

Interaction in the Coach-child-parents System as a Means of Improving the Indicators of the Estimated-performance Component of Success in the Process of Sports Training

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Abstract: Based on the definition of the concept of “schoolchildren's success in the process of sports training”, the author identified and proposed six components of success in the process of sports training: physiological, cognitive, moral, technical-tactical, psychological and evaluatively effective. In general, these components characterize the main directions in the formation of the success of schoolchildren in the process of sports training. The article suggests that the concept of "schoolchildren's success in the process of sports training" is integrative, including interrelated and correlated components. From the author's point of view, the evaluative-resultant component is one of the most necessary to achieve success. The author proposes to improve the indicators of this component through the trainer-child-parent interaction system, which consists in the development and application of the educational program of interaction between the coach of the sports school and the parents of the children involved in “Success of your child”. The article also presents the diagnostics of the evaluative-effective component, which consists in testing schoolchildren by using the questionnaire of V.V. Stolin. and Panteleeva I.R. Based on the results of the experimental work, the author made conclusions about the need for a deeper introduction into the practice of interaction between parents and their children and the coach.

1 INTRODUCTION

In the system of additional education, sports schools of the Olympic reserve act as educational institutions where children can show their abilities, their character, and realize their self-esteem. That is, sports activity is one of the main means of forming a child's successful personality. In addition, sports have always been the key to successful socialization. With the correct structure of the process of sports training, it can become a very effective means of forming success.

The success of schoolchildren in the process of sports training is understood as: “successfully formed and continuously improving sportsmanship of a student in the process of sports training, supported by a positive-adequate self-esteem, accompanied by a sufficient level of motivation and a positive emotional

state, as well as an adequate social environment of the student, which in aggregate presupposes achievement trainees of a positive sports result” (Voronin, 2019).

Let's highlight the main components of the success of schoolchildren-athletes:

1. Physiological;
2. Cognitive;
3. Technical and tactical;
4. Psychological;
5. Moral;
6. Evaluative and effective.

All of the above components in general terms characterize the main directions in the formation of the success of schoolchildren in the process of sports training, which have independent characteristics: technical, tactical, physical, psychological. Based on the content of a certain component, the trainer-teacher forms specific tasks aimed at improving the schoolchild's sportsmanship and achieving success.

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From the point of view of a number of modern teachers in schoolchildren "the formation of personality depends, first of all, on the social environment, on the influence of adults around the child ..." (Busygina et al, 2016). In addition, a huge number of researchers speaks about the relationship between the success of teaching and evaluative actions of teachers (coaches) and students: the motivation of a student who does not cope with the tasks assigned to him in the process of playing sports will be at a low level, and his confidence in his forces. The coach-teacher must also arouse and then maintain a cognitive interest not only in the mastery of physical or technical actions, but also in the entire process of sports training in general. As a result of this, all contradictions between the trainer-teacher and the students, caused by the organization of the educational and training process, will be eliminated. And the correct organization of this process encourages athletes to conscientiously perform tasks (Voronin, 2018).

It is also impossible not to say about one important factor influencing the feeling of success in sports activity, about the impact on the student of his family. Thanks to the family, the most comfortable conditions for the life and upbringing of the child are formed, and the feeling of belonging to the family is very important for the mental, intellectual, moral development of the individual (Goryachev, 1998). Often, children become less motivated precisely in those families in which there are conflicts and serious disagreements, as a result of which schoolchildren do not receive the necessary support, which leads to a decrease in motivation and the emergence of various kinds of problems and, as a consequence, the impossibility of full disclosure of their potential in sports activities (Christensen, 2009). Moreover, based on the views of modern educators and scientists, who assert the great influence of the family on the success of schoolchildren in the learning process (Brickman, 2007), it can be assumed that the family has the same influence on the formation of success in the process of sports training. The only prerequisite is the involvement of the student's parents in his process of sports training and the constant interaction of the coach with them. But the coach also needs to attach importance to the fact that schoolchildren's priorities change with age: the authority of their peers among them increases, and the opinion of parents, on the contrary, may not be taken seriously.

