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EDITORA IBERO-AMERICANA

FEATURES OF DIGITAL EDUCATION OF STUDENTS IN THE CONTEXT OF ADDITIONAL EDUCATION

CARACTERÍSTICAS DA EDUCAÇÃO DIGITAL DOS ESTUDANTES NO CONTEXTO DA EDUCAÇÃO COMPLEMENTAR

CARACTERÍSTICAS DE LA EDUCACIÓN DIGITAL DE LOS ESTUDIANTES EN EL CONTEXTO DE LA EDUCACIÓN ADICIONAL

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ABSTRACT: The digitalization of education imposes technological challenges on the complementary education system, especially regarding the digitalization of content for students. A gap is observed between students' real and digital identities, causing distortions in their values and meanings. This article analyzes the characteristics of digital education in this context, based on a theoretical review of international scientific literature and practical experience in complementary education. The results indicate that the effectiveness of digital education depends primarily on technical aspects, while communicative dimensions receive less attention. The analysis shows that student motivation and engagement rely on activation through digital methods, whose success is linked to the educational role of teachers. Thus, it is concluded that the teacher's role is fundamental to enhancing the use of digital tools and ensuring the effectiveness of digital education in the complementary system.

KEYWORDS: Media socialization. Informatization. Digital education. Students. Digital literacy.

RESUMO: *A digitalização da educação impõe desafios tecnológicos ao sistema de ensino complementar, especialmente na digitalização dos conteúdos para os alunos. Observa-se um descompasso entre as identidades reais e digitais dos estudantes, gerando distorções nos seus valores e significados. Este artigo analisa as características da educação digital nesse contexto, fundamentando-se em revisão teórica da literatura científica internacional e na experiência prática do ensino complementar. Os resultados indicam que a eficácia da educação digital está condicionada principalmente aos aspectos técnicos, enquanto as dimensões comunicativas recebem menor atenção. A análise evidencia que a motivação e o engajamento dos alunos dependem da ativação por meio de métodos digitais, cujo sucesso está ligado à atuação educativa dos professores. Assim, conclui-se que o papel do docente é fundamental para potencializar o uso das ferramentas digitais e garantir a efetividade da educação digital no sistema complementar.*

PALAVRAS-CHAVE: *Socialização dos media. Informatização. Educação digital. Estudantes. Literacia digital.*

RESUMEN: *La digitalización de la educación impone desafíos tecnológicos al sistema de educación complementaria, especialmente en la digitalización de los contenidos para los estudiantes. Se observa una brecha entre las identidades reales y digitales de los estudiantes, lo que genera distorsiones en sus valores y significados. Este artículo analiza las características de la educación digital en este contexto, basándose en una revisión teórica de la literatura científica internacional y en la experiencia práctica de la educación complementaria. Los resultados indican que la eficacia de la educación digital depende principalmente de aspectos técnicos, mientras que las dimensiones comunicativas reciben menor atención. El análisis evidencia que la motivación y el compromiso de los estudiantes dependen de la activación a través de métodos digitales, cuyo éxito está vinculado al papel educativo de los docentes. Así, se concluye que el rol del docente es fundamental para potenciar el uso de las herramientas digitales y garantizar la efectividad de la educación digital en el sistema complementario.*

PALABRAS CLAVE: *Socialización de los medios de comunicación. Informatización. Educación digital. Estudiantes. Alfabetización digital.*

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INTRODUCTION

At the current stage of the development of the information society, digital technologies have seamlessly integrated into all levels of education. Higher and additional education are no exception. The formation of a well-rounded, educated personality among students is ensured at the level of additional education. In modern conditions, digital technologies are part of student life.

The informatization of education in the context of the continuous development and complexity of technologies lays the foundation for the formation of universal competencies. Contemporary theory and practice of student upbringing within the additional education system offer various ways to introduce students to social experience. The development of the additional education sector today is closely linked to the use of information technologies in the process of education and upbringing, which activate learning activities. These technologies give rise to a new type of relationships, where artificial intelligence influences the social and moral subjective position of a person. Therefore, the educational potential of these technologies is considered significant.

At the present stage, the digitalization of education is rapidly developing. The use of digital technologies allows for upbringing, teaching, learning, access to data, managing communication interactions, and quickly assessing educational outcomes. Methods of education using information and communication technologies are widely spread in education (Boronenko & Fedotova, 2022). A new question arises about digital upbringing for students, emphasizing the need for them to have not only computer literacy but also information and communication literacy. At the present stage of education development, digital literacy contributes to self--education, self-improvement, and the acquisition of other life skills as a consumer of information services and a citizen of the information society. Indicators of the information society have also been formulated, directly related to digital literacy and digital upbringing, which are connected to digital consumption, digital competence, and digital security.

