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MODELING THE ENVIRONMENT FOR THE VIRTUAL TEACHER — STUDENT — PARENT INTERACTION

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The article highlights issues related to low levels of utilizing modern information technologies in educational organizations and seeks to provide information and methodological support for a more successful interaction between a teacher, a student, and their parent(s). The article presents theoretical and practical experience of teachers' methodological training for interacting with students and their parents in a virtual educational environment. It defines the purposes, objectives, principles, strategies, and technologies for designing an optimal environment for virtual interaction and describes its role in the field of information and education. Based on practical experience of methodological training of foreign language teachers, the authors develop and theoretically substantiate a model for creating an educational environment for virtual student — parent — teacher interaction. They not only offer effective technologies and forms of interaction tested with typical students, but also outline innovative forms of teachers' communication with students with disabilities and their parents. The authors have developed and implemented a model of online interaction between a teacher and students' parents for the purpose of socialization, education, and development of schoolchildren; they have also tested various forms of engaging in teacher — student — parent dialogue. The article describes potential objectives, topics, and algorithms for the teacher's communication with various community representatives in a virtual environment that were developed within the framework of elective courses and M.A. programs of the Institute of Foreign Languages. Finally, they discuss actual and potential results of online-based educational activities and students' achievements that include personal pedagogical blogs, a model for designing parents' online forum, instructions for effective written and oral online communication (including communication in a foreign language), ways of providing feedback through automated tests and tasks, as well as guidelines for writing assessment comments and evaluating students' progress.

Key words: environment design, virtual interaction, teacher's virtual communication.

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Моделирование среды виртуального взаимодействия учителя — ученика — родителя

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В статье выявлены проблемы, связанные с низким уровнем использования современных информационных технологий в организации и обеспечении информационно-

методического взаимодействия между учителем, учащимся и родителем. Представлен теоретический и практический опыт методической подготовки учителя к взаимодействию с учениками и их родителями в виртуальной образовательной среде. Определены цели, задачи, принципы, стратегии и технологии построения среды виртуального взаимодействия и его роль в информационно-образовательном пространстве. На основе практического опыта методической подготовки учителя иностранного языка теоретически обоснована и разработана модель образовательной среды виртуального взаимодействия учителя в рамках триады: «ученик — родитель — учитель». Не только предложены и апробированы эффективные технологии и формы взаимодействия с типичными обучающимися, но и показаны инновационные формы коммуникации учителя со школьниками с ограниченными возможностями здоровья и их родителями. Авторами разработана и внедрена в образовательный процесс онлайн-модель взаимодействия педагога и родителей с целью социализации, обучения и воспитания школьников, апробированы различные формы выстраивания диалога в триаде «ученик — родитель — учитель». В рамках элективных курсов и магистерских программ института иностранных языков разработаны задания, темы и алгоритмы коммуникации учителя с различными категориями сообщества в виртуальной среде. Продуктом учебной деятельности стали конкретные разработки студентов: авторские педагогические блоги, модель проектирования родительского онлайн-форума; инструкции по ведению письменной и устной онлайн-коммуникации, в том числе на иностранном языке, оформлению обратной связи в автоматически проверяемых заданиях, написанию комментариев по оценке работы и прогресса учащихся.

Ключевые слова: проектирование среды; виртуальное взаимодействие; виртуальная коммуникация учителя.

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1. Introduction

The current Federal educational standards as well as the overall goal of building the information society in Russia coupled with the challenges of the recent Covid-19 pandemic, have created a necessity not only to update the existing electronic educational environment but also to develop methodological and didactic conditions for a more effective teacher — student — parent interaction in a virtual educational environment. Its key purpose is to provide equal opportunities to participate in the educational process for all students. One of the most important areas of teacher training relates to providing future teachers with necessary skills for designing special educational environments as tools for creating conditions that would be conducive to discovering and fostering students' interests and abilities and to giving each student a more active role in virtual educational interaction for their personal growth and self-development. Based on the research of modern teacher training experts (V. A. Slastenin, I. F. Isaev, V. I.

Zagvyazdinsky), pedagogical interaction is seen as a process that occurs between the subjects of educational activity in the course of educational work and is aimed at development, training, socialization, and education of a student, which implies the need to ensure the student's self-realization, to increase their motivation, and to develop their socially valuable qualities (Ariyan 2021).

