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## Intergenerational Relationships in Contemporary Models of Territorial Communities of Children and Adults.

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### ABSTRACT

The aim of the study is the scientific justification of the process of the development of intergenerational relationships in various models of territorial communities of children and adults on the basis of historical and pedagogical analysis of the scientific research of this problem and the reflection on the global challenges of modern education. The methods of historical and pedagogical analysis used in the study made it possible to identify the main approaches to the formation and development of communities of children and adults; questionnaire and psychodiagnostic methods (polling, interviews, conversations, tests, essays, etc.) helped to identify the dynamics of preschool and school-age children's perception of members of the older generation, the causes of intergenerational conflicts, the nature of intergenerational interaction in territorial communities of children and adults, and the ways of the initialization of creating such communities. In the course of the study, the following results were obtained: the concept of the formation and development of a territorial community of children and adults was developed; the main approaches to the formation of communities of children and adults were identified on the basis of historical and pedagogical analysis of the trends and the potential of intergenerational relationships. The obtained results are new and substantially expand the pool of knowledge on the issues of communities of children and adults represented in Russian and foreign publications. In contrast to other studies, the paper focuses on the strategies for the formation of communities of children and adults in the contemporary socio-cultural context, as well as on the revealing of the main lines of activity and pedagogical opportunities of different models of territorial communities of children and adults with regard to their specifics. The authors reveal the specifics of intergenerational communication in virtual communities, psycho-pedagogical, organizational and managerial measures aimed to support territorial communities of children and adults. The results of the research can be used in the practice of the formation and development of communities of children and adults in different territories of Russia and other countries depending on the specifics of the models of territorial communities, developed and presented in the study.

**Keywords:** territorial community of children and adults; intergenerational relationships.

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## INTRODUCTION

**Introduce the Problem and Explore Importance of the Problem**

The mankind lives and develops through the interaction of generations. Each new generation is characterized by the change of values, objectives, orientations, and the emergence of new needs. Each new generation has its own ideas of the surrounding world, ethical standards and moral perspectives, its own attitude toward the events of the past and present, as well as toward members of the older generation. The behavior of a person in multiple-age heterogeneous groups, feelings and emotions of participants in communities of children and adults, the causes of the conflicts emerging in these communities and the ways of effective intergenerational interaction require a special study. Accordingly, the strategy of the study is to identify the problems of the intergenerational interaction in multiple-age territorial communities of children and adults (TCCA), and on this basis to develop psycho-pedagogical and managerial measures aimed at the support of communities of children and adults, making it possible to reveal their creative potential, strengthen the positive relationships between people of different generations, turn communities of children and adults into an important factor of education and socialization of the young generation.

The relevance of the scientific research arises from the need for the scientific search for the solutions to the following problems.

*The first group of problems* is related to the new age structure of the society, which is characterized by the reduction of the ratio of children and young people and the increase of the ratio of older people in the population. According to the forecast made by the Russian Federal State Statistics Service, the trend of population decline in the Novgorod Region will preserve till 2031; the ageing of population will continue. This causes significant problems in the relationships between the generations, breaks traditional intergenerational links, and encourages young people to explore new forms of self-assertion in the ageing society, including some extreme forms of the struggle for their rights and beliefs in an increasingly conservative world of adults.

*The second group of problems* is caused by the contradictory trends of generation gap and the coming together of generations. These trends are related to the expansion of the prefigurative culture, when the younger generation more rapidly acquires new competences and virtually conveys the gained experience not only to their contemporaries, but also to members of the older generation. The intensive development of information culture takes place, within the framework of which a new type of territorial communities of children and adults emerges – network virtual communities. This type of communities has its own specifics. Such communities emerge spontaneously, are often initiated by members of the younger generation and require a special study and support of pedagogical science and practice (Sherayzina and Migunova, 2015).

*The third group of problems* is related to the need to include children and adults with special needs in territorial communities in line with the ideas of diversity education and diversity management. One of the objectives of territorial communities is to promote the integration of troubled and vulnerable groups of population into society, to take into account the specific needs of children and adults, belonging to these groups. Therefore, much attention is given to developing the strategies for the effective interaction of heterogeneous groups within the framework of a community of children and adults, the recognition of the value of heterogeneity and diversity by a territorial community.