It is obvious that parental involvement has an impact not only on the athletic performance of schoolchildren, but also on their sense of their own success (Danilova, 2019). Parental expectations about

their children are of great importance (Shiryaev, 2018).

From the point of view of the author, it is necessary to involve parents in sports activities in order to form success in schoolchildren. But raising parenting interest is not easy. A quantitative increase in parenting meetings will not contribute to the planned result. In addition, parents who constantly miss planned parenting meetings also very rarely come to other events, such as: competitions, sports events, etc.

However, it has been proven that the more parents are interested in any kind of activity of their children (study, sports, music, etc.), the more successful the children themselves will be in this area. It follows from this that the influence of the family of schoolchildren on their success is of great importance. Most parents are not interested in and do not want to be involved in their child's sports activities, such as educational activities. They show even less interest when a student reaches adolescence, and taking into account the low sports results, the involvement of parents falls to almost zero.

The main tasks of a trainer-teacher in working with parents are to increase the cohesion of the parental team and increase the parents' interest in the child's sports life. Today, these tasks are being simplified in view of the development of information technology and multimedia support. For example, it is possible to organize interaction between parents and coaches using various social networks (Voronin, 2020). With a clear understanding by the parents of the requirements and the training system in the sports section, it will be easier for them to influence the child in terms of his sports activities.

However, it should be said that interacting with the family in order to support the child's desire to achieve success will only make sense when the family itself trusts the coach and has a positive attitude towards his work, as well as to the whole sport in general.

2 METHODOLOGY

In order to form the success of all the schoolchildren involved, taking into account the great role of the family in this process, the authors worked with parents. The developed program set the following tasks:

- improving the pedagogical culture of parents;
- creating conditions for effective interaction between the coach and the family;
- development of a universal, unified approach to assessing and shaping the motivation of

schoolchildren in the family and in the sports section.

The above tasks were solved within the framework of the developed program "Success of your child" (table 1), which was adopted at the sports school of the Olympic reserve - on the basis of which a formative experiment was carried out.

The implementation of this program was carried out in three stages: theoretical, practical, and final. The theoretical stage included parenting meetings, trainings for parents, individual conversations with the parents of each child. The practical module included: joint activities of children and parents, parents visiting open lessons, joint viewing of educational videos, extracurricular joint activities with children. The main problem was to motivate parents to active sports activities, in view of the fact that most of them, as their children grew up, did not particularly care about their sports activities. In addition, a significant part of the parents did not show much interest in sports in general.

The first module of the program - "Theoretical information about the role of parents in the formation of the child's success in the process of sports training" - consisted of three sessions, which were conducted not only jointly by the entire parental team, but also individually with each parent of a schoolchild engaged in the sports section. At the first lesson, held in the form of a parent meeting, the parents were described in detail the essence of the organization of the educational and training process; the program used by the coach, its differences from the traditional process of sports training; pedagogical means used in the process of sports training, aimed at the formation of the success of schoolchildren, their specificity. All parents who came to this lesson were given specific examples of how the process of sports training in a sports school will be organized. They also raised the question of what parents need to pay attention to at home in order to motivate the child to achieve success and to form his cognitive interest in sports every day.

The second lesson for each parent and his child was conducted individually. In the course of individual conversations with parents and their children, the role of the family in shaping the success of schoolchildren in the process of sports training was discussed. It paid special attention to the style of relationships in a particular family, emphasized the specifics of adolescence, difficulties arising from certain misunderstandings between parents and their children. In addition, the parents discussed the need for a welcoming and friendly nurturing environment for their children involved in sports, in which the

respective successes and failures will be properly treated.