Modern technologies make it possible to take the teacher — parent interaction to the qualitatively new level and to actively involve parents in the educational process which is especially important for some categories of students, including students with age-specific challenges (Davletova 2021). Therefore, designing a virtual interaction environment within the framework of the teacher — student — parent triad currently remains one of the most important tasks in the professional training of a teacher. Its importance is certainly recognized by university students training to be teachers, which is evidenced by the continued popularity of elective courses aimed at mastering effective techniques of pedagogical communication both in face-to-face interaction and in virtual environments.

The problem of organizing virtual interaction between a teacher and a student is of particular importance for future foreign language teachers. By involving the student in virtual communication, the teacher helps him develop the skills of online communication in a foreign language. Thus, teacher trainers definitely need to equip their undergraduate and graduate students with adequate skills in designing effective pedagogical interactions within the framework of professional virtual communication.

2. Material and Methods

The methods used in this research include analysis of linguodidactic literature on teaching foreign languages as well as academic papers on pedagogy, special pedagogy, and psychology; and modeling (including pedagogical modeling). The development and optimal use of research methodology play an important role in ensuring effective teacher — student — parent interaction. Due to its proven effectiveness and wide recognition by the academic community as one of the most effective methods for studying pedagogical processes, the method of pedagogical modeling was taken as a foundation which has allowed us to explore and visualize the necessary processes and phenomena that occur in educational environments based on individually differentiated approach (Pykhina 2017). We have also utilized probabilistic forecasting, analysis of best practices and innovations, analysis of professional and educational standards in teaching foreign languages, conversations with foreign language teachers, observation of students' activities, and surveys.

3. Results and Discussions

Designing a model of the virtual interaction environment

The solution to the problem of organizing effective virtual interactions in the electronic educational environment of an educational organization is related to pedagogical design, which we understand as “an independent, multifunctional pedagogical activity aimed at creating new or transforming existing objects in the field of education in response to the needs that arise in the process of development of a person, society, or a culture of educational systems” (Alisov 2021). This is reflected in the theoretical substantiation and construction of the virtual interaction environment model. Any design is conditioned by the need to resolve an urgent, professional problem; it is creative, and it is based on motivation, values, knowledge, skills, professional experience, and personal and professional reflection. According to E. A. Potapova, the result of the designing process is a model of a specific professional object which has systemic properties and is based on a new way of solving professional problems and provides for a variety of options for using this model (Potapova 2015). Based on the idea that the main feature of a model is some clear fixed connection of elements and a certain structure that reflects internal, essential relationships and interconnections, we emphasize that the model designed does not reproduce the whole phenomenon, but only those of its most significant features, characteristics, and properties that are critical in relation to the intended results.

Structure of the Virtual Interaction Environment Model

The model of the teacher — student — parent virtual interaction environment within the framework of foreign language training structurally consists of five blocks: target, conceptual, content, technological, and evaluative components. The backbone of the model is the target block: the organizing principle of forging a partnership between teachers, students, and their parents in the electronic educational environment. Its purpose is to create methodological and didactic conditions for the formation of polysubjective relations between teachers, students, and their parents in the digital environment. This overall goal comprises a number of objectives:

1) to identify and describe the structural components of the model of the virtual interaction environment and to develop an algorithm for modular interactive training of future foreign language teachers enabling them to solve various problems of the teacher’s professional communication;

2) to determine the specifics and features of virtual interaction within the framework of the teacher — student — parent triad.

3) to develop criteria, indicators, and levels of confidence building between teachers, students, and their parents in a virtual environment.

The conceptual block defines the ideology of the model for the forging of a partnership between the teacher, students, and their parents in the environment of virtual pedagogical interaction. This block is represented by the main methodological approaches and principles. The solution to the problem of developing modern forms of interaction between the participants of the educational process is inextricably linked with implementing the ideas of the environmental approach, the system-activity approach, and personalized approach.

The environmental approach (Manuylov 2016) allows us to consider the formation of fruitful and collaborative relationships between teachers, students, and their parents both in the conditions of face-to-face educational environments in which they function and in the conditions of the electronic educational environment with its unlimited possibilities in terms of development and self-development of individual students and their successful adaptation in society (Sergeeva et al. 2013).

