bhargava [30].

At the same time, according to a meta-analysis of publications conducted by S. Manca and M. Ranieri, the change was observed within the last five years in the attitude of teachers towards the adoption of social networks as a means of educational activities. Authors tend to believe that this trend will intensify in the near future since the study of media consumption of prospective educators demonstrated their daily turning to social networks. Students mastered Internet technologies, they are quite active in social networking; they are also ready to use social networks in the educational process, unlike their teachers [Maslinskii and Ivanyushina, 2016].

It can be stated that academic researchers have accumulated material on the commitment (or the lack of it) of modern and prospective teachers to use social networks in the educational process. This problem received wide response both in the USA and Europe. However, in Russia, it was considered mainly at the theoretical level, and still, there is a shortage of empirical research in this area. This is due to the fact that the spread of Internet technologies in Russia has become widespread relatively recently.

The relevance of studying the teachers' commitment and digital readiness to interacting with students through social networks was also due to the high dynamics of information technologies, ensuring a quick shift of communication methods [Rossiiskie]. The change of technologies leads to changes in attitudes towards their use in education, and, therefore, requires constant monitoring of the level of teachers' preparedness to use social networks in the educational process. After all, what is currently being evaluated positively for use in education might be reconsidered as negative tomorrow.

DEVELOPMENT.

Methodology.

The purpose of the empirical research was to study the commitment and digital readiness of various categories of teachers to interact with the members of educational institutions through social networks.

The study was conducted on the basis of the FSBEI South Ural State Humanitarian Pedagogical University and the RSCM branch in the city of Chelyabinsk. A total of 200 people were interviewed: 98 teachers of secondary schools, 61 students of a pedagogical university, and 41 counselors of RSCM primary departments. Due to the social specifics of the occupational group under study (teachers), 86% of the respondents were women.

To collect empirical data, a questionnaire was developed that included 3 sets of questions: 1) 'awareness of the tasks and forms of using social networks in the educational process' – represented the cognitive component of the readiness being studied; 2) 'attitude to the use of social networks in the educational process' - the emotional component of the studied readiness; 3) skills in the use of social networks - the behavioral component of the studied readiness.

Pearson's chi-squared test was used for mathematical data processing. Calculations were made using the IBM SPSS Statistics 22 software package.

Results and discussion.

Initially, the level of awareness of research participants on the tasks and forms of social networks use in the educational process was analyzed. The results are presented in Table 1.

Table 1: Awareness of teachers on educational tasks resolvable through social networks.

Educational tasks		Group			Total	χ^2	p
		Teaching employees	RCSM counselors	Pedagogy students			
Implementing differentiation and individualization in the process of education	Quantity	30	13	20	63	0.06	0.97
	%	30.9%	31.7%	32.8%	31.7%		
Ensuring the availability of information	Quantity	56	35	40	131	9.79	0.007
	%	57.7%	85.4%	65.6%	65.8%		
Motivating students	Quantity	41	19	35	95	3.47	0.18
	%	42.3%	46.3%	57.4%	47.7%		
Organizing joint activities	Quantity	55	23	27	105	2.56	0.28
	%	56.7%	56.1%	44.3%	52.8%		
Expanding students circle of contacts with peers and social partners	Quantity	40	28	34	102	9.15	0.01
	%	41.2%	68.3%	55.7%	51.3%		
Enhancing student's media competence	Quantity	35	19	34	35	5.96	0.05
	%	36.1%	46.3%	55.7%	36.1%		
Forming a culture of student's media consumption	Quantity	24	21	23	68	9.47	0.009
	%	24.7%	51.2%	37.7%	34.2%		

As the Table 1 shows, more than half of the study participants believed that by virtue of social networks it is possible to increase the level of accessibility of information among schoolchildren and students, organize joint activities and expand their social circle. Also, it turned out that the level of awareness on the possibilities of solving pedagogical problems using social networks in the studied groups was different.

The counselors of the RSCM primary departments headed the list; they most often indicated that social networks can be useful for increasing the availability of information ($p \leq 0.01$), expanding students' social circle ($p \leq 0.01$) and developing a culture of media consumption ($p \leq 0, 01$). Pedagogy students more often pointed to the potential of using social networks in the educational process to

increase students' media competence (p≤0.05). Ironically, the secondary schools' teachers were the least informed about the tasks resolvable by the use of social networks.

The authors also carried out an analysis of the awareness of research participants on the forms of use of social networks in educational activities. It was revealed that more than half of the research participants realized that social networks can represent the delivery platform for interaction between participants of the educational process (63.8%), and also act as a source and location for placing relevant information (68.3%). Only 15.1% of respondents considered social networks as a way to increase their credibility among students.

Significant differences were found in the number of study participants who were aware that social networks can be used as a place to store information (p≤0.001) and as a method of informal communication (p≤0.05). At the same time, students more often indicated the possibility of storing information in social networks (59%), and the counselors of the RSCM primary departments noted the possibilities of informal communication (61%). The secondary schools' teachers identified the forms of using social networks less often than the rest of the participants.