**Describe Relevant Scholarship, state Hypotheses and Their Correspondence to Research Design**

The content of this article reflects the results of the conducted study that significantly extends the existing pool of pedagogical knowledge about communities of children and adults. The best known theories in this field are the following: the theory of a children's group and the pedagogy of communality (Makarenko, 2003; Sukhomlynskiy, 2001; Shatskiy, 2011, etc.), reformatory pedagogy (Montessori, 1993; Neill, 2000), humanistic psychology (Zinchenko, 1994; Leont'ev, 2001; Maslow, 2002, etc.), theories of social and educational communities (Davydov, 2008; Umanskiy, 2001; Shustov, 2003), intergenerational relationships in modern society (Mead, 1988; Postnikov, 2010; Fel'dshteyn, 2006, etc.).

These studies identify the following issues concerning intergenerational relationships: the ratio of traditions and social innovation in society; public policy in relation to different generations; continuity and the

transfer of cultural values from generation to generation; the degree of dependence and responsibility between the generations; introduction to family and public values (education, healthy lifestyle).

In recent years, the problem of the development of communities of children and adults has been investigated by scientists of the Novgorod State University and has been reflected, in particular, in the collection of articles "Formation of Territorial Communities in the Context of the Development of Educational Institutions" (2014), the collection of scientific and pedagogical articles "An Adult and a Child in Today's Society: Development Opportunities" (2015), the article "Historical Stages and the Modern Models of Children and Adults Territorial Communities" (2015). These studies specified the historical stages of the development of communities of children and adults and proposed a classification of their basic models.

In the process of the reflection on the processes of intergenerational relations, a number of new challenging issues arise that have not been discussed in the previous scientific literature. Such issues include the following:

- What are the characteristics of inter-generational interaction in different models?
- Is there a possibility of targeted pedagogical influence on the development of territorial communities of children and adults? If yes, then what is the mechanism of this influence?
- What are the characteristics of a modern family as a community of children and adults?
- Which principles can underlie the inclusion of children and adults with special needs?

The search for the answers to these and other questions makes the study relevant both for pedagogical science and territorial communities in various countries. The authors of the article proceed from the assumption of the possibility of targeted pedagogical influence on the development of communities of children and adults and aim to develop a system of psycho-pedagogical and institutional support measures, based on a study of intergenerational relationships in communities of children and adults.

## METHOD

The methodological basis of the study includes the following scientific approaches: *sociological approach* (considers the nature, content and direction of connections between people within a community, involves a quantitative and qualitative analysis of the results of a study); *spatial approach* (determines the factors of a steadily limited territory where the social interaction between children and adults takes place); *socio-psychological approach* (explores the feelings and emotions of the participants in intergenerational interaction, the dynamics of creation and destruction of age stereotypes, the reasons for intergenerational conflicts and the ways of their overcoming); *informational and communicative approach* (explores different mechanisms of intergenerational communication and information exchange in communities of children and adults, including with the use of new information technologies).

The experimental study of the development of intergenerational relationships in territorial communities of children and adults involved 75 families residing in the Novgorod Region, 205 school-age children, 160 parents, 64 undergraduate students and master's students of the University, 32 teachers.

The procedure of the selection of respondents included two approaches: the first one was based on the selection criteria (62.7%), while the second one took into account personal initiative and the desire to participate in the experiment (37.3%). Different models of communities of children and adults were selected on the recommendation of educational institutions and on the basis of the objectives of the authors of the study.

The study used questionnaire methods (polling, a conversation, an interview), test methods (the questionnaire of K. Thomas, the test questionnaire of A.Ya. Varg and V.V. Stolin), the method of incomplete sentences, projective technique ("Family picture"), analytical methods (the analysis of the content of Internet portals, on-line forums, communication within virtual communities of children and adults, etc.).

## RESULTS

The section provides an analysis of the current situation of the development of communities and children and adults, as well as the data of the empirical research of intergenerational relationships in network and local models of territorial communities of children and adults (TCCA).

**A study on the socio-psychological characteristics of the intergenerational interaction in territorial communities of children and adults**

**Children's view of the older generation**

Within the framework of the study according to the methodology of "Incomplete sentences", preschool and school-age children's view of members of the older generation was examined. The analysis of the responses of preschool children made it possible to identify a mostly positive attitude of children towards members of the older generation. First of all, this refers to the image of the mother. According to the responses of children, mothers more often deal with children (85%), take care of them (84%), make meals (71%), take children for a walk, to educational classes, to the park, etc. (67%), play together (63%), read books (24%). As the negative characteristics of mothers' attitude towards children the respondents specified the excessive strictness in the upbringing of children (28%), inappropriate reaction to certain actions, disobedience (23%), lack of time to interact with a child (22%). Preschool children's view of the father is also mostly positive (85%). In a preschool child's perception the father is strong (79%), kind-hearted (79%), smart (65%), cheerful (63%). Despite the positive assessment, children note fathers' strictness in 64% of cases. Fathers more often punish children than other members of the family (61%), scold them for misconduct, disobedience and "for no particular reason". It is noteworthy that in 35% of cases the perception that "dad works a lot" is assessed by preschool children as a positive feature, while in 21% of cases – as a negative one.

