RODINNÁ MEDIÁCIA V TEÓRII A PRAXI

Interdisciplinárny dialóg a inovácie pre prax

Gabriel Paľa – Jurij Popovič (eds.)

VYDAVATEĽSTVO PREŠOVSKEJ UNIVERZITY

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RODINNÁ MEDIÁCIA V TEÓRII A PRAXI
Interdisciplinárny dialóg a inovácie pre prax

Editori: Gabriel Paľa
Jurij Popovič

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Andriana SHYSHAK, PhD.
Oksana PYSARCHUK, PhD.
Participation of the family in resolving online conflicts among younger schoolchildren
Účasť rodiny na riešení online konfliktov mladších školákov *176*

prof. ThDr. Peter TIRPÁK, PhD.
Pastorácia a mediácia: premostenie a cesta k harmonickému rodinnému a manželskému životu
Pastoral care and mediation: bridging the gap and the path to harmonious family and married life *186*

ThLic. Martin TKÁČ, PhD.
Mediácia ako nástroj znižovania spoluzávislého správania v rodine závislého dospelého dieťaťa
Mediation as a tool for reducing codependent behavior in the family of an addicted adult child. *195*

Program konferencie
Rodinná mediácia v teórii a praxi 209

Participation of the family in resolving online conflicts among younger schoolchildren

Účasť rodiny na riešení online konfliktov mladších školákov

Andriana SHYSHAK, PhD.
Oksana PYSARCHUK, PhD.
West Ukrainian National University
Department of Educology and Pedagogy

ORCID: https://orcid.org/0000-0001-7715-9528
ORCID: https://orcid.org/0000-0003-0110-9174

Abstract: *The article examines the specific features of family involvement in resolving online conflicts among younger schoolchildren that emerge during children's communication in social networks, messaging platforms and interactive gaming environments. The paper highlights the distinctive characteristics of digital conflicts at this age, as well as their impact on children's emotional well-being and social development. It is emphasised that the family environment plays a crucial role in developing safe and responsible online behaviour. Various forms and strategies of parental participation are analysed – ranging from control and monitoring to supportive partnership, joint discussion of incidents and the enhancement of children's critical thinking. The importance of open communication, consistent rules and modelling constructive responses to conflicts is underscored. It is concluded that purposeful family engagement reduces the risks of escalation in online conflicts and contributes to the formation of conflict resolution competence among younger schoolchildren in the digital environment.*

Keywords: *Family. Parents. Younger schoolchildren. Online conflicts. Digital safety. Conflict resolution skills. Mediation techniques. Media literacy.*

Introduction

The rapid spread of digital technologies and the early involvement of primary school children in social networks, messaging applications and online games have led to an increase in the number of online conflicts. Primary school pupils are not yet able to cope with such conflicts independently, as they lack sufficient psychological resources. These conflicts may have a long-term negative impact on children's emotional state, behaviour and social development, causing increased anxiety, reduced self-esteem, social isolation or aggressive manifestations.

The family plays a crucial role in shaping patterns of interaction in the digital environment, as it is the child's primary social context in which ways of responding to conflicts and skills of safe and responsible online behaviour are formed. In this regard, the study of family involvement in resolving online conflicts among primary school children is of particular relevance.

The essence of online conflicts among primary school children

The concept of conflict is understood as a "clash of opposing interests and views, tension and the extreme intensification of contradictions, which leads to active actions, complications and struggle."[1]

An online conflict is determined by the environment in which the conflict arises or unfolds. In the interactions of primary school children, a conflict may either originate in the internet for various reasons or arise in real life and subsequently continue in the virtual environment.[2] Therefore, in our view, an online conflict is a form of interpersonal interaction that arises or develops in the digital environment (social networks, messaging applications, online games, educational platforms) and is characterised by a clash of opposing positions, emotional tension and confrontational actions of the participants, which may have both virtual and real consequences for the emotional state and social relationships of primary school children.

The main causes of conflicts in the digital environment are considered to be informational and behavioural factors, relationship-related factors, as well as value-based and structural factors.[3][4] Taking this into account, within the age range of 6–10 years it is appropriate to distinguish the following classification of online conflicts:

- informational online conflicts – arise as a result of misunderstanding or misinterpretation of messages in the digital environment. These include rumours, the spread of unverified or distorted information, incorrect interpretation of jokes, emojis or abbreviations, as well as the premature or delayed transmission of information, which leads to offence and misunderstandings between children;
- behavioural online conflicts – are associated with the impulsive behaviour of primary school children online and manifest themselves in rude remarks, mockery, insults, aggressive comments, attempts to dominate in online games or chats, as well as violations of agreements and rules of shared digital interaction;

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1 MATOKHNIUK, L. O. – IVANIUK, I. S.: Психологічні особливості конфліктів в колективі молодших школярів та шляхи їх подолання [Psychological features of conflicts in the team of younger schoolchildren and ways to overcome them]. In: MATOKHNIUK, L. O. (ed.).: *Психологічні засади розвитку, психодіагностики та корекції особистості в системі безперервної освіти: збірник матеріалів Всеукраїнської науково-практичної конференції з міжнародною участю (29 – 30 жовтня 2021 року),* Вінниця, 2021, № 32, p. 136.

