



Contemporary problems of pedagogical interaction of the class teacher with parents

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The article describes some of the forms and methods of work of the class teacher with parents. Family and school education is carried out in an indissoluble unity. Family as a part environment of educating and developing students of class. Modern science emphasizes the priority of the family in raising a child, which is manifested in a variety of forms of influence, in the continuity and duration of the latter, in the range of values that assigns a person growing up. But not all families fully implement the whole complex of educational opportunities the impact on the child. In the context of the growing material and social stratification of society, the work with the family should be given particular importance. Recognition of the priority of family upbringing assumes building a specific relationship between family and school. Cooperation of family and school in the upbringing of students is one of the ways to improve family upbringing of children. The interaction objectives it is formation of an active pedagogical position of the parents, assisting the parents in mastering with pedagogical knowledge and skills, active participation of parents in the upbringing of children.

Key words: upbringing; pedagogical interaction; the family; the cooperation of family and school.

Introduction

Family and school education is carried out in indissoluble unity. The family is one of the components of the upbringing and developmental environment of the students in the class. Modern science emphasizes the priority of the family in raising a child, manifested in the variety of forms of influence, in the continuity and duration of the latter, in the range of values that the younger person appropriates.

But not all families fully realize the full range of educational opportunities for the child. In the conditions of growing material and social stratification of society, work with the family should be emphasized. The recognition of the priority of family upbringing presupposes the building of specific relations between the family and the school. Cooperation of the family and the school in the education of students is one of the ways to improve the family education of children. The tasks of the class teacher's interaction with

parents are the formation of an active pedagogical position of parents, the arming of parents with pedagogical knowledge and skills, the active participation of parents in the upbringing of children.

Upbringing is the most important function of society since ancient times. Without the transfer of social and historical experience from one generation to another, without involvement of youth in social and industrial relations, the development of society, the preservation and enrichment of its culture, the existence of human civilization are impossible. Our generation is future of our country; the child must be brought up properly from an early age.

Factors of the influence on upbringing different factors are included in the upbringing of the children; however, the following are considered the most important: the family and the school, that is, the teacher.

Family and the school are the two factors which are considered to be the most important for the development of the personality from the point of view of upbringing.

Everyone knows that personality formation starts in the family. The family lays the foundation of the necessary human qualities: love of friends, kindness, tenderness, compassion, commitment, understanding, optimism, determination and other equally important human virtues. The school is an institution, which cannot limit its function only to transferring knowledge, habits and skills, which are realized in the teaching process (the educational component). On the contrary, the school should enforce the upbringing component.

Modern society is developing too quickly that some people just are not managing and are lost in the maelstrom of socio-economic and geopolitical processes. The absence of economic stability (a high labor busyness of the parents or problems to have a job) and a reorientation of life values (from the moral and spiritual sphere to material and household) cause the decreasing the number of family's members: the number of families with one child is increasing, which also leads to a certain alienation between children and the child's egoism; couples without children and left children are appearing. All this facts together make a crisis of the family's upbringing, which is also a topical peculiarity of the world in the XXI century. This problem shows in the following things:

- lowering the general level of family's upbringing;
- changing orientations and criteria of the upbringing;
- using unreasonable forms and methods of the upbringing influence;
- weakening spiritual connections between family's members;
- indeterminate the child's status and place.

In the context of the growing material and social stratification of society, the work with the family should be given particular importance. Recognition of the priority of family upbringing assumes building a specific relationship between family and school. The novelty of this relationship is determined by the terms "partnership" and "interaction." Partnership means dialogue "on equal terms", where the privilege to specify, monitoring, evaluation belongs to no one. Interaction is a way of organizing cooperation in joint activities, that is carried out on the basis of acceptance and understanding of members each other this is the interaction for the purpose of productive communication [1].

Cooperation of family and school in the upbringing of students is one of the ways to improve family upbringing of children. This interaction can be fruitful only if there is information about the condition of the family pedagogical process. The class teacher should try to have the following information about the student family:

- General information about the parents or people substituting them;
- The living conditions of the family and its material security;
- Educational level of the family, the interests of the parents to the school and to the life of a child in the collective students;
- The level of pedagogical culture of parents;
- The authority of the family in the eyes of a child;
- The degree of importance of upbringing influence of parents on the child;
- Family traditions, customs and rituals;

- The position of the child in the family (favourable, unfavourable);

- Family upbringing opportunities.

The class teacher identifies opportunities for parents to bring them to the organization of upbringing work in the classroom and school, performing various types of work.

The study of students' family allows teacher to get acquainted with the student himself, to understand the way of life of the family, his traditions and customs, spiritual values, style of relations between parents and the child.