The diagnostic study identified a mainly positive attitude of children towards grandparents (73%). 25% of respondents expressed neutral attitude, and 2% expressed negative attitude. In preschool children's perception, grandparents are old people (71%), characterized by kindness (68%), care (58%), they know how to do many things – read books, knit, play chess and other games, tell interesting stories, fairy tales, ride a bike, grow flowers and vegetables in the country (57%), they "brought up mom/dad/me" (21%), work (21%), buy sweets and gifts (20%). Neutral attitude is expressed in the fact that children have or had grandparents, but they did not communicate with children. The negative perception of grandparents is formed on the basis of conflict situations in the family in general, or the lack of understanding between them and the child.

Preschool children had mostly positive view of members of the older generation, while school-age children expressed some stereotypes concerning elderly people. The respondents specified the following undesirable characteristics of the above-mentioned age category: loneliness – 85%; age-related changes of appearance – 74% (mostly girls); negative character traits (malevolence, aggressiveness, grumpiness, suspiciousness, anxiety) – 81%; "weirdness" – 27%; closeness and unwillingness to communicate with people – 24%; dependence on others – 24%; love only of animals (since they don't love anyone else because of the resentment against the world) – 15%, etc. Among the negative qualities the respondents also mentioned: arrogance, indifference, didacticism, greed, passivity, talebearing, hypocrisy, importunacy, constant complaints about one's health, interference in the affairs of others, etc.

However, in the course of the study it was noted that the negative stereotypes concerning elderly people most often do not apply to relatives with whom schoolchildren have communicated since early childhood, which suggests that more frequent contacts between generations in the family promote a positive attitude towards elderly people. In particular, speaking about elderly relatives, the respondents noted their vigorous activity, work capacity, ability to keep the house, raise grandchildren, play with them, and help them with homework. Therefore, when schoolchildren try to imagine themselves in old age, they express the desire to preserve such personal characteristics as: sociability – 91% of respondents; benevolence, openness, tolerance, cheerfulness – 71%; appealing appearance with regard to age and social status – 67%; striving for obtaining new knowledge and self-improvement – 58%; having an interesting hobby – 52%; the desire to share one's experience with the younger generation – 45%; good health – 34%; wisdom – 25%; being in demand – 24%, etc. According to the respondents, elderly people, having such personal characteristics, should maintain a certain circle of friends – 23%, spend their time productively, visit clubs, sections, hobby groups, etc. – 21%;

travel – 11%; engage in charity – 8%, etc. Among the positive qualities of the personality of an elderly person the following were also mentioned: kindness, carefulness, tranquility, confidence, wisdom, experience, etc.

Thus, for the majority of members of the younger generation the image of the older generation is the source of their successful interactions, intergenerational communication, an aid in overcoming life difficulties; only for few of them this image is mostly negative, vague or doesn't exist at all, and they have a dislike for ageing people and a fear of illness, helplessness, death.

**The trends and the potential of the development of intergenerational relationships**

Studying feelings and emotions of the participants in certain communities is of primary importance for the analysis of the trends and the potential of the development of intergenerational relationships, since the relationships between members of different generations have an intense emotional coloring. The analysis of the essays on the topic "How they survived" identified the emotions and feelings that accompany schoolchildren's perception of the life experience of the older generation. When describing the life situations of the older generation of their family, schoolchildren most often expressed the feelings of admiration, pride and respect (92%). Feeling pride for members of the older generation gives schoolchildren the opportunity to experience positively colored emotions reflecting the value of intergenerational relationships. Schoolchildren often directly express their admiration for the experience, wisdom, resilience, courage and patience of the older generation.

In the process of the analysis of the stories presented by students, it was noted that schoolchildren, when describing the models of behavior of their grandfathers and great grandfathers as role models, often indicate the specific nature of the difficulties that the older generation had to deal with: war, poverty and devastation (82%). When comparing their own life and contemporary environment with the extremely hard life experience of their older relatives, schoolchildren note that it is much easier for contemporary young people to deal with the current problems (54%). The analysis of the feelings and emotions of schoolchildren showed that they positively assess the optimism, humor and diligence of the older generation (47%).