2 POPOVIČ, J. – SHYSHAK, A.: Resolving online conflicts of primary school students through school mediation. In: *Acta educationis*. Kraków : Avalon Sp. z o.o., 2024, No. 8, p. 22 – 39.

3 OKHRIMENKO, O.: Субкультура через призму соціальних мереж [Subculture through the prism of social networks]. In: *Соціальний педагог*, 2014, № 2, p. 37 – 38.

4 OLIINYK, K. S.: Попередження та подолання конфліктів у соціальних мережах як вимога сьогодення [Prevention and overcoming of conflicts in social networks as a modern requirement]. In: *Збірник наукових праць Хмельницького інституту соціальних технологій університету «Україна»*, 2018, № 16, p. 150 – 153.

- relationship-based online conflicts – arise due to disruptions in friendships in the digital space, such as ignoring messages, exclusion from chats or games, or refusal to participate in joint online activities, which are particularly distressing for children of primary school age;
- value-based online conflicts – are usually related to differences in family rules regarding internet use, perceptions of acceptable online behaviour, fairness, and appropriate ways of playing or communicating, often reflecting values acquired within the family;
- structural online conflicts – are determined by objective conditions of the digital environment, including unequal access to devices or the internet, differences in technical capabilities, the rules of online platforms or games, and inequalities of roles (such as chat administrator or team leader), which may cause tension and conflicts among children. [5]

Online conflicts have a significant impact on the emotional state and social development of children of primary school age, as during this period the formation of emotional self-regulation, self-esteem, and interpersonal interaction skills is still ongoing.[6] Involvement in conflict situations within the digital environment is often accompanied by experiences of anxiety, fear, resentment, guilt, or shame, which may lead to emotional instability, reduced self-confidence, and the development of a negative attitude towards one's self. In the absence of appropriate adult support, such experiences can develop into persistent behavioural responses, including avoidance of communication, social isolation, increased irritability, or aggressiveness.[7] At the same time, online conflicts complicate a child's socialisation process, as they undermine the sense of belonging to a peer group, distort perceptions of communication norms, and may reinforce ineffective or destructive patterns of interaction. In the long term, systematic negative experiences of online conflict can hinder the development of empathy, communication skills, and the ability to resolve conflicts constructively, which negatively affects the

5 OLIINYK, K. S.: Попередження та подолання конфліктів у соціальних мережах як вимога сьогодення [Prevention and overcoming of conflicts in social networks as a modern requirement]. In: *Збірник наукових праць Хмельницького інституту соціальних технологій університету «Україна»*, 2018, № 16, p. 150 – 153.

6 KOTYK, T. M.: *Нова українська школа: теорія і практика формування емоційного інтелекту в учнів початкової школи* [New Ukrainian school: theory and practice of forming emotional intelligence in primary school students]. Тернопіль : Астон, 2020, p. 51 – 52.

7 KONOVALCHUK, I. M.: Психологічні аспекти виникнення та корекції конфліктів батьків і дітей молодшого шкільного віку [Psychological aspects of the occurrence and correction of conflicts between parents and children of primary school age]. In: *Вища освіта в медсестринстві: проблеми і перспективи*. Житомир : Полісся, 2011, p. 135 – 138.

social development of children of primary school age in both digital and real-life environments.[8]

The family as an environment for the formation of safe and responsible online behaviour skills

The family is a "social institution of society, a system of actions and relationships that performs the social functions of human reproduction, exercises social control over the behaviour of family members through a system of positive and negative sanctions, and serves as the primary foundation of the spiritual, moral, economic, and social development of society."[9]

Many studies emphasise the role of parents in the development of primary school pupils' information and digital competence, within the structure of which are skills of safe and responsible online behaviour. These abilities enable children to resist online conflicts or to resolve them constructively. For example, in developing a technology for forming the information and digital competence of primary school pupils in the process of socio-pedagogical communication (V. Stehantseva), one of the elements of its content is the organisation of work with parents, which includes such forms as parents' meetings, individual consultations, discussions, training sessions ("The Child in the Digital World", "How to Protect a Child from Crimes on the Internet"), and a masterclass entitled "Using Digital Resources for Quality Living."[10]