The system-activity approach (Sorokovykh 2017) makes it possible to present the educational organization as a complex of socio-pedagogical phenomena: purposes and subjects who implement them; relations between its participants; the mastered environment; awakening the student's interest in the academic discipline "Foreign Language" and in the process of learning a language and a culture.

A personalized approach allows us to build the interaction of all participants of the educational process based on students' opportunities, motivation, abilities, and social activity, as well as to develop their self-education skills.

The proposed model is based on several didactic principles that affect the formation of relations between the teacher, the student, and their parents in the virtual environment. The most significant for us are the principle of multidimensionality, the principle of openness, and the principle of interactivity. All of them are closely interrelated and represent a comprehensive system that both provides certain stability and, at the same time, opens up dynamic possibilities for virtual interaction of a foreign language teacher with various subjects of communication (Bates 2019).

The structural and content block of the teacher's virtual interaction with various subjects of the educational process includes the following main structural components: 1) subjects of relations seen as individuals directly or indirectly participating in the educational process which a) allows everyone to determine and form their own value orientations and beliefs, desires and needs, goals and means of achieving them; b) ensures that all the participants have the ability to be subjects of their own development; c) provides the active subject with a system of opportunities for the real formation of his subjective position; d) ensures the process of transformation of needs that motivate the activities of the student;

and e) provides opportunities for the realization of personality (Lui and Chiang 2019); 2) the content of pedagogical interactive interaction as a complex process consisting of many elements: didactic, educational, and socio-pedagogical interaction; 3) various formats of relations between teachers, students, and their parents that would ensure the effectiveness of interaction.

The technological block is represented by a typology of pedagogical situations of virtual interaction and various forms and means that ensure virtual communication between the participants of the educational process. This block includes various platforms, websites, pedagogical blogs, parents' online forums, and other types of online-based interaction, represented by a variety of interactive forms and digital technologies, which, in addition to organizing classes and systematizing didactic material, allow future foreign language teachers to develop the ability to communicate with all the participants of the educational process (Zoidze 2018), and to solve various conflict situations associated with pedagogical errors in the interaction between the teacher, students and their parents. Modern digital tools have all the necessary functionality to hold online and offline meetings, classes, webinars, audio- and video conferences, and to facilitate various educational projects. Thus they provide the means for utilizing most formats of face-to-face interaction.

The evaluative block of the model is represented by criteria and indicators of the formation of relations between teachers, students, and their parents in a virtual environment. To measure the skills and ability to interact in the virtual environment among various participants of the educational process, we have developed the following *criteria, indicators, and levels*:

1) the criterion of the breadth of relations (diversity of types of communication);

2) the criterion of technical support for proper saturation and intensity of interaction in the virtual space (the number and variety of digital tools used for various types of communication);

3) the criterion of compliance with the norms and ethics of social activity in the virtual environment (verbal and non-verbal behavior, a digital image, self-presentation, maintaining a friendly atmosphere in the process of interaction, etc.).

These criteria and indicators allow us to assess the effectiveness of the proposed model of virtual interaction within the teacher — student — parent triad.

In terms of key features of teacher training, we support Konyakhina's opinion that the priority of modern language education (which would also guarantee its high quality) should be the mastery of competencies in the field of professional foreign language communication (Konyakhina 2021). Speaking about

the *levels* of formation of the teacher's skills to interact in a virtual environment with various parties within the educational organization, we have taken as a basis the document of the Council of Europe entitled "Common European Framework of Reference: Learning, Teaching, Assessment," under which the most optimal system of levels for assessing the formation of competencies is the classical three-level system, which includes: *basic level (elementary knowledge — Basic User)*; *intermediate level (independent knowledge — Independent User)*; *advanced level (Proficient User)* (Council of Europe 2020). On this basis, we distinguish elementary, sufficient, and high levels of formation of the teacher's skills to interact with schoolchildren and their parents in the virtual space. The result of our theoretical modeling of the environment for the virtual teacher — student — parent interaction is presented in Figure 1 (see Fig. 1).

We will describe in more detail the proposed theoretical model of the virtual interaction environment and illustrate its effectiveness citing practical results that have been obtained and diversified in the course of methodological training of future foreign language teachers. We will also outline essential characteristics of the concept of "virtual interaction" and show different forms of such interaction based on various situations of communication between the participants of the educational process.