Thus, the results of the study of emotions, feelings, and experiences of the participants in communities in the context of intergenerational interaction showed that the familiarity of the younger generation with the life experience of the older generation performs socializing and communicative functions, providing not only individual, but also group development of intergenerational relationships.

**The emotional background of children during their interaction with adults**

The diagnostic method "Incomplete sentences" reveals the feelings and emotions of a preschool child, which may be positive or negative in terms of the emotional background of preschool children in the process of the interaction with the people of the older generation. Positive feelings and emotions dominate in preschool children (87%). Children experience positive emotions when they talk about family holidays, about events in a preschool educational institution with the participation of parents (58%), about family traditions (32%), about the support of parents, grandparents, preschool teachers (21%).

In the process of diagnostics, it was revealed that preschoolers, along with positive emotions, also experience negative emotions (13%). They become apparent when a child talks about family quarrels – with him/her personally or between parents, about the absence or lack of care and attention from parents, about the feeling of loneliness within the family. The analysis of the compositions of parents on the topic "My child" revealed that the majority of parents also experience positive emotions and feelings toward their children (84%). In 13% of cases they specified only personal characteristics of their child, which indicates their neutral assessment of the intergenerational relationships in the family. In 3% of cases, the negative emotional background resulting from unjustified expectations of parents in relation to their child, his/her character, style of behavior, etc. was observed.

The possible causes of the difficulties in the child-parent relationships, judging from the content of the parents' compositions, often include a child's personal qualities: stubbornness, irritability, restlessness, slowness, laziness, choosing a certain circle of friends among peers. Parents' compositions provided the information, which made it possible to more fully reconstruct the history of a child's development, to identify

significant events in the genesis of his/her development and the nature of the parents' emotions concerning these events (58%).

Thus, the analysis of the obtained data made it possible to identify the feelings and emotions of the participants in communities of children and adults, regarding each other's image, the image of the relationships within the family and in the community. The identified feelings and emotions are reflected in the goals and values of education, declared by the adult participants in the communities, their views of a child's future (education, professional occupation, personality traits, a comparison between a child and a parent), fears and concerns regarding a child's future. The study of the emotional component of the interaction in communities of children and adults made it possible to clarify the participants' view of each other's significant characteristics and qualities, interests, and the specifics of the relationships, as well as the emotions experienced by children and adults in this respect, which makes it possible to identify the trends and the potential of the development of joint activities of the participants in communities, specify the educational tasks and requirements of adults, to enrich the relationships between children and adults with positive feelings and emotions.

**Causes of intergenerational conflicts**

The study of the causes of intergenerational conflicts was carried out using the methodologies of K.N. Thomas (among schoolchildren and parents), making it possible to assess the ways of responding to the conflict, the test questionnaire of A.Ya. Varg and V.V. Stolin aimed at identifying the parent attitude (among the parents of preschoolers) and the projective technique "Family picture" (among preschoolers).

The causes of intergenerational conflicts, confirmed by the study data, were the following:

- the causes related to individual and age characteristics, temperament and character of adults and children (affectability, intemperance, impulsiveness, negativism, etc.) affecting the severity of the conflict, the frequency and strength of emotional outbursts, the control over one's behavior, tactics and strategy of the behavior of adults and children in conflict situations;
- the causes related to the specifics of interpersonal interaction: contradiction between internal needs and external opportunities to satisfy them in the "adult-child" system, violation of interpersonal communication;
- the causes related to the unconscious problems of adults and children (the presence of uncontrollable intrapersonal conflict, personal problems of adults solved at the expense of children, preference of certain qualities of a child , educational insecurity, etc.);
- the causes related to the disruption of the view which the participants in the conflict have of each other's personality and interactions.

Each of these causes may become determinative, but the conflict in an "adult-child" system often results from a complex of causes. Besides, the heterogeneity of the views which adults and children have of each other and their interaction, the lack or inadequacy of interpersonal interaction (misalignment of standpoints, lack of empathy) are another factors in the conflict of children and adults. Intergenerational interaction can have different forms – from alienation and destructive conflict to constructive conflict and cooperation, mutual influence, enriching the experiences of different generations. The results of the study show intergenerational differences, sometimes inconsistent and even conflicting notions that parents and children have of their attitudes to each other. This largely explains the prospect of the development of the relations between generations.