It is the family that constitutes an important part of the environment in which skills of safe and responsible online behaviour are formed, serving as the foundation for media literacy. With adult support, a child acquires basic knowledge about online risks (to health, mental well-being, digital security, privacy, and social and material consequences), gains experience in responsible use of digital resources, and learns the norms of netiquette. Through explanations, joint discussions of online situations, modelling examples of communication, monitoring, and co-participation in the child's digital activities, parents foster the child's ability to regulate emotions online, understand the consequences of their own online actions for others, avoid aggressive statements, offensive comments, violations of privacy, and the

8 POPOVIČ, J. – SHYSHAK, A.: Resolving online conflicts of primary school students through school mediation. In: *Acta educationis*. Kraków : Avalon Sp. z o.o., 2024, No. 8, p. 22 – 39.

9 ROMANYSHYNA, L. – OBUSHKO, A.: Сім'я як середовище формування особистості дитини молодшого шкільного віку [Family as an environment for the formation of the personality of a child of primary school age]. In: *Збірник наукових праць Хмельницької гуманітарно-педагогічної академії*, 2022, p. 163.

10 STIEHANTSEVA, V. V.: *Формування інформаційно-цифрової компетентності молодших школярів у процесі соціально-педагогічної комунікації* [Formation of information and digital competence of younger schoolchildren in the process of socio-pedagogical communication]: PhD thesis. Полтава : 2022, p. 6.

spread of misinformation.[11] Such knowledge and skills, which are part of the ability to resolve conflicts, help children not only to avoid the escalation of online conflicts but also to respond to them constructively, seek help, respect human rights on the Internet, and choose non-violent and responsible ways of resolving problems in virtual communication.

Strategies and forms of parental involvement in resolving online conflicts among primary school children

When resolving conflicts, primary school children rely on information and techniques drawn from their previous life experience. The formation of behavioural patterns is also influenced by parental actions. In our view, depending on the nature of their influence on the child, family involvement in resolving online conflicts among primary school children can be differentiated into a strategy of control and monitoring of online activity, a strategy of joint discussion of online incidents, and a strategy of partnership-based support and the development of critical thinking.

The strategy of control and monitoring of online activity involves external regulation of the child's behaviour. Examples of implementing this strategy include parents setting time limits on gadget use; using parental control software to monitor the child's messages, comments, and contacts; pre-emptively prohibiting participation in group chats or online games where conflict situations have previously arisen; checking the content of the child's posts and comments after a conflict incident; and prompt adult intervention in cases of cyberbullying, threats, or the dissemination of harmful content (blocking the offender, deleting messages, contacting the teacher).[12]

The strategy of joint discussion of online incidents involves a shift towards understanding the causes and consequences of an online conflict. It is implemented through discussing a specific online conflict situation with the child (for example, an argument in a class chat or offensive comments in a game); jointly analysing what caused the conflict and which words or actions escalated it; discussing the feelings of all participants in the conflict, including the affected party; explaining the difference between a joke and an insult in online communication; and analysing the possible consequences of public comments, complaints, or sharing screenshots for other children and for the child themselves.[13]

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11 SHYSHAK, A. M.: *Формування інформаційно-цифрових умінь молодших школярів в умовах диджиталізації початкової освіти* [Formation of information and digital skills of younger schoolchildren in the conditions of digitalization of primary education]: PhD thesis. Тернопіль, 2025, p. 63 – 68.

12 TSIPAN, T.: Батьківський контроль як засіб формування в дітей молодшого шкільного віку культури безпечної поведінки в інтернет-просторі [Parental control as a means of forming a culture of safe behavior in the Internet space in children of primary school age]. In: *Інноватика у вихованні*, 2025, 1(21), p. 182 – 191.

13 SOKURENKO, V. V. – SHVETS, D. V. – FEDORENKO, O. I. et al.: *Методичні рекомендації щодо формування безпечної поведінки дітей у соціальних мережах* [Methodologi-

The strategy of partnership-based support and the development of critical thinking involves fostering the child's self-regulation and responsible behaviour in the digital environment. Examples include engaging the child in independently choosing ways to respond to an online conflict (ignoring it, seeking help, replying politely, leaving a chat); developing the habit of pausing before posting a comment and assessing its possible consequences; teaching the child to verify information before sharing it in order to avoid provoking conflicts; supporting the child in taking responsibility for their own online actions (apologising, voluntarily deleting offensive messages); and gradually transferring control over the child's digital behaviour to the child, while maintaining a trusting dialogue with parents.[14]

We believe that strategies for parental involvement in resolving online conflicts among primary school pupils should be differentiated according to the time criterion into prospective, situational, and retrospective.