Information technologies expand the scope of additional education through the use of electronic educational resources. The implementation of these technologies in the additional education of students requires a systematic study of the experience of evaluating the effectiveness of information technology applications, as well as the development of criteria and indicators for the effective use of various information technologies in children's additional education institutions (managerial, educational, and upbringing aspects) (Konyakova, 2021). A key issue is the effectiveness of digital upbringing in additional education.

Analysis of a number of studies shows that educators working in the additional education system do not always understand correctly how to conduct educational work with students using digital educational technologies. Therefore, pedagogical support is necessary for

organizing this process (Kersha & Obukhov, 2021; Konyakova, 2021). The use of traditional forms of education often results in unstable educational outcomes, as they lose their motivating and agitative significance (Kalimullin & Pavlinov, 2022). Pedagogical methods and the content of digital education require updating.

The goal of this article is to analyze the features of digital education for students in additional education settings.

MATERIALS AND METHODOLOGY

The reliability of the obtained research results is ensured by the comprehensive application of various scientific methods. First and foremost, a theoretical analysis of the scientific literature on digital education within the additional education system was conducted. The analysis included sources from both domestic and foreign authors, aimed at identifying existing approaches and conducting a comparative assessment of their effectiveness.

Additionally, empirical analysis methods were applied, based on the generalization and systematization of practical pedagogical experience in the field of additional education. Comparative analysis methods were also used, which allowed for the identification of common and unique features in the implementation of digital education across different educational systems.

The interpretation of the obtained data was based on an interdisciplinary approach, taking into account sociocultural, psychological-pedagogical, and technical aspects. This ensured a comprehensive understanding of the issues surrounding digital education in the context of additional education.

RESULTS AND DISCUSSION

Additional education is less standardized and more variable. Gradually, the use of digital technologies is becoming part of the practice of institutions providing additional education.

Students enrolled in the additional education system are part of the information society in which they live and learn. The question of effective education of students in higher education in the context of globalization and informatization is particularly pressing, as it involves changes in students' value orientations. Therefore, when discussing successful digital socialization of students, which should be facilitated by educators in the process of educational work, it is impossible to ignore the fact that students are vulnerable to negative external influences

that affect their moral decision-making in both academic and extracurricular situations. There is an emerging need for a scientific understanding of the new situation, which characterizes the current state of educational work in higher and additional education institutions, the level of pedagogical culture, and the competence of educators in additional education for this work. In this context, pedagogical support for educators in digital upbringing should influence both the current and final outcomes of digital education, track these results, and ensure their high quality (Lupandina & Ryndina, 2023).

Modern daily life makes students' lives dependent on information flows. However, in addition to constructive informational influences in the online space, students are exposed to destructive provocations that impact their consciousness. Primarily, the value-semantic sphere is distorted, personal socialization is disrupted, and dependencies such as addiction to computer games arise, among other issues. The state must respond to these influences by organizing digital education and developing alternative forms of additional education. During leisure time in the online space, the younger generation sequentially develops new, often spontaneous interests, expectations, needs, goals, motives, and attitudes, which have a significant impact on their social and psychological activity, identity, and digital interaction. It becomes clear that the digital environment carries significant educational potential due to personality-forming influences that are unpredictable in nature. Such destructive influences can cause irreparable harm to the social and psychological health of the younger generation. Therefore, the antithesis of these influences should be a purposefully developed digital educational environment in additional education alongside other core forms of general education.

Understanding the features of digital education for younger schoolchildren in the context of additional education is greatly aided by the analysis of technologies, methods, forms, and approaches to organizing digital education. As Safonov (2025) notes, the integration of generative AI into the educational process requires a rethinking of pedagogical priorities, with an emphasis on cultivating intellectual virtues and guiding students toward critical reflection and ethical reasoning in digital environments. Meanwhile, Bleikher et al. (2025) show that even educators in technologically advanced institutions often lack sufficient AI literacy, highlighting the need for targeted professional development to effectively implement digital tools in age-appropriate ways.

Digitalization also reshapes the competitive and institutional landscape of education. Beloglazova et al. (2025) argue that digital transformation intensifies inter-institutional competition, which may lead to unequal access to technological innovations across schools and regions, something especially relevant in additional education. At the same time, educational strategies must retain a communicative and humanistic core. Usmanova et al. (2025) demonstrate that simulation and social learning approaches are effective in developing communicative

competencies in professional education, suggesting their adaptation for younger learners as well. As Pashkurov et al. (2025) emphasize, deep cultural structures continue to influence how educational values are shaped—an essential reminder that digital methods must remain anchored in social meaning.