The development of intergenerational relationships requires the stimulation of the behavioral, knowledge and emotional components, which will make it possible to solve intergenerational problems more effectively and develop methods for recovering the process of intergenerational continuity. The organization of communities of children and adults on the basis of the principle of a dialogue between different generations helps to solve problems arising in the relations between people of different age groups. A community of children and adults becomes a factor of child rearing and the development of intergenerational relationships under the condition of an open position of teachers, parents and members of the older generation and their involvement in active cooperation within the community.

**A study of the state and content of activity of virtual models of territorial communities of children and adults**

**Real and virtual network models of territorial communities of children and adults**

In the course of the experimental study in the region, a "map" of *real and virtual network models* of territorial educational communities of children and adults was drawn up. A network model of a territorial educational community of children and adults should be understood as a totality of primary groups of children and adults residing in the territory and having stable links and relationships both within their communities and among themselves in the network with the presence of coordination, custody, mediation or other forms of influence on the part of the administration of the territory, territorial community organizations or other persons and groups, reflecting the interests of the territory and its value system in the field of intergenerational relationships and links, as well as in the field of education and upbringing of the younger generations.

Within the framework of a network model of territorial communities of children and adults, virtual network communities have become widespread, which are associated with the intense use of information and communication technologies by users belonging to different categories and gender groups (Rheingold, 2004). The map of virtual communities includes macro-, meso-and microlevels. At the macrolevel, there are virtual communities (technological, political, social, economic, geographic, etc.) dealing with the problems of a global or nationwide scale. Mesolevel is characterized by the creation of virtual communities of a regional scale. Microlevel incorporates virtual communities of a local scale (organizations, departments, families, etc.).

The criteria for the classification of virtual territorial communities were the following: the availability of network resources and the access to information (consolidating of different virtual communities around one goal); the existence of associations (coalitions) of different levels between the participants in a virtual community; the level of the control of a virtual community (federal, regional, organizational); the degree of the openness of a virtual community, the presence of "entry barriers" for new participants. It should be noted that the specified levels are not isolated; they interact and influence each other. As an example confirming this classification the following chain can be used: a macrolevel virtual community – the Internet portal "ProShkolu.ru – All Schools of Russia" (http://www.proshkolu.ru/); a mesolevel virtual community – the information and educational portal "Teachers Council for Everyone" (http://www.psvsem.ru/); a microlevel virtual community – the virtual community "Veliky Novgorod, Gymnasium No. 2" (http://vk.com/club9978779).

The degree of activity of the participation of children and adults in virtual communities

In order to determine the degree of activity and the frequency of the participation of children and adults in virtual communities and to identify the most relevant information technologies ensuring intergenerational interaction, a survey in the form of a questionnaire was conducted among the students of the Novgorod State University and Saint Petersburg State University of Economics (66 people), students of schools and gymnasiums in Veliky Novgorod (97 people), adults at the age of 30-55 (58 people) and elderly people at the age of 56 and over (42 people). This made it possible to cover a sufficiently large age interval, identify the similarities and differences in the preferences of age groups. The conducted survey revealed that the most relevant information technologies, ensuring communication and enabling respondents to successfully access Internet resources, are the following: email (98.6%), social networks (91.4%), virtual communities (79.4%), thematic websites (78.1%), information portals (61.4%), forums (38.6%); 12.3% of respondents participate in 1-4 virtual communities; 68.4% – in 5-10; 19.3% – in 11 and more.

The participants of the survey were asked to grade the motivating factors of entering the virtual communities (10 points – maximum impact, 1 point – the impact is minimal). According to the respondents, such factors included: the possibility to relax and distract oneself (average grade 6.1), the possibility of creative and intellectual self-expression (average grade 4.1), belonging to an interesting and important group (average grade 3.4), the possibility of developing friendly and romantic relationships (average grade 5.3), obtaining and implementation of social support (average grade 3.3), receiving recognition from other members of the community (average grade 2.4), access to information and sharing information (average grade 8.2). It is noteworthy that among the significant motivating factors the participants (regardless of their age and gender)

of the survey mentioned the following: communication with people of different ages and professions based on common interests (average grade 7.2), establishment and maintenance of new contacts and relationships with people of different age (average grade 6.4), exchange of views on various events, people, phenomena (average grade 6.6). The obtained data destroy the stereotypes concerning the homogeneity of virtual communities, and the view that members of the younger generation have no need in establishing contacts and communication with the representatives of the older age category.