It has been determined that the virtual interaction of the teacher with students and their parents can be represented by various types of communication using the capabilities of computer networks, namely communication "one-on-one," "one with many," and "many with many" (Isaev 2021).

"One-on-one" communication is used in individual online or offline consultations, when the teacher responds to one student or one parent, or when one student or one parent talk to another student or parent. The main feature of this type of communication is privacy, which assumes that the content of messages is inaccessible to other participants of the educational process. Interaction can be conducted both orally and in writing.

Communication of the "one with many" type in an oral format is utilized by the teacher to conduct remote analogues of lectures or parent-teacher conferences. Its written format is embodied in messages in a general chat, information letters sent to e-mail addresses of students or parents.

Communication of the "many with many" type is used for conducting online analogues of seminars, debates and discussions, business games with analysis of specific cases, brainstorming, and training tele-communication projects for oral forms of interaction. Written communication is organized using training chats or forums. Its peculiarity, both for oral and written forms, is that all participants of the educational process can freely interact with each other. In

this case, the messages are publicly available and can be answered by any of the participants.

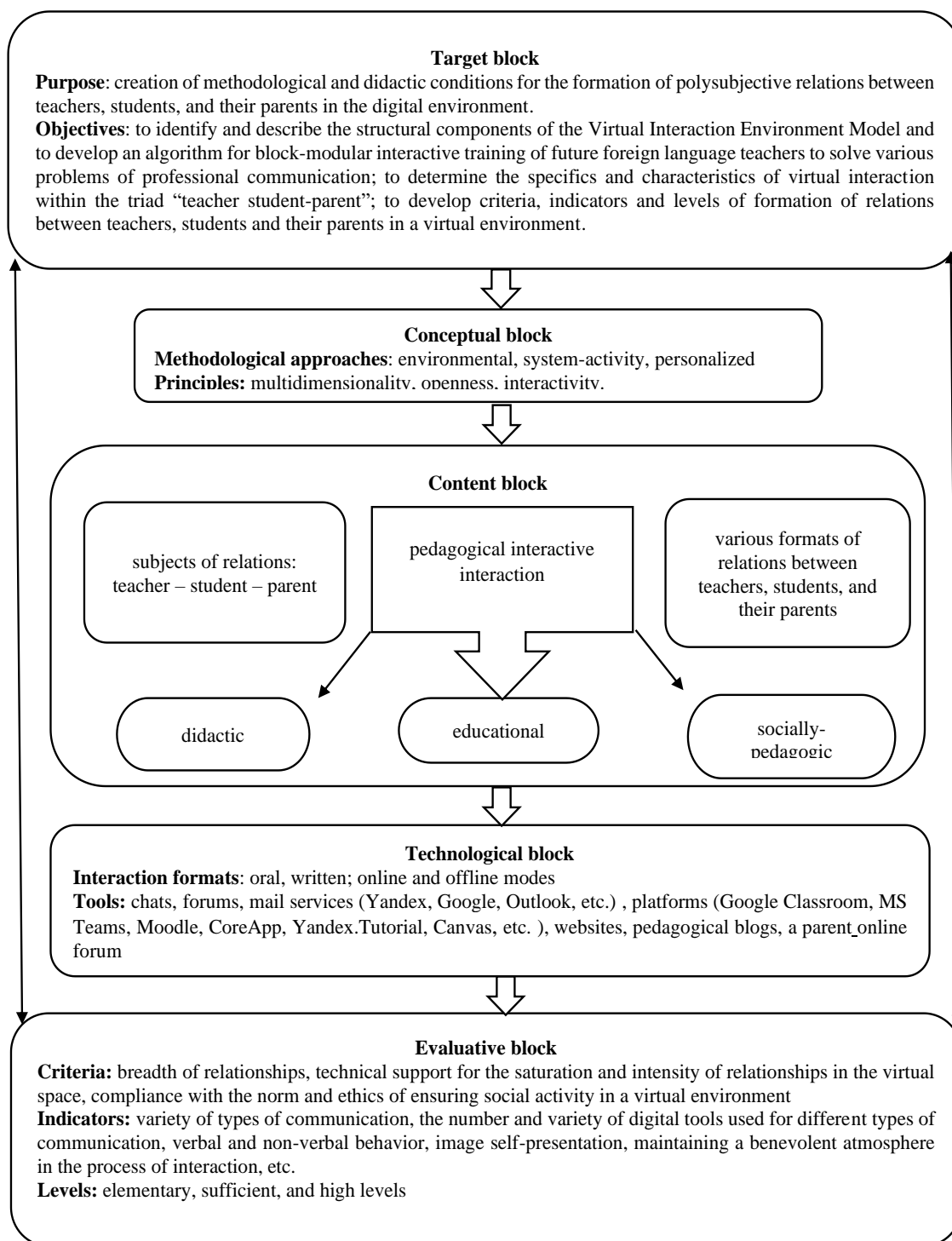


Figure 1. The Model of Virtual Interaction Environment

In the 2020-2021 academic year, the teachers at the Institute of Foreign Languages developed an online parents' forum, which served the following purposes:

1) to identify problem areas in education and upbringing of children by their parents;

2) to determine how the school staff can provide psychological and pedagogical support for and cooperate with parents and students;

3) to outline the academic and character development objectives of the academic discipline "Foreign Language";

4) to discuss the possibilities of organizing an elective in language and culture for the purpose of socialization, development, and education of schoolchildren;

5) to exchange opinions between teachers and parents on building individual educational and developmental trajectories and discuss positive experiences of teachers and parents in that area.

The forum provided a platform for discussing the most relevant and topical problems of school conflicts within the teacher — student — parent triad and ways of resolving them. Many parents offered to facilitate an annual subscription for virtual communication, seeing in it an important way of jointly solving many issues related to education, development, and upbringing of a modern schoolchild. They explained that the existing problems of interaction between the family and the school revealed an objective need to form a single educational environment (Sorokovykh 2021). Many changes that have occurred in our society over the last few decades have disrupted the relationships in the school — family — community system. According to parents, at this stage the school remains the mainstay, the only real structure capable of helping the family, and in the current conditions virtual interaction remains most effective.

