



Study of Parents' Attitudes to Distance Learning of Preschoolers During Pandemic

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Abstract

In the spring of 2020, educational organizations of all types and stages switched to a remote learning format in the Russian Federation. This alternative training solution was one of the measures to prevent the spread of coronavirus (COVID-19). The system of pre-school education also had to change the format of its activities. The role of parents in the education and upbringing of preschoolers has always been high, but in isolation the degree of influence of parents on the effectiveness of the learning process and the quality of its result has significantly increased. Pre-school educational organizations had to organize online work with children and parents in a relatively short time. To understand how parents were able to learn new functions related to their children's online learning, upbringing and leisure activities. It should be noted that not all preschool educational organizations actively used remote educational technologies in their work before the coronavirus pandemic. Therefore, in many preschool educational organizations for the first time began to form a system of distance learning, built on a different model of interaction "parent-parent," "parent-child," "child-teacher", where the parent is an active subject of education of his own child. Our study was conducted to understand the attitude of parents of preschoolers to the distance learning of their children during the pandemic of coronavirus (COVID-19) and how much, they are ready to accept distance learning as a component of pre-school education in normal conditions of its functioning. Two thousand two hundred and fifty parents of preschoolers from eleven preschool educational institutions in Rostov-on-Don took part in an anonymous online survey. Respondents at the time of the survey had two months of experience incorporating themselves and their children into remote pre-school education in the current epidemiological environment. Analysis of the results of the study has made it possible to improve the system of distance learning of preschoolers, which can be actively used in the operation of preschool educational organization under normal conditions.

Keywords: distance learning, preschool education.

1. Introduction

In 2020, non-proliferation of coronavirus (COVID-19) has been adopted worldwide, with the most direct impact on education, with decisions to move to alternative form of learning, such as distance learning. Pre-school education has also made the transition to distance learning. Problems associated with the rapid and widespread transition to this format of training have arisen in all countries, including Russia. In these circumstances, studies on the impact of the pandemic on education are becoming quite relevant [1], their results will form the basis for solutions that help to determine in the future the main areas of constructive action in the sphere of changing education, on which the future education system and the society of the future will depend. To address these issues in different countries, scientists have begun to conduct studies on a wide range of issues, such as intergenerational learning [2], family literacy [3], isolation as a cause of the disconnection of families and educational organizations [4], the development of adaptive educational systems [5]. Such studies will help to realize the impact of the pandemic and to understand the deep problems caused by it in education, which will help to build a system of actions aimed at effective changes in the education system. Our research will be the basis for determining the possibilities and directions of rehabilitation and renewal of the preschool education system in southern Russia, as well as its readiness for future crisis situations.

2. Purpose of study

The aim of the study is to clarify the attitude of preschoolers' parents to distance learning during the period of self-isolation due to the pandemic of coronavirus (COVID-19) and to determine the degree of their readiness to accept distance learning as part of their children's pre-school education under normal conditions.



3. Methodology

To achieve this goal, the study used survey methods based on receiving verbal responses from respondents to events and phenomena that happened to them [6]. The choice of survey methods in the study is justified by the fact that they allow you to quickly get the necessary information from a significant number of respondents, to get information in a wide range of specified topics [7]. The survey methods helped to establish the general views of parents on the distance learning of their children during self-isolation and to identify their opinion on the use of their children's distance education as part of pre-school education in the future. The empirical evidence was analyzed. The study interviewed 2,250 parents of preschoolers from 11 pre-school educational institutions in Rostov-on-Don (Russian Federation) using a questionnaire. The questionnaire for parents of children studying in pre-school educational institutions "My view on my child's distance learning" consisted of a total of 24 questions.