The study identified the network communication partners, which are most preferred by members of the younger generation. As expected, these were reference peers and siblings (brothers and sisters) – 73%. 22% of the respondents preferred members of the older generation (teachers, elder relatives, etc.) as communication partners. The respondents mentioned the following motives of intergenerational communication: the desire to obtain useful information, listen to useful advice, learn something new, know the opinions of more competent people, receive and express critical feedback.

**Forum "Communication of Generations: The Paths of Interaction."**

In order to identify the attitude of young people to the interaction with members of the older generation in virtual Internet communities, the Forum "Communication of Generations: The Paths of Interaction" was held. This topic was discussed by the representatives of different age groups, showing interest in the issues of intergenerational interaction. The forum made it possible to identify the attitude of the older generation to virtual interaction with youth, to analyze the state of intergenerational relationships in territorial virtual space, to identify the trends and opportunities of intergenerational relationships in territorial communities of children and adults. When analyzing the content of the statements of the forum participants, it was revealed that young people positively assessed the attitude of members of their generation to older people. 28.3% of young forum participants believe that they have a positive attitude towards the older generation, while 58.1% have a neutral attitude. The representatives of the older age group also positively assess the attitude of young people to their generation (32.4%); 52.7% believe that this attitude is neutral. It should be noted that older people more often talk about the negative attitude of the younger generation towards them (17.3%) than young people (12.2%).

In the meantime, members of the younger generation more often (53.2%) perceive older people as helpless, unable to use modern technologies, but at the same constantly instructing young people. It should be noted that a large portion of young participants did not regard the experience of the older generation as meaningful for themselves because of today's living and working conditions; 22.1% of the participants consider elderly people to be a useless group of population, unable to work productively and to benefit society; 14.3% of forum participants note that managerial positions should be occupied by young, promising people able to flexibly respond to the changing conditions of the social environment.

The analysis of the statements of the forum participants showed that 47.2% of them noted the differences in the approaches to education of members of the older and younger generations. For example, the forum participants noted that the simultaneous participation of members of different generations in the educational process often leads to controversy, tension in the relationships, often developing into serious conflicts. Many of them attribute the cause of conflicts to the divergence of the life experience of different generations (36.2%). For example, 56.7% of the participants at the age from 45 to 55 point out that the modern opportunities of free access to information, the ability to use computers and the Internet expand young people's intellectual resources, but at the same time the level of the knowledge of the classics, both in science and in culture, is reduced. Cultural issues often become the cause of controversy between generations. Despite the controversy and conflicts, the majority of participants (72.2%) believe that a family including members of different generations is the most valuable educational environment, if there is an atmosphere of mutual understanding.

Virtual communities, involving systematic communication and information exchange between older and young people on the Internet, offer a mechanism of the interaction between members of different generations, which makes it possible to satisfy their communication needs and destroys the barriers between age groups, characteristic for modern society (Rheingold, 2004). The interaction between members of different generations in virtual communities is a process of the enhancement of their experience of multifaceted activities, contributing to the knowledge of oneself and other people, creating additional fields of

the socialization of a personality. The analysis of the state of virtual communities reveals the controversial trends of intergenerational relationships. On the one hand, the experience of older generations is depreciated, elderly people are driven out of the sphere of access to prestigious values, the established stereotypes concerning the capabilities of the elderly generation in the present-day conditions are preserved, while on the other hand, a considerable portion of young people show interest in the dialogue with members of the older generation, especially concerning the military-patriotic subjects, the interest of the older generation in the new information culture is growing, as well as their desire to keep up with the young people in mastering information technologies and to participate on a par with them in the network virtual space. These positive trends provide the necessary basis for the fulfilment of the potential of the development of intergenerational relationships.

**Analysis of intergenerational relationships in the local models of communities of children and adults**

**Family as a local model of a territorial community of children and adults**

A local model is both a primary community of children and adults (intraorganizational submodel) and an association of several primary groups or subjects with constantly changing membership, united by a common purpose of activity and the shared experience of events, maintaining the balance of stability and variability of links and relationships (interorganizational submodel). Local models include: a school, a class, a family, institutions for supplementary education, etc.

One of the most significant local models of territorial communities of children and adults, in which intergenerational relationships mostly manifest themselves, is a family. For the purpose of the analysis of intergenerational relationships, the authors interviewed 75 families residing in the Novgorod Region. The survey was carried out using the methods of a conversation and interviewing family members, both adults and children. The research covered families with high material wealth ("elite families" – 17), with average material wealth ("average families" – 33), families with low income and disadvantaged families – 25. The empirical study identified: the value system and the view of life prospects, the degree and forms of parents' participation in the upbringing of children, the choice of educational institutions and forms of education of children, the nature of family relations (the degree of mutual understanding, mutual trust, shared emotional experiences), the presence and causes of conflicts between parents and children, forms of joint activity of adults and children, children's participation in various forms of labor and receiving income.