L.N. Sedova, N.P. Tolstolutskih basing on the study and synthesis on theory and practice of the interaction the class teacher with parents, offer to build a cooperation of family and class teacher on mutual trust and respect, mutual support and assistance, patience and tolerance towards each other. The cooperation of the class teacher and the family - is the result of a focused and long-term work, which implies first and foremost a comprehensive and systematic study of the family, especially, the family environment and upbringing of the child. [2]

N.M. Borytko, I.A. Solovtsova and A.M. Baybakov [3]note that at the beginning of work with the class the class teachers and teachers get acquainted parents with their positions in professional and educational activities, with the aim, objectives and programs for their future work with class, with the plan of upbringing work. At the beginning of each academic year, parents should be familiarized with the specifics of the next stage of learning, new things, the peculiarities of the new teachers. The same information is useful before the onset of especially significant events - excursions, trips to the nature, examinations. Lack of information - the first reason for the increased nervousness, conflictness in the relationship. At the same time it is preferred to speak about the child's progress in public, and discuss the development and behavioural problems "face to face".

In the school practice are used mass, group and individual forms and methods of work with parents. All of them are aimed at improving the pedagogical culture of parents, to strengthen the interaction between schools and families, to strengthen its upbringing potential, as well as to attract parents to the upbringing of children of the class.

In the educational process practice three main directions of the class teacher with the parents:

- Psycho-pedagogical education of parents;
- The involvement of parents in the educational process;
- Students' families' participation in the management of the educational process at school.

Parents may be included in extra-curricular affairs (CFR, "Cheerful starts" tourist meeting); excursions (in the manufacturing, in the nature, in the exhibitions); labour practices (school companies, camps of work and leisure); vocational guidance (meetings, school counseling, clubs and electives in the profile of their activities); co-management of school (School Council, the Council of promoting the family and school, school and class parents committee, the board of trustees).

The representatives of parents, teachers' permanent assistants are the part of a whole-school parent council. This is coordinating headquarters of the various work with all parents, combining school and family efforts to solve educational problems.

The most important form of collective interaction of teachers with family is the parents' committee, which may be selected by parent meeting for the entire school year. Parent committees are involved in the running of the school and decide the following issues: setting feedback "parents → school"; help the class teacher in the organization of parents' meetings, exchange of experience of family upbringing; participate in the improvement of the material base of schools, organization of students' work and leisure activities.

Parent committee of class tends to attract parents and children in the organization of classroom affairs, solving collective problems of life. The same functions are performed by the school parents' committee, which is composed of representatives of the primary groups, implements the decisions of the Conference of the parent or the school community meetings.

Significant place in the work of the class teacher with parents is given to psychological and pedagogical education. The accumulation of psychological and pedagogical knowledge of the parents must be closely linked with the development of their pedagogical thinking, practical skills in the field of education.

Parental trainings are active forms of work with parents who are aware of the problems announced by the teacher, and want to get rid of them. The most effective is the training, which involves parents and children, it is called a training session of a parental efficiency. Based on the current problems, the teacher with the help of the school psychologist develops and carries out a series of exercises with parents and children.

Slastenin V.A. and others point out that not even the systematic, but individual collective affairs of the class, conducted jointly with parents, have a great upbringing effect.

Extracurricular activities carried out together with parents, always have "a great success", the children really like it when the parents along with them perform any work, when they feel their support. Parents can participate in the organization of events; can perform assigned work (decoration of newspapers, the implementation of handicrafts, and etc.). Both parents and children like to participate together in the competition programs, intellectual games, and sport competitions. Parents can take part by their initiative organize recreational activities.

Themed activities carried out by parents, cause children to be proud of their parents who are acting as teachers. Depending on the profession, parents can carry out the following activities:

Doctor - consultations on health, healthy life styles;

Police - Traffic Laws;

Or any specialist can simply make a presentation of their profession to the children who better navigates the future choice of their profession.

A traditional form of collective work with parents it is parental meeting. School parent meetings are usually held twice a year. Class parent meetings are held four or five times a year. They are effective only when at meetings are not only summarize the results of progress, but also consider the current educational problems.

Preparing and conducting parent meetings must take into account a number of the following important provisions:

- atmosphere of cooperation of school and family in strengthening program for the implementation of the pros and elimination of cons in the character and behaviour of the child;

- intonation of meeting (advise and think together);
- teacher professional reserve - knowledge, competence (knowledge of the life of every child not only in school but also outside it, knowledge about of the level of their needs, health status, relationship in children's collective);

- good, trusting relationship (kindness, heartiness, mutual understanding, mutual help);

- the main indicators of the effectiveness of the parent meetings (active involvement of parents, an atmosphere of active discussion of the issues raised, the exchange of experiences, questions and answers, tips and tricks).