Parents of primary school pupils, in the process of a child's education and upbringing, ensure the child's familiarisation with the rules of safe and ethical digital behaviour on the Internet, explain the concepts of online conflict or cyberbullying, responsibility for causing problematic situations, and ways of responding to them; at the same time, it is important to achieve open communication and to attempt to model possible situations.[15] We believe that, in this case, a prospective strategy of parental involvement in resolving online conflicts among primary school pupils is appropriate. This means that parents proactively provide primary school pupils with information, which the children subsequently take into account and apply in their everyday lives. This also includes the family's purposeful involvement of the child in systematic discussions about their online experiences, problematic situations in messengers, social networks, online chats, online games, and so on. In an atmosphere of trust, primary school pupils and their parents jointly develop action algorithms for resolving online conflicts.

Family mediation can therefore be seen as protecting the family and its members from lengthy, unpleasant, and emotionally demanding court proceedings. Unlike court hearings, family mediation allows the parties involved in the conflict to control the outcome. It creates an opportunity to formulate plans for the future that affect the whole family.[16]

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cal recommendations for the formation of safe behavior of children in social networks]. Харків : ХНУВС, 2021, p. 60.

14 SHYSHAK, A. M.: *Формування інформаційно-цифрових умінь молодших школярів в умовах диджиталізації початкової освіти* [Formation of information and digital skills of younger schoolchildren in the conditions of digitalization of primary education]: PhD thesis. Тернопіль, 2025, p. 158 – 183.

15 LYTOVCHENKO, I. V. – MAKSYMENKO, S. D. – BOLTIVETS, S. I. et al.: *Діти в Інтернеті: як навчити безпеці у віртуальному світі* [Children on the Internet: how to teach safety in the virtual world]. Київ : ТОВ «Видавничий Будинок Аванпост-Прим», 2010, p. 48.

16 POPOVIČ, J.: *Koncept aplikácie inštitútu mediácie v Katolíckej cirkvi*. [Concept of the application of the institute of mediation in the Catholic Church]. Prešov : Vydavateľstvo

When online conflicts among primary school pupils arise, parents also ensure their support and guidance on how to act here and now, while being directly involved in the situation of dispute. Family members help to form children's understanding of constructive ways of responding to conflict.[17] For online conflicts, the following responses are possible: ignoring provocations, seeking help, using blocking and reporting functions, and so on. In addition, parents provide primary school pupils with the opportunity to talk about their feelings, thereby contributing to a reduction in emotional tension and creating a sense of digital safety and security; on this basis, they foster the development of media literacy in primary school pupils. In our view, all of the above indicates that parents adhere to a situational strategy of involvement in resolving online conflicts among primary school pupils.

Within the context of implementing a situational strategy, the family may help a primary school pupil to use a specific way of resolving a conflict by applying various techniques. Among these, for example, is mediation, which encompasses five structured and sequential stages.[18]

The mediation process in the context of an online conflict between primary school pupils is structured and carried out with due regard to the digital environment and children's age-related characteristics. At the initial stage, the mediator outlines their role and establishes rules of interaction in an online communication situation that are clear and understandable for primary school pupils. Next, each participant, without interruption, presents their own perspective on the online conflict and expresses the emotions associated with it, which compensates for the lack of direct emotional contact in virtual interaction.

At the subsequent stage, the parties ask one another questions and jointly analyse the problematic aspects of the conflict, becoming aware of their personal responsibility for its resolution and of the unproductiveness of striving for "victory" in the online space. After this, with the mediator's support, the participants propose and discuss possible options for constructive solutions, including the use of digital tools. The final stage involves reaching agreements recorded in a clear, realistic, and child-accessible written agreement, which provides for specific, measurable, and time-bound actions, including the voluntary removal of negative online content and the prevention of similar online conflicts in the future.[19]

PU, 2025. s. 113.

17 HORDENKOVA, A. O.: Подолання конфліктів у підлітковому віці: корекційно-розвивальна програма (частина 1) [Overcoming conflicts in adolescence: a correctional and developmental program (part 1)]. In: *Освіта та розвиток обдарованої особистості*, 2023, № 2, p. 74 – 82.