Another aspect that requires special attention when describing the virtual interaction between teachers, students and their parents is the presence or absence of feedback. Where it is possible to provide feedback, the forms of interaction are expanded even more and, in online interaction, may include discussions in the video-conference mode, online surveys, testing after lecture segments, etc. In offline interaction, one can organize automated tests within the course with the teacher's pre-programmed comments for correct, incorrect or incomplete answers (Tareva 2018), comments on oral and written assignments, teacher's reviews of specific tasks, recommendations for further study, etc.

Digital Tools for Virtual Collaboration

A variety of digital tools allows you to implement a whole range of types of pedagogical interaction. When designing a training course, the teacher should

consider the need to ensure interaction with students and their parents, the interaction of students with each other, and, in some cases, the interaction between parents. In the absence of an electronic educational environment with the tools provided for many of the types of interaction discussed above, the teacher can use various digital tools that are available on the Internet.

The oral form of communication of the “one-on-one” and “one with many” types can be implemented using e-mail services built into the accounts of Yandex, Google, Outlook (etc.), video conferencing tools (Teleconferencing, Google Meet, Teams) which can be accessed directly from an authorized e-mail page. Unlike traditional phone calls or calls in instant messengers, these tools boast a more advanced functionality (organization of video calls, the ability to share the screen, etc.) and avoid the need to share the teacher’s personal phone number with students or parents. The ability to use a webcam allows you to use non-verbal means of communication, which are of great importance for effective communication. It’s worth noting that for such forms of interaction as webinars or online master classes, one can use special cloud platforms. Written communication of the “one-on-one” and “one with many” types has long been used in the professional practice of modern teachers and is implemented through e-mail, chats in mail services, and instant messengers (Isaev 2018).

Interaction of the type “many with many” in oral form can be carried out using the tools mentioned above, and modern technologies allow the organization of multi-channel communication where participants can work in several groups during one session. The written implementation of virtual interaction of the “many with many” type is provided in working with common online documents of different formats (Google Docs, Yandex.Documents, Internet versions of Microsoft Office, etc.) either directly in the body of the document or through comments.