Class parent meetings - a traditional form of work. Meanwhile, the method of assembly needs to be improved. One of the approaches to the organization of class meetings - problematic formulation of the meeting topic, for example: "Getting rid of the difficulties or clash with them helps to educate children", "Can I be late to the upbringing of kindness, responsiveness?" and some others. But there must be not only a problem formulation, but also concerned conduction of the meeting.

At the parents' meetings specific questions should be put about life and education of children in the family: how to send a child to school (for parents of first-graders), how to organize the daily routine of students of all ages, features of upbringing of younger schoolchildren, teenagers, high school students, how to teach children to work, organize their leisure time in the family, how to strengthen parental authority. Parents meeting should not turn into a trial of the parents of "difficult children". The class teacher should make sure that the parents are not afraid to entrust him any information about their children. Parents are in need of expert advice, and not in the teachings, reproaches and complaints relating to their children.

It is necessary to prepare for parent meetings: to organize an exhibition of creative works of students per quarter, to prepare small presentations about important dates, scientific discoveries and so on.

Depending on the specific tasks allocated there are different types of class parent meeting: organizational, thematic, finals and combined.

Regardless of the type of parent meetings some general requirements are defined for its organization:

- Timely information about its conduct to parents;
- Tactful information about the positive changes in the upbringing and learning of their children to parents, information class life as a united team (of plans, achievements, development of humanitarian relations);

- identifying areas for further joint activities with parents and management aspects of the educational process, class, school, mobilization of them for this cooperation;

- Creation of psychologically comfortable environment to communicate with parents.

Thus, the family and the school - is two links on the same chain. Their common Goal is education and upbringing of the future generation, creation favourable conditions for the full development of the individual.

The school and the family in close cooperation should not only train and bring up their children, but also to take

care of creation of all conditions for their happy and creative lives. In the course of such life children are prepared for adult life, working and creativity.

The main tasks of the classroom leader in parent work:

1. Establish regular contact with parents. Purpose: relationship between family, its members, level of culture, and other individual influences of the family, determine the status of the pedagogical education of the parents and provide them with advice on the child rearing.

2. Ensuring unity of the family and school requirements for the child. The goal of this behavior is to ensure that the behavioral norms of the society in which the child lives, the systematic and sustained training of the child. The organization of the same classroom teachers with parents.

3. Establishing a parent community. This is a serious and important task. In this regard, the creation of a parent committee, drawing up a work plan, involving them in school social work, analyzing the work done, etc. commitments.

4. Continuously increase the level and culture of pedagogical education of parents. Organization of mass pedagogical education for parents. Propaganda of pedagogical knowledge in lectures, seminars, scientific practical conferences, parent meetings in the field of press, radio, the blue screen, pedagogical knowledge improvement universities.

Practical advice for working with breeders

Achievements must be made in the society, without the help of parents, without parental involvement, their pedagogical and psychological processes, and the process of obtaining or rejecting unexpected consequences. It is noteworthy to say that schoolchildren's school and children's attitudes are very commonplace, with a distinctive position of pedagogue, style and tone of relationships. With these links, I looked at some American specialties and councils:

1. Do not hesitate to give up your own position (the basic task is to work together and to look at your point of view).

2. Negotiate problems and / or private learning. Show assertion that the combination of issues is a problem.

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4. Minimize interactive parenting. Do not pretend not to be ignored, but to please your child.

5. What do you think of genetics? (It is virtuous, but not too). We have a problem with the problem, or someone else is opposed.

Anyone who fights with the survivors will be able to: - has survived the collapse and confrontation; - have resisted breeders and have interfered with intermixed repressions and obvents; - have successfully formulated the problem, and parentages have come up with formulas; - You have to deal with the problem of unconventional actions. Here is the role of pedagogy in the development of parenting, establishing their own contacts, especially with great care.

In the conditions of growing material and social stratification of society, work with the family should be emphasized. The recognition of the priority of family upbringing presupposes the building of specific relations between the family and the school. Cooperation of the family and the school in the education of students is one of the ways to improve the family education of children. The objectives of the interaction of the class teacher with parents

are the formation of an active pedagogical position of parents, the arming of parents with pedagogical knowledge and skills, the active participation of parents in raising children.

The trainer should have a high psychological culture: to respect, to talk, to sing, to listen, to understand, to intercede, to intercede and to act. And in the very least, it is noteworthy that anyone who contributes to the success of a colleague or a parent, a colleague, or an elderly person. All you need to do is sit down and get psychologically honored.

It is possible to have pedagogical and pedagogical students only if they are only one and a few other people in the position of the other person. The first step in this direction is to educate the tutor, as it is in the frame of his competence, demonstrates his professionalism. And if there is something in a world where the value is not worth the price - that's exactly the number of children. Other feature. Do not worry, do not love them and do not love them and love them. The children of the world - the most noble and delusional - is the life of the world.

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