The study identified the following. One-third of the total number of the surveyed families (20 families) were single-parent families, more than 50% of families had one child. In modern socio-economic conditions, the polarization of families on the basis of the level of material wealth took place. In many families, material values became dominant, the view of the success in society and the ways of its achievement changed both among children and adults. The significance of material values in modern society was noted both by adults and children, representing 57 families, including 6 "elite families", 26 "average families" with average material wealth, 25 families with low income and disadvantaged families. 65 parents and 52 children (regardless of the type of family) attribute the success in society to high material wealth and high social status. Depending on the social status of the family, children communities with different social and personal attitudes and goals are formed. "Children's elite" aims at quality education and achieving high status positions in society. In families with average material wealth, outstripping rates of the growing up of teenagers are observed; many teenagers due to various circumstances and motives get involved in earning money, mainly in the ways approved by society. In socially disadvantaged families, the facts of domestic violence, aggression, conflicts are observed. A community of children and adults is virtually destroyed in such families, which contributes to the emergence of children, who have cut ties with the family and the school, commit unlawful acts, earn money by criminal ways.

**The impact of socially significant events on the strengthening of intergenerational relationships in the family.**

In the course of the empirical study, the role of socially significant events in the strengthening of intergenerational relationships in the family was analyzed. The object of the study was the participation of adults and children in the project "Family Memory Book", which was implemented in schools of Veliky Novgorod on the initiative of the students of the Novgorod State University. 186 students of 6th-8th grades

and their parents took part in the project. The aim of this project was to restore the memory of relatives who have made their contribution to the development of the city. During the project the participants referred to family archives to find information and materials about members of their families. Interviews were conducted with 62 adolescents participating in the project. Among the incentives for the participation in the project "Family Memory Book" schoolchildren mentioned the following: interest in one's family history – 78%; importance of the project – 54%; the desire to eternalize the memory of one's relatives – 68%; informal communication with members of the older generation – 82%; interesting search work in family and city archives – 95%. Besides, the respondents indicated their desire: to study the history of their native city (36%), to draw up a family tree (58%), to show parents their independency (adulthood) (67%), public position (84%), loyalty to family traditions (65%). During the interview, the respondents pointed out that in the process of preparation and participation in the project they experienced such feelings as pride for their relatives (97%), the desire to be on a par with adults (76%); share emotional experiences with other project participants (58%). According to most respondents, the project had a positive impact on the strengthening of intergenerational relationships and interaction within the family. The respondents pointed out that in the families, participating in the project, the psychological climate improved, the number of conflicts reduced, the mutual understanding between people of different generations became better.

Thus, the comprehensive analysis of the intergenerational interaction in network and local models made it possible to identify fundamental problems in intergenerational relationships, the development prospects and the potential of communities of children and adults.

## DISCUSSION

The results of the conducted study of the state and the content of activity of various models of communities of children and adults provided the basis for the development of organizational- managerial and psycho-pedagogical measures aimed at the support of these communities.

Organizational and pedagogical support of the formation and development of territorial communities of children and adults requires the implementation of specific strategic (systematic) actions. In this regard, *regional support programs* for communities of children and adults are of key importance. Such support programs may involve: contests of the projects for the organization of intergenerational interaction, development of a program and carrying out training sessions for parents on the organization of interaction with children, conducting webinars on the topic "Intergenerational training" with the aim of developing the communicative competence of the participants in intergenerational interaction, holding scientific and practical conferences (regional, nationwide and international) on the strategies of the development of intergenerational relationships in territorial communities of children and adults, publishing collections of works describing the practices of intergenerational interaction, etc.

The organizational and managerial measures aimed at the support of the formation and development of territorial communities of children and adults can also include:

- creating platforms for informal interaction of people of different generations with the purpose of conducting master classes, games, free markets, etc. on the volunteer basis, within the framework of which people of different ages can communicate on the basis of common interests;
- training representatives of different generations for communication (information, consulting, supervision, etc.);
- carrying out activities within the framework of communities of children and adults, aimed at the cohesion of groups and the increase in the amount of contacts between people of different generations (teambuilding, internal trainings for participants, activities aimed at the development of corporate culture);
- promoting the activity of territorial communities of children and adults at the level of a community or a residential area, creating local community centers for holding festive or social events, recreational and educational activities for the residents of the neighborhood, creating clubs, volunteer teams, etc.;
- establishment of coordinating councils for the coordination of activities of territorial communities of children and adults in residential areas (at city level), which can train leaders of territorial communities of children and adults to organize intergenerational interaction (trainings, seminars,

conferences); besides, they can act as information expertise centers, connecting various communities of children and adults of the city within the framework of citywide projects and activities.