The organization of a virtual educational environment in the digital space requires the consideration of new methodological approaches, methods, and technologies. One such approach is the information-environmental approach, which views the educational process in the digital space as a set of relationships between the educational subjects, as a way of organizing the educational environment itself and optimizing its impact on the learner. This approach allows for the identification of object-oriented, functional, and subject-oriented aspects of the educational environment in higher education institutions. It should also be emphasized that currently, the quality of educational work, including in additional education, is becoming dependent on the stability of internet connections and the speed of the connection.

Turning to the scientific literature from neighboring countries allows the conclusion that the specifics of digital education for students in the context of additional education have not been sufficiently explored. However, there is a substantial body of research on this topic in foreign scientific literature.

Additional education is seen as a resource for addressing the challenges of digital education. There is growing scientific interest in distance learning formats for educational work. Students, like other demographic groups, are increasingly immersed in the digital world. This opens up new opportunities for education, motivation, and self-education. According to practitioners, due to the high level of involvement, studying student youth outside this environment (the meanings, transformations, and constructions existing in their consciousness) is not easy for psychological and pedagogical sciences (Sidyaeva, 2023). Moreover, the modern media space has a significant impact on shaping the attitudes of both students and educators. Digital technologies have changed the role of educators: they have become more like coordinators, navigators, and motivators of the educational process.

Technologies have created new values related to freedom of behavior in the internet space. In this context, an interesting perspective was presented by I.V. Zhilyavskaya (2018), who compares the effects of media and digital technologies on human consciousness. She argues that while media shape a primitive personality type that aligns with consumer society, digital technologies offer a choice of values for an individual lifestyle, with ideologies and tools that allow for the construction of a personalized reality. This, in turn, increases the amount of time spent in the virtual space of social networks, which determines a comfortable state of transreality. The blurring of boundaries leads to the problem of recognizing the emotions of others, which ultimately creates difficulties in interpersonal perception (Zhilyavskaya, 2018).

Therefore, digital etiquette is gradually becoming more prominent. It should be recognized that these trends are also spreading in the consciousness of student youth. With the press of a button, one can end a friendship on social media. This functionality undermines the concept of a vertical social model, and the collective loses its significance. The sense of the irreversibility of time and the uniqueness of events is lost. The ability to avoid negative consequences with the press of a button creates psychological illusions related to the reversibility of time (Prudnik, 2014). Such psychological states are also spreading among student youth. There are also other psychological issues related to the use of digital technologies in educational work. For example, the authors (N. P. Dedov, O. A. Komissarova, I. V. Kokhova, O. E. Petrunya) emphasize that digitalization fosters a passive cognitive position among students towards the information content they use. The new psychological image formed through technologies is characterized by insufficient volitional behavior, superficial perception, uncritical reception of information, underdeveloped emotional sphere, and low creativity. Together, this strongly impacts individualism, fragmentation, and poor quality of interpersonal relationships (Dedov et al., 2023). According to the authors, solving this educational problem requires creatively and emotionally rich interpersonal relationships, both among students and between students and teachers (Kuznetsova, 2022). Thus, it can be stated that there are risks of dehumanization when using digital technologies. The role of these technologies in digital education is primarily to increase students' motivation and interest in learning.

The digital environment is highly dynamic, allowing for the creation of success situations faster than in real life, which are typically sought after by teenagers and young adults. These age groups risk developing pathological dependence on the virtual environment. It is no coincidence that they are viewed as primary consumers by video game developers. Mobile games exacerbate the situation, becoming almost the only source of pleasure and joy, while also promoting certain values that are often accepted uncritically, thus serving as an element of education. Acting as a kind of "psychological refuge," the virtual space environment influences the formation of a new type of identity (digital identity). The educational issue is the existence of a gap between students' digital and real identities. Education must be based on a system of certain values. The specificity of educational activity lies in its need for a live dialogue and joint activity, as well as pedagogical influence on the emotional-sensory and moral spheres of students. This makes the use of digital technologies inappropriate and undesirable in some cases. As D.D. Kalimullin believes, the educational resources of electronic distance formats are limited. However, the full potential of digital technologies can be revealed through the digitalization of educational content. To do this, it is necessary to place relevant materials on university websites and social networks, using the "hidden advertising" method, as well as maintain an interactive mode of educational work with students (Kalimullin & Pavlinov, 2022).

These and other forms of educational work allow for the formation of a virtual university environment for education. However, it should be recognized that this approach can be considered as a possible one, but its effectiveness in education will depend on the form of instruction, meaning it is not universal.

Special attention should be given to the blogosphere, which has evolved from a hobby into an independent and uncontrolled professional activity. The ability to magnetize one's blog has turned this activity into a business. Many students dream of becoming bloggers. In the additional education system, educational programs related to blogging are gradually emerging.