The results of the study indicated that the RSCM counselors were the most aware of the tasks and forms of using social networks in the educational process. The second place was occupied by students of the pedagogical university. The secondary schools' teachers were less digitally-educated in terms of social networking.

While analyzing the attitudes of research participants to the use of social networks in the teacher-student interaction system it was revealed that only a few (4.1%) considered this practice unacceptable; 8.5% admitted that it can be done without it and 61.3% of study participants considered it possible and useful (Table 2).

Table 2: The attitude of teachers to the use of social networks in the system of teacher-student interaction.

Attitude to the use of social networks in the teacher-student interaction system.		Group			Total	χ^2	p
		Teaching employees	RCSM counselors	Pedagogy students			
I consider this practice useful	Quantity	52	32	38	122	7.29	0.026
	%	53.6%	78.0%	62.3%	61.3%		
It should be left to the discretion of the teacher.	Quantity	31	8	17	56	2.21	0.33
	%	32.0%	19.5%	27.9%	28.1%		
May as well do without it	Quantity	11	1	5	17	2.94	0.23
	%	11.3%	2.4%	8.2%	8.5%		
I consider this practice unacceptable	Quantity	3	0	1	4	2.28	0.32
	%	4.1%	0.0%	1.6%	4.1%		

Moreover, a positive attitude to the use of social networks in education was more common among students of the pedagogical university, than among the RCSM counselors and secondary schools teachers of ($p \leq 0.05$).

The presented study determined the level of development of the behavioral component of the commitment to use social networks in the teachers' professional activities. As follows from the data presented in Table 3, the vast majority of study participants were actively using social networks. Notably, all the students surveyed had their own social network profiles, while almost 24% of the teachers didn't use social networks whatsoever.

Table 3: Teachers personal profiles in social networks.

The presence/absence of social network profiles		Group			Total	χ^2	p
		Teaching employees	RCSM counselors	Pedagogy students			
Active user of the social network(s)	Quantity	60	35	61	156	34.57	0.0001
	%	61.2%	85.4%	100.0%	78.0%		
Profile is registered but not in use	Quantity	12	1	0	13	10.68	0.005
	%	12.2%	2.4%	0.0%	6.5%		
Out of network/No profile	Quantity	23	4	0	27	1.353	0.0001
	%	23.5%	9.8%	0.0%	13.5%		

The most popular among the study participants were the following networks: V Kontakte (40.6%, VK - Russian online social media and networking service) and Instagram (15.7%). Also, 71.5% of respondents interacted with schoolchildren through social networks, and 23% did not have that experience (Table 4).

Table 4: Teachers experience of interacting with students through social networks.

The presence/absence of experience of interacting with students through social networks		Group			Total	χ^2	p
		Teaching employees	RCSM counselors	Pedagogy students			
Have experience interacting with students through social networks	Quantity	60	33	50	143	9.99	0.007
	%	61.2%	80.5%	82.0%	71.5%		
No experience of interacting with students through social networks	Quantity	28	7	11	46	3.381	0.184
	%	28.6%	17.1%	18.0%	23.0%		
Cannot say	Quantity	7	0	0	7	7.55	0.023
	%	7.1%	0.0%	0.0%	3.5%		

As the Table 4 shows, future teachers (82%) and RCSM counselors (80.5%) were more willing to interact with students through social networks; but only 61.2% of secondary school teachers were willing to do the same (p≤0.01).

During the survey, respondents were also asked to indicate what kind of social networking skills they have. The respondents' answers to this question are analyzed in Table 5.

Table 5. Teachers social networking skills.

Skills		Group		Total	χ^2	p
		Teaching employees	Pedagogy students			
Web development	Quantity	22	25	47	6	0.01
	%	22.7%	41.0%	29.7%		
Creating a profile in social networks	Quantity	55	55	110	19.83	0.0001
	%	56.7%	90.2%	69.6%		
Creating a group in social networks	Quantity	49	48	97	12.54	0.0001
	%	50.5%	78.7%	61.4%		
Creating communities with chat rooms	Quantity	38	49	87	25.63	0.0001
	%	39.2%	80.3%	55.1%		

More than half of the respondents said that they can work in social networks, but only 29.7% were able to build their own website. It turned out that pedagogy students more often than others knew how to create website (p≤0.01), personal profile (p≤0,0001), as well as groups (p≤0,0001) and communities (p≤0, 0001) in social networks.

The results of the study demonstrated that not all teachers were ready to use social networks for solving professional tasks. In addition, the dependence of commitment to interacting with students through social networks on the age of teachers and the experience of such interaction was discovered. It was revealed while analyzing the emotional component of the studied digital readiness that only an insignificant part of the respondents considered communication with students through social networks unacceptable. The obtained materials are consistent with the data of foreign and Russian researchers. Thus, it was noted in the joint work by M.R.R. Gallego, A. L. Martinez and I. M. Herrera that prospective teachers in Seville have a positive attitude towards the use of social networks in teaching methods, despite the risks associated with loss of confidentiality and switching attention to entertainment content [Sivrikova et al. 2017].