The use of the tools described above is advisable only in cases of irregular access to the virtual environment. If the digital support of the educational process is stable and permanent, teachers will be wise to turn to more technically advanced tools that integrate all or most of the listed functions in one virtual space. Such tools include educational platforms, blogs, and websites.

Educational platforms can be used not only to organize distance work, but also to accompany the traditional form of training, allowing you to classify the material, ensure the organization and control of independent work, and serve as a link between a teacher, a student, and parents. With the help of the platform, the teacher can create virtual classes, keep academic performance records (including automated performance and attendance records), analyze the activity of students, and ensure the formation and development of their competence of intercultural interaction (Porshneva 2016) as well as monitor their involvement

and class participation. Interaction, both pedagogical and intercultural, is provided with the help of built-in services of audio and video calls, private and group chats, and the ability to organize virtual meetings for team members and invited guests. All this helps the teacher make the interaction with students more diverse, effective, and purposeful. Among the platforms with the greatest functionality, we can list Google Classroom, MS Teams, Moodle, CoreApp, Yandex.Uchebник, Canvas, etc. Nevertheless, with all the attractiveness and power of their functionality, almost all these platforms have one significant drawback, which the teacher alone cannot often overcome: all of them are paid, and for full access teachers need involvement and financial support of their educational institutions.

Pedagogical blogs based on special website builders or social networks can be more accessible versions of tools for virtual interaction between a teacher, a student, and parents. With the advent of customizable templates and website builders, the creation of a personal internet page has become available to absolutely any user with basic technical skills (Muchacki 2018). The importance of training future teachers to design and use pedagogical blogs as effective tools for the teacher's interaction with students and their parents has been repeatedly confirmed by the popularity of elective courses "Mastering Pedagogical Communication," "The Pedagogical Blog as a Tool for Professional Teachers," "The Art of Virtual Communication as a Key to Professional Success," etc. The advantages of a teacher's blog include the opportunity to keep all the materials and records necessary for classes in one place, a convenient way of organizing open discussions or making collective decisions, a place for organizing a personal learning space, for conducting distance counseling of students, etc.

It should be emphasized that, to ensure the effectiveness of pedagogical interaction, the teacher should be able not only to use all the tools, but also to help students and, if necessary, their parents to address technical problems that may arise in the process of such interaction. To organize this process at a high professional level, the teacher should pay attention to maintaining his ICT-thesaurus (Abdulmyanova 2020) at the level relevant to the modern pedagogical context.

Respect for ethics and the code of conduct for social activities in a virtual environment ensures healthy socio-cultural and personal attitudes and behaviors of teachers, students, and their parents and their ability to both navigate the world of societal values as well as to build and protect the world of their personal values. This involves the creation of constructive and friendly atmosphere conducive to achieving the key strategic goal: the formation of pedagogically expedient relations aimed at realizing the need to obtain the necessary educa-

tional information, organize joint activities, and master certain competencies and skills (Erwin 2019).

There are enough debatable issues to date that require in-depth study of the main psychological and pedagogical theories on the issue of teacher interaction with different categories of communicants: What does the successful formation of professional competencies, necessary for interaction with participants in educational relations within the framework of the implementation of educational programs in virtual and hybrid learning formats, depend on? Is it possible to anticipate, identify, and prevent the most typical professional mistakes of the teacher in virtual communication? Is it possible to form the ability to use the Internet in professional activities and communication of the teacher? What is the ethics and aesthetics of such interaction? The search for answers to the questions requires a further study of these problems and further professional discussion.

4. Conclusion

Summing up, we note that the design of virtual interaction within the teacher — student — parent triad as well as the development and application of technologies in the digital educational environment for schoolchildren are the most important objectives at the current stage of the development of education, including foreign language education. The experience of training future foreign language teachers has also shown that their willingness to design and implement various digital technologies in the teaching and educating of a modern student is a complex multifaceted pedagogical problem and requires serious solutions, ranging from special training of future teachers as part of their university training (Stavroulia 2017) and the willingness of society to interact with schoolchildren and their parents, to the determination of educational organizations to equip their learning environments with necessary means and ways for effective interaction with various categories of students. The proposed model of the teacher — student — parent virtual interaction environment allows us to offer the pedagogical community one of the options for solving the urgent problems of training future teachers for effective work and communication in the digital space.

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