Special attention should be given to the blogosphere, which has evolved from a hobby into a complex and often monetized digital profession. While traditional blogging has become less central in some Western contexts, the broader phenomenon of content creation encompassing video blogging, streaming, and microblogging on platforms like TikTok, YouTube, and Instagram remains highly influential among young people globally. In fact, recent studies show that a significant number of adolescents and university students express a desire to become influencers or digital creators, viewing it as both a form of self-expression and a potential career path (Saraiva & Nogueiro, 2025). This aspiration has prompted the emergence of educational programs in additional education that focus on digital storytelling, media literacy, and content ethics.

A critical analysis of these programs shows that the course developers, focusing on the technical component, pay little attention to communication with target audiences. In working with them, ethics is crucial, and it is important to adhere to duties, prohibitions, and restrictions (Mukhachev, 2015). However, not all bloggers follow moral guidelines, as can be seen from the example of compatriots who can broadcast their channels from abroad, sometimes spreading political fake news (Kotova & Dukyan, 2018). Another issue in digital education for students is the activities of destructive groups on social networks, which target students anonymously, provoking deviant behavior that often borders on criminality.

The impetus for the spread of digital technologies for distance learning in additional education was not only the coronavirus epidemic. Referring to the experience of additional education in Yakutia, it shows that the region has complex geography and logistics: students in remote areas no longer depend on the location and time of classes in the additional education system. Now, there are opportunities to study remotely online, or to watch lessons and educational talks in recorded form, making additional education more accessible. An illustrative example of such educational work is the remote connection of listeners to the "GlobalLab" platform.

Based on the analysis of foreign experience, it can be stated that digital clubs, digital circles, and online tutoring have become widespread in the practice of digital education for youth and adolescents. It should be particularly emphasized that in the process of using these

forms, the role of educators in additional education is ambiguous and highly differentiated. Therefore, it can be said that the role of an educator in additional education depends on the mode of interaction with students (synchronous or asynchronous) (Krupa et al., 2021). This, in turn, affects the educational technologies used and the types of education in the digital environment through informal and unstructured interaction (active, prohibitive, and participatory). Participation in such forms of educational interaction requires appropriate encouragement.

Recent studies suggest that continuous online immersion significantly reshapes students' cognitive, motivational, and interpersonal dynamics in educational settings. For instance, Reyes-Millán et al. (2023) found that post-pandemic students' intrinsic motivation in fully online environments became increasingly variable, with engagement levels vulnerable to distraction. Similarly, Arli Rusandi et al. (2023) along Sudarnoto et al. (2025) observed that students participating in distance education exhibited lower psychological resilience and higher levels of mental fatigue, which adversely affected their sustained involvement in virtual learning. These findings indicate that digital learning environments, including online tutoring and virtual clubs, must be accompanied by emotional scaffolding and motivational support, especially for adolescents who maintain near-constant online presence.

Access to a vast amount of online content also alters attention spans and the perceived relevance of educational materials. Research on media multitasking shows that students who frequently shift between academic tasks and social media platforms experience reduced memory retention and overall academic underperformance. Saraiva and Nogueiro (2025) identified a measurable decline in course completion rates following the shift to fully online formats, emphasizing that constant digital connectivity can blur the boundaries between focused learning and informational overload. In this context, the role of educators expands beyond delivering content to include the curation of digital engagement and reinforcement of learner focus.

Furthermore, behavioral patterns in the digital space are closely linked to academic outcomes. Zhu et al. (2024) analyzed student web behavior during the pandemic and noted a pronounced shift toward self-directed, on-demand knowledge acquisition. Tan et al. (2025) found that although academic performance indicators were stable in some fully digital classrooms, a decline in collaborative learning and peer interaction was evident. These findings underscore the importance of evaluating not only the tools and platforms students use but also how digital engagement influences the formation of learning identity, autonomy, and the long-term effectiveness of educational models such as online tutoring and asynchronous learning.

FINAL CONSIDERATIONS

Digitalization of education for young people beyond formal schooling is just one aspect of a broader reconstruction of conditions for learning, social interaction and sense-making in increasingly digitized contexts. It is in this context that additional education needs to engage with system change and pedagogically oriented development rather than isolated innovation.

This study found a challenge the increasing difference between someone's online image and their actual image. Instructors should teach students so they develop digital ethics and emotional resilience plus critically assess the online spaces they occupy. Students must learn to use devices and apps. Education must also support teachers. Teachers change roles. They move from knowledge providers to mentors. They act as moderators. They are protectors concerning psychological and social well-being.

Realizing the digital education potential inside these new settings will require flexible forms of interaction, stronger institutional support behind technology integration, and targeted programs with both digital and cultural/civic education. Researchers must research further to better understand how digital experience impacts student development and explore context-sensitive practices that use digital technology for meaningful, inclusive and values-based education.

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