Special measures of psycho-pedagogical support are required to support representatives of heterogeneous groups (children and adults with disabilities, migrants, persons with disruptive behavior, etc.). The point at issue is the recognition of the value of heterogeneity and diversity by a territorial community of children and adults and striving to develop a strategy for productive interaction with heterogeneous groups and organizations in the territory (region, city, and neighborhood). The term "heterogeneity" shall be understood to mean the differences that exist between people in terms of gender, age, ethnicity, religion, health or disability, specific personality traits, etc. (Pevzner *et al.*, 2014). The heterogeneity of people is a reality that exists in every society, and the differences become a problem only if they are arranged in a hierarchy, if they are divided into "good and bad" ones, if they become a group policy or are perceived as a hindrance or obstacle (Franz and Frieters, 2009; Gretner, 2008; Guide, 2011).

Even if homogeneity is more comfortable for people, because it means clarity, predictability, confidence, in most spheres of life we have to deal with heterogeneity and have to admit that heterogeneity and pluralism are globally relevant political, economic and pedagogical themes (Pevzner *et al.*, 2014). Therefore, it is no coincidence that territorial educational communities pay special attention to such an important socio-political and educational issue as the problem of heterogeneity and diversity.

Thus, a territorial community of children and adults provides unique opportunities to satisfy various needs of children and adults, belonging to heterogeneous groups, if it recognizes the diversity as a value. The inclusion of children with special needs in the social and communicative structure of a community is not just the dissolution of "special children" in the environment of their "normal" peers, it is differentiation and consolidation. The tactics of combining commonality and diversity ensures the multifactor structure of communication in a community.

An inclusive territorial community of children and adults is based on the recognition of the value of the diversity of all children and their learning abilities, communication, interaction with adults and peers; it is a flexible system taking into account the needs of all children, not only those with development problems, but also children of different gender and age, belonging to different ethnic and social groups. The general idea of a territorial community of children and adults is tolerance and respect for individual differences of representatives of heterogeneous groups. In order to implement this idea, it is necessary to join efforts of state institutions and business entities, non-governmental organizations, volunteer movements and large segments of the population, including parents, professionals, and representatives of the media.

## CONCLUSION

The conducted study made it possible to reveal the pedagogical potential of communities of children and adults and make special emphasis on the characteristics of intergenerational relations in these communities. The empirical study conducted in the Novgorod Region identified the most significant characteristics of intergenerational relationships in different models of communities of children and adults, which may become the subject of discussion among representatives of pedagogical theory and practice in different countries around the world.

Having considered the mechanism of the formation and development of communities of children and adults, the authors came to the following conclusion. The process of the development of such communities is carried out by different actors and in a variety of ways, and thus it may be more or less susceptible to the targeted pedagogical impact. The possibility of the effective implementation of targeted measures of psycho-pedagogical support for communities of children and adults depends on several factors:

- training teachers to organize effective intergenerational interaction in communities;
- the specifics of the initiation of the creation of such a community ("top-down" or "bottom-up" strategy);
- the duration of the existence of a community;

- the quantitative ratio of children and adults in a community; the specifics of the interaction between members of different generations;
- the age category of children in a community, their perceptions of the people of the older generation, feelings and emotions associated with intergenerational relationships;
- the state and nature of intergenerational relationships in a community;
- the specifics of the interaction between different groups of adults, exerting targeted pedagogical influence on the community – professional teachers, parents, members of the public;
- the availability and quality of the development of regional programs, containing a set of psycho-pedagogical and managerial measures aimed at supporting communities of children and adults, as well as the quality of public and scientific-pedagogical examination of the impact of such measures.

In further studies, the authors plan to relate the research results obtained in the Novgorod Region to similar data in Russia and abroad, to identify the specifics and the prospects of inclusion of different groups of children and adults in different models of communities of children and adults, to reveal the specifics, trends and potential of territorial communities of children and adults in the context of glocalization (the term introduced by the British sociologist Roland Robertson, obtained by joining two words – globalization and localization (glo + localization = glocalization) and reflecting the simultaneous co-existence of opposing trends – the trends towards universalization and particularization).

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