

«Earlier I saw only my shortcomings, inferiority. During the activities the students enumerated my accomplishments one by one. I was