According to J. Mao, schoolchildren in the United States are also favorably disposed towards the use of social networks in education. Researchers from Israel noted that students usually consider a social network (in this case it was Facebook) as an exclusive youth communication space, but at the same time they are ready to interact with teachers through this network.

The dependence of the attitude to the use of social networks in education from the age of respondents was also documented in other studies. In particular, the researchers found that students largely have a positive attitude to the use of social networks in the learning process; however, there is no agreement on this issue among teachers.

It was established in the research presented that the emotional component of willingness to interacting with students through social networks also depends on the experience of such interaction. It turned out those teachers experienced in interacting with students through social networks (counselors of the RSCM primary departments and students of the pedagogical university) quite more often demonstrated a positive attitude to this kind of practice.

The comparison of studies conducted in 2013 and 2015 published by S. Manca and M. Ranieri can serve as indirect proof of this dependence. The researchers found that since their first review (2013), the global attitude to the use of Facebook in education practices has become more favorable among teachers and students. A number of studies have shown that the experience of using social networks to solve pedagogical problems leads to a positive assessment of such an idea among students.

The analysis of the cognitive component of teachers' willingness to interact with students through social networks demonstrated that their knowledge is limited to using this technology to increase the information availability, organizing joint activities and expanding the social circle. Noteworthy is that many foreign colleagues of our respondents are of the same opinion. Thus, M. R. R. Gallego et al. interviewed prospective teachers and revealed that in their opinion the main task of using social networks in education was storing the data and providing access to documents. Also, pedagogy students indicated that it is convenient to share comments and communicate with teachers through social networks. Researchers from Indonesia came to the conclusion that the main function of using social networks in the educational process is to ensure continuous interaction between its participants. Belgian academicians recommended that teachers use Twitter to activate prior knowledge on lesson topics and to increase interaction between students and social partners.

Participants of the survey conducted in Samara (Russia) noted that the various functions of social networks could be widely used within the learning process, namely: using chat for group work; performing term papers; viewing presentations and videos; listening to audio lectures; commenting on the work performed; organizing training; conducting webinars and video conferences. On the other hand, only 38.0% of high school students in the city of Yakutsk considered social networks as a learning aid [Gurkina and Mal'tseva, 2015].

As with the emotional component, it was established that the formation of the cognitive component of teachers' willingness to interact with schoolchildren through social networks depends on the age of the respondents and their experience in using social networks in their professional activities. In this regard, it became important to analyze the formation of the behavioral component of the studied digital readiness. The presented research revealed that the overwhelming majority of teachers have a profile on social networks, the most popular of which were VK (VKontakte) and Instagram; furthermore, about 70% of respondents interacted with schoolchildren through social networks.

The particular popularity of the VK network in Russia was noted by many researchers. The most popular social network in foreign countries is still Facebook.

The G. Durak study (Turkey) showed that only 56% of the 50 teachers surveyed useв social networks in their professional activities. Almost all university professors had a Facebook account, which was often accompanied by Twitter and Google+. The most popular among students in Spain were Facebook and Twitter.

100% of the respondents from a group of students in the presented study turned out to be active users of social networks, which confirms global trends. M. Alseddiqi and R. Heranjal noted that all modern students possess great skills in Internet technologies and are very active in social networks. Similar data were obtained by researchers from Portugal. M. Tezer & E. P. Yildiz demonstrated that future teachers are online all the time, using not only home computers but also mobile devices.

The greatest concern of the study was caused by the lack of the necessary skills of the respondents for solving pedagogical problems using Internet technologies; only about a third of research participants admitted they could build a website on their own. The skills of using social networks in the studied audience were developed better, but to a greater degree they were propertied by students, and not by their practicing colleagues. Other researchers also noted the difficulties of online communication in Russian teaching environment. The fact that teachers are less likely to have

competencies that a citizen of the digital society should possess was also confirmed by the results of a study of the level of digital citizenship among teachers. J. Keengwe and M. Bhargava also made a point that the introduction of Internet technologies in the educational space in developing countries is associated with technological and sociocultural problems.

Based on the results of the study, one agrees with the opinion of M. Ranieri et al. that the administration of educational institutions should encourage and support the use of social networks for learning. In addition, it is essential to formulate the competence of teachers, associated with the use of social networks in educational activities.

CONCLUSIONS.

The presented study revealed:

1) Insufficient digital readiness of teaching employees to use social networks as an instrument of pedagogical activity when interacting with youth-oriented organizations.

2) Higher commitment of teachers in charge of the activities of Russian Schoolchildren's Movement associations and using this virtual tool in their work, but not quite possessing the necessary skills.

3) Potentially high willingness of future teachers to use information and communication technologies in their work with children.

Thus, the participation of teachers in the RSCM activities contributed to their active involvement in the use of social networks as a means of educating and upbringing of youth. In this regard, it is possible to note the positive impact of RSCM activities also on teachers - in terms of assimilation of novel technologies.

Taking into account the results obtained, the authors consider it essential for teachers to master scarce competencies in the field of information and communication technologies.

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