18 LAWRENCE, E.: Conflict Resolution and Peer Mediation in Primary Schools. In: LIEBMANN, M. (ed.): *Mediation in context*. London and Philadelphia : Jessica Kingsley Publishers, 2000, p. 63.

19 POPOVIČ, J. – SHYSHAK, A.: Resolving online conflicts of primary school students through school mediation. In: *Acta educationis*. Kraków: Avalon Sp. z o.o., 2024, No. 8, p. 37.

In this case, parents may find a mediator or, provided they are able to remain impartial towards all parties to the conflict, assume this role themselves, having first gained a comprehensive understanding of the mediator's functions and methodology. This reduces the risks of escalation of online conflicts among primary school pupils and contributes to their resolution.

In situations of online conflict where primary school pupils are unable to resolve the conflict independently, in the event of potential threats or systematic online abuse, family members may actively intervene by documenting evidence and, where necessary, contacting the appropriate services.

After an online conflict has occurred, a retrospective strategy of parental involvement in resolving online conflicts among primary school pupils may be implemented. Parents organise communication with children in order to analyse the causes of the recent conflict, its course and consequences, as well as the steps needed to prevent similar situations in the future. At the same time, it is important to ensure that children are aware of the family's support, as only within such an atmosphere can there be an understanding of the inappropriateness of aggressive behaviour towards others or the awareness that one can always seek advice from close family members.

In view of the above, according to the mode of parental involvement in online conflicts among primary school pupils, we distinguish two forms: direct and indirect. These manifest themselves in direct or indirect influence on the course and resolution of the conflict situation.

In the direct form of parental involvement in online conflicts among primary school pupils, which is more characteristic of prospective and retrospective strategies, parents are directly engaged in the conflict interaction. This is realised through direct contact with other participants in the conflict and the making of prompt decisions. In particular, parents simultaneously support the child during the conflict, help to choose specific actions (blocking, reporting, collecting evidence), provide mediation between participants in online interaction, and protect the child's interests by contacting the teacher, school administration, or platform moderators.

In the indirect form of parental involvement in online conflicts among primary school pupils, which is more characteristic of situational strategies, parents exert an indirect influence on conflict resolution. This may be carried out through shaping the child's experience, attitudes, rules, and reflection, while direct intervention in the conflict situation itself is absent. For example, parents explain and inform the child in advance about rules of online behaviour; conduct systematic discussions about online activity experiences; jointly develop standardised algorithms for dealing with conflict situations; organise reflective analysis of online conflicts that have already occurred; and foster trust and an awareness of support in the primary school pupil in order to motivate independent action.

Conclusions

Online conflicts are a common phenomenon in the interactions of primary school pupils within social networks, messengers, and online gaming environments and have specific features determined by children's age and the characteristics of the digital space. They may arise directly online or be transferred from real life to the virtual environment, which intensifies their emotional impact and complicates the process of resolution.

The family plays an important role in developing children's skills of safe and responsible online behaviour, as well as in preventing and constructively resolving online conflicts. It is within the family environment that basic models of digital interaction, attitudes towards conflict, and ways of responding to problematic situations on the Internet are formed. The effectiveness of parental involvement largely depends on the level of parents' awareness of the features of the digital environment and their readiness for open and trusting communication with the child.

According to the nature of influence on the child, family involvement in resolving online conflicts among primary school pupils should be differentiated into a strategy of control and monitoring of online activities, a strategy of joint discussion of online incidents, and a strategy of partnership-based support and development of critical thinking. It is justified to distinguish prospective, situational, and retrospective strategies of parental involvement in resolving online conflicts among primary school pupils, which reflect the temporal logic of responding to conflict situations. Within these strategies, direct and indirect forms of parental involvement have been identified, which differ in the manner of parents' engagement in the course of the conflict. Mediation adapted to the conditions of online conflict and to children's age-related capabilities is a particularly effective technique within the situational strategy.

Thus, purposeful, systematic, and pedagogically well-considered family involvement in resolving online conflicts reduces the risk of their escalation, contributes to the child's emotional safety, and promotes the development of primary school pupils' abilities to resolve conflicts constructively in the digital environment. This creates a foundation for the child's harmonious social development and responsible use of digital technologies in the future.

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Andriana Shyshak, PhD.
Oksana Pysarchuk, PhD.
West Ukrainian National University
Department of Educology and Pedagogy
11 Lvivska Str. (WUNU Building 1), 46009, Ternopil, Ukraine
a.shyshak@wunu.edu.ua
o.pysarchuk@wunu.edu.ua

RODINNÁ MEDIÁCIA V TEÓRII A PRAXI
Interdisciplinárny dialóg a inovácie pre prax

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