4. Results

In connection with the pandemic preschools in Rostov-on-Don switched to a remote format of education in March 2020. In this mode, pre-school educational institutions mostly worked until July 2020. In this regard, the parents of preschoolers were entrusted with the functions not usual for them, which they had to perform during this period. Since both pre-school educational institutions and parents had no experience in a remote format, a survey of parents of 11 pre-school educational institutions in the city was conducted in order to improve the distance learning system and to identify the attitude of parents to the use of this format of education in the future. The survey was conducted after two months of training in a remote format. 2,250 parents of preschoolers took part in an anonymous online survey. The results of the survey showed that 73% of parents had already had experience of participating in online classes at the time of starting their education, but this was not long and not systematic, 16% of respondents said that their children have significant experience of online education and 11% of parents wrote that their children had never had such experience. noted that teachers of pre-school educational institutions did not all continue their classes with their children in the distance during the above period, only 32% of parents answered that teachers did not stop to conduct classes in the format of remote education. When asked what they see as the reasons for such actions of teachers of preschool educational institutions, parents pointed out that their institution has not switched to a new format of functioning (34%); the child himself refused to study in a distant with teachers (37%). lack of either the institution or the family's technical capabilities (29%). Parents of preschoolers believe that their children's remote education had both a positive impact (47%) and a negative impact (45%), some did not pay attention to it (8%). They also noted that the attitude of children to classes in the distance format of e-education changed: the interest of children in the training classes increased 42%, slightly fell 22%, the attitude to classes did not change 20%, interest in classes decreased 16%. At the same time, only 14% of parents are fully satisfied with the quality of education of preschoolers in a remote format; 74% are partially satisfied, 12% are completely dissatisfied. 29% corresponds in part; 3% fully corresponds. Parents believe that the volume of homework during distance learning is generally normal (average) - 76%, quite large - 12%, not large - 12%. Assessing the effectiveness of the process of presentation of information by teachers to parents, 86% noted that the actual information was inaccessible, and sometimes (14%) not available at all. Only 20% of respondents were satisfied with the quality of communication with teachers, 80% of parents noted either a complete lack of communication, or its fragmentation. Most often, teachers used the phone (34%), by email or via messengers, through chats on social networks (22%), in an online format using various services (24%). The survey showed that the most convenient time for consultations for parents (50%) is the period from 12:00 to 16:00, for 22% from 8:00 to 12:00, for 28% from 16:00 to 19:00. 42% of parents surveyed said that significantly increased their involvement in the education of their children, 28% noted a significant decrease in the degree of self-participation, for 30% of parents nothing changed. 78% of parents spent 2 hours a day helping a child, 15% more than 3 hours, 10% did not spend their time. 12% of respondents noted the problem of the lack of didactic materials adapted to the tasks of distance learning, 14% indicated the unformed skills to plan the activities of their child. 87% of the parents think it is necessary to return to the traditional format of education while leaving the possibility of holding several training sessions with preschoolers online.

5. Discussion

The study reveals that parents of preschoolers are aware of the importance of continuous education of their children during the pandemic, they see the potential of remote technologies in improving the



quality of these processes. The study identified major problems influencing the effectiveness of distance learning for preschoolers. At the time of the transition of the city preschool system to a remote functioning format, most children had no experience of online learning, which is the first reason. Not all educational organizations and pedagogical staff are ready to use remote technologies. Inadequate technical equipment of both pre-school education and families was the second reason. The third reason was not willingness of teachers to work in the new regime, inability to quickly adapt the educational materials to the requirements of distance learning. The fourth reason is the lack of motivation of the pre-schoolers to study online. The fifth reason is the low willingness of parents to actively participate in the education of the child, the reluctance to interact with teachers, the inability to build the life of the family in the home space. One of the positive factors of the transition to distance learning is the increased interest of preschoolers to online classes, workshops, online workshops. In general, the parents' satisfaction with the remote education in the first two months of its implementation is quite low.

6. Conclusions

Analysis of the results of the study allows us to formulate the main directions of the development of pre-school educational institutions, in order to improve their activities on the organization and implementation of distance learning both in the conditions of the pandemic, and in the future. Firstly, the continuous improvement of the information competence of the teaching staff through the functioning of the system of intra-organization training and the support of teachers. Secondly, the strengthening of methodical work in terms of adaptation of the content of training sessions, educational and didactic material, as well as the modernization of the methodical recommendations, regulations of the organization and conduct of training sessions with preschoolers in the online format. Thirdly, building a system of effective interaction with parents, through remote counseling and their distance learning in order to improve the level of pedagogical competence. Fourthly, the organization of the youth support and the provision of psychological and educational assistance to parents and children using remote technologies.

7. References

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