The third lesson with parents was in a training format. A very significant topic was discussed at it - "Helping a child to achieve success in sports." In this lesson, parents whose children have achieved certain results in sports activities shared with the rest of the experience of how they helped and supported their children on the way to achieving success. Also, parents of teenagers were given brochures and booklets with various advice from both parents of outstanding athletes and from the coach: not to scold a child for poor results in competitions; emphasize the importance of playing sports in his life; support the child in all his endeavors, even the most insignificant and unrelated to sports activities; notice even his insignificant successes, and not only focus on the results of the competition; maintain confidence in the child, and always advise him that even if he does not always succeed, he himself does not become bad.

The second module of the program, practical - "Joint training of parents and their children in the educational and training process of sports training" - was implemented in training sessions of adolescents, with the active participation of their parents. The latter were not only present, but also engaged in most physical training classes for adolescent schoolchildren, were actively involved in competitive and extra-training activities. The training sessions, which developed technical and tactical skills, were conducted in the form of open lessons, which aroused great parental interest. Through the joint efforts of the coach and parents, trips to training camps in sports camps, hiking trips, and various event events were organized. Children went to the competitions, which were held in other cities, not only accompanied by a coach, but also by several more parents.

3 RESULTS

During joint sports training of a schoolchild and his parents, the first develops a positive emotional attitude, improves relationships in the family, sports team, classroom, in the yard, which also greatly affects the success of schoolchildren.

At the final stage, the results of the program were analyzed, family relations were diagnosed, parents were questioned, and further prospects for interaction between parents and the coach were determined.

In addition to relationships in the trainer-child-parents system, an equally important role in the evaluative-effective component is assigned to such indicators as self-control, reflection, self-esteem, etc.

Table 1: Content of the program of interaction between the sports school and the parents of the children involved in the "Success of your child".

Theoretical stage	
Recruitment of parents into a group for an educational and sports program. Diagnostics of family relations, analysis of the educational work of coaches, analysis of the existing system of interaction between a sports school and parents. Organization of classes with parents of schoolchildren, joint activities, work with a sports school. The theoretical stage consists of three sessions.	
№	The form of the lesson and its content
1	Parent-teacher meeting. Organization of the traditional process of sports training. Its differences from the process used by the author. General information about the pedagogical means used in the process of sports training.
2	Individual conversations with parents and their children. Family relationship style. Features of adolescence. Methods and means of parental education for the formation of motivation to go in for sports, in order to achieve success.
3	Training. The role of the family and the influence of family education on the formation of schoolchildren's success in sports activities.
Practical stage	
The practical stage lasted throughout the entire process of sports training remaining after the theoretical lessons. At this stage, a joint activity was developed between the coach, children and their parents for the formation of success in the process of sports training. At the practical stage	
№	Direction of joint activities
1	Joint physical training sessions for parents and their children under the guidance of a coach
2	Open training for parents
3	Social media interaction
4	Training camp with the invitation of parents
5	Tourist hike by a sports team
6	Joint travel to competitions
7	Organization and conduct of competitions
8	Watching video with children's performances and joint analysis of mistakes
Final stage	
Analysis of the results of the program, diagnostics of family relations, questioning of parents, determination of further prospects for interaction between parents and coaches of a sports school, analysis of the influence of the family on the formation of the success of schoolchildren.	

To identify the indicators of the evaluative-effective component, we applied the self-attitude questionnaire test developed by V.V. Stolin and S.R. Pantelev (Glukhanyuk, 2005). This test allows you to determine three levels of self-attitude, divided by the degree of generalization:

1. global self-attitude;
2. self-attitude, differentiated by autosympathy, expectations of attitude towards oneself, self-interest and self-esteem;
3. the level of specific actions (or readiness for these actions) in relation to your "I".

The results were determined according to the following scales included in this test questionnaire:

1. Scale S (integral).
2. Scale I - self-esteem.
3. Scale II - autosympathy.
4. Scale III - expected attitudes from others.
5. Scale IV - self-interest.

In addition to the above five scales, the test contains seven more scales that determine the severity

of the attitude towards any internal actions towards the "I" of the subject.

1. Self-confidence.
2. Attitude of others.
3. Self-acceptance.
4. Self-consistency.
5. Self-blame.
6. Self-interest.
7. Self-understanding.

In our work, when determining the indicators of the evaluative-effective component, both during the ascertaining experiment (before the introduction of the program for working with parents) and during the formative one (after the implementation of the program), we analyzed not only quantitative indicators for each scale (what percentage schoolchildren belongs to each category) (table 2), but the average indicator for each scale among schoolchildren in the control and experimental groups was also determined (table 3).

Table 2: Dynamics of quantitative indicators of the evaluative - effective component.

Indicator name	Test group	Stage name	Test results		
			More than 74% (the sign is pronounced)	50-74% (the sign is expressed)	Less than 50% (the sign is not expressed)
Global attitude towards oneself	Control group	The ascertaining stage	73%	17%	10%
		Control stage	68%	23%	9%
		Dynamics	- 5%	+6 %	- 1%
	Experimental group	The ascertaining stage	57%	29%	14%
		Control stage	71%	21%	8%
		Dynamics	+ 14%	- 8%	- 6%
Self-esteem	Control group	The ascertaining stage	50%	17%	33%
		Control stage	44%	29%	27%
		Dynamics	- 6%	+ 12 %	- 6%
	Experimental group	The ascertaining stage	14%	72%	14%
		Control stage	32%	55%	13%
		Dynamics	+ 18%	- 17%	- 1%
Autosympathy	Control group	The ascertaining stage	33%	55%	12%
		Control stage	35%	52%	13%
		Dynamics	+ 2%	- 3 %	+ 1%
	Experimental group	The ascertaining stage	21%	30%	49%
		Control stage	27%	39%	34%
		Dynamics	+ 6%	+ 9%	- 15%
Expected attitudes of others	Control group	The ascertaining stage	4%	31%	65%
		Control stage	6%	34%	60%
		Dynamics	+ 2%	+ 3 %	- 5%
	Experimental group	The ascertaining stage	2%	27%	71%
		Control stage	6%	38%	56%
		Dynamics	+ 4%	+ 11%	- 15%
Self-interest	Control group	The ascertaining stage	28%	47%	25%
		Control stage	21%	40%	39%
		Dynamics	- 7%	- 7%	+ 14%
	Experimental group	The ascertaining stage	29%	42%	29%
		Control stage	31%	48%	21%
		Dynamics	+ 2%	+ 6%	- 8%
Overconfidence	Control group	The ascertaining stage	18%	39%	43%
		Control stage	18%	43%	39%
		Dynamics	0%	+ 4%	- 4%
	Experimental group	The ascertaining stage	5%	33%	62%
		Control stage	13%	47%	40%
		Dynamics	+ 8%	+ 14%	- 22%

Table 2: Dynamics of quantitative indicators of the evaluative - effective component (cont.).

Indicator name	Test group	Stage name	Test results		
			More than 74% (the sign is pronounced)	50-74% (the sign is expressed)	Less than 50% (the sign is not expressed)
Attitude of others	Control group	The ascertaining stage	11%	37%	52%
		Control stage	13%	37%	50%
		Dynamics	+ 2%	0%	- 2%
	Experimental group	The ascertaining stage	6%	38%	56%
		Control stage	18%	32%	50%
		Dynamics	+ 12%	- 6%	- 6%
Self-acceptance	Control group	The ascertaining stage	50%	27%	23%
		Control stage	42%	32%	26%
		Dynamics	- 8%	+ 5%	+ 3%
	Experimental group	The ascertaining stage	34%	39%	27%
		Control stage	35%	46%	19%
		Dynamics	+ 1%	+ 7%	- 8%
Self-consistency	Control group	The ascertaining stage	51%	20%	29%
		Control stage	47%	27%	26%
		Dynamics	- 4%	+ 7%	- 3%
	Experimental group	The ascertaining stage	52%	16%	32%
		Control stage	58%	19%	23%
		Dynamics	+ 6%	+ 3%	- 9%
Self-blame	Control group	The ascertaining stage	27%	19%	54%
		Control stage	31%	15%	54%
		Dynamics	+ 4%	- 4%	0%
	Experimental group	The ascertaining stage	17%	15%	68%
		Control stage	13%	11%	76%
		Dynamics	- 4%	- 4%	+ 8%
Self-interest	Control group	The ascertaining stage	36%	31%	33%
		Control stage	26%	32%	42%
		Dynamics	- 10%	+ 1%	+ 9%
	Experimental group	The ascertaining stage	18%	36%	46%
		Control stage	21%	42%	37%
		Dynamics	+ 3%	+ 6%	- 9%
Attitude of others	Control group	The ascertaining stage	50%	33%	17%
		Control stage	47%	38%	15%
		Dynamics	- 3%	+ 5%	- 2%
	Experimental group	The ascertaining stage	43%	35%	22%
		Control stage	55%	29%	16%
		Dynamics	+ 12%	- 6%	- 6%

Table 3. Dynamics of the average values of indicators of the evaluative - effective component.

Indicator name	Comparison of indicators	Experimental group (n = 62)	Control group (n = 62)
Global attitude towards oneself (number of points in%)	The ascertaining stage	72,39%	80%
	Control stage	76,48%	77,15%
	Dynamics	+ 4,09%	- 2,85%
Self-esteem (number of points in%)	The ascertaining stage	71,18%	65,59%
	Control stage	73,84%	63,91%
	Dynamics	+ 2,66%	- 1,68%
Autosympathy (number of points in%)	The ascertaining stage	45,15%	66,13%
	Control stage	60,29%	67,07%
	Dynamics	+ 15,14%	- 0,94%
Expected attitudes of others (points in%)	The ascertaining stage	41,61%	42,26%
	Control stage	49,11%	47,62%
	Dynamics	+ 7,5%	+ 5,36%
Self-interest (number of points in%)	The ascertaining stage	60%	78,28%
	Control stage	77,93%	56,28%
	Dynamics	+ 17,93%	- 22%
Self-confidence (number of points in%)	The ascertaining stage	53,08%	73,65%
	Control stage	72,51%	76,68%
	Dynamics	+ 19,43%	+ 3,03%
The ratio of others (number of points in%)	The ascertaining stage	37,35%	40,32%
	Control stage	47,14%	43,27%
	Dynamics	+ 9,79%	+ 2,98%
Self-acceptance (number of points in%)	The ascertaining stage	60,10%	82,15%
	Control stage	68,77%	76,15%
	Dynamics	+ 8,67%	- 6%
Self-consistency (points in%)	The ascertaining stage	67,94%	70,97%
	Control stage	79,81%	70,57%
	Dynamics	+ 11,87%	- 0,4%
Self-blame (number of points in%)	The ascertaining stage	54,63%	41,77%
	Control stage	43,24%	46,38%
	Dynamics	- 11,39%	+ 4,61%
Self-interest (number of points in%)	The ascertaining stage	50,37%	65,97%
	Control stage	64,58%	59,38%
	Dynamics	+ 14,21%	- 6,59%
Self-understanding (number of points in%)	The ascertaining stage	71,29%	80,76%
	Control stage	85,90%	77,72%
	Dynamics	+ 14,61%	- 3,04%

Using Fisher's criterion, the empirical value is determined at the level $F_{emp} = 3.27$ of the dynamics of the indicators of the evaluative-effective component in the experimental and control groups of subjects, which is greater than the critical value of Fisher's criterion for a significance level of 0.05: $F_{0.05} = 1.64$. Consequently, the differences between the states of the experimental and control groups are 95% significant.

4 DISCUSSION

Based on the results of the experimental work, a number of changes in the evaluative-productive component of the success of schoolchildren were determined. The essence of these changes lies in the dynamics of self-assessment, consisting of 12 scales. Based on the results of experimental work on the evaluative-effective component, the following results were obtained:

- a global attitude towards oneself - in the experimental group, the number of schoolchildren with a pronounced manifestation of this sign "+ 14%" increased and the number of those children in whom such a sign manifests itself insufficiently often or does not manifest itself at all; in the control group, there is a decline in the number of schoolchildren with a bright severity of this indicator "-5%" towards the average severity;

- self-esteem - schoolchildren of the experimental group on this basis showed an increase in their results to the manifestation of a bright manifestation of "+ 18%", and schoolchildren with a bright manifestation of self-esteem from the control group, on the contrary, decreased "-6%";

- autosympathy - according to this indicator, an increase in the number of schoolchildren with a pronounced severity is seen in both groups, but in the control group this result is less "+ 2%" than in the experimental group "+ 6%". In addition, in the experimental group, there was an increase in the number of schoolchildren in whom this feature did not manifest itself at all to the number of those where this feature was expressed in a sufficient level of "+ 9%", in the control group, on the contrary, this indicator decreased "-3%";

- the expected attitude of others - in this indicator and in the control and experimental groups, there was an increase in the number of schoolchildren from a low value (the sign is not expressed) to higher (the sign is expressed, the sign is pronounced) in general by "+ 5%" and "+ 15%" respectively;

- self-interest - schoolchildren from the experimental group became more interested in themselves, as a result, their level of self-attitude towards themselves increased. In total, according to this scale, in the experimental group there was an increase from the mark "the sign is not expressed" to higher results by 8%. In the control group, the picture looks completely different - the number of schoolchildren who are interested in themselves has significantly decreased from high marks "the sign is brightly expressed" and "the sign is expressed" to low by 14%.

- self-confidence - 22% of schoolchildren in the experimental group improved their results on this indicator from low to higher marks ("+ 14%" - the sign is pronounced, "+ 8%" - the sign is pronounced). There were no significant changes in schoolchildren in the control group;

- the attitude of others - in this indicator and in both groups there was an increase in the number of schoolchildren from a low value (the sign is not expressed) to higher (the sign is pronounced, the sign is pronounced), but the results of "+ 12%" of the experimental group exceed the results of the control "+ 2%" on 10%;

- self-acceptance - from this indicator it becomes visible both an increase in the results of schoolchildren in the experimental group ("+ 7%" - a sign is pronounced, "+ 1%" - a sign is pronounced), and a decrease in the number of schoolchildren in the control group who had a high level of self-acceptance for the worse values "-8%";

- self-consistency - in the experimental group, the number of schoolchildren who improved their results on this indicator increased by 9%, while in the control group, their peers, on the contrary, demonstrated a decrease from the level of "the sign is pronounced" to the level of "the sign is expressed" by 4% and the increase in schoolchildren to the same level from the level "the sign is not expressed" by 3%;

- self-accusation - the number of schoolchildren in the experimental group, in whom this symptom began to manifest itself to a lesser extent, increased by 8%, and in the control group, 4% of schoolchildren began to condemn and accuse themselves even more often;

- self-interest - the number of schoolchildren who began to show more interest in themselves increased by 9% in the experimental group, and decreased by 10% in the control group;

- self-understanding - the number of schoolchildren in the experimental group who improved their results on this indicator increased by 12%, and in the control group, schoolchildren showed a decrease from the level of "the sign is pronounced"

to the level of "the sign is expressed" by 3% and the increase of schoolchildren to the same level from the level "The sign is not expressed by 2%.

5 CONCLUSIONS

Analyzing the above information, it should be said about the need to deeper implement the practice of interaction between parents and their children and the coach. In this practice, in addition to researching issues affecting the sports life of a teenage schoolchild and improving his results, discuss social, pedagogical, legal problems in the system of family education and upbringing in the process of sports training in the system of additional education (discussions, group work, game techniques, social projects, etc.); increasing parental literacy in education (pedagogical and psychological forums and workshops, consultations of specialists at the request of parents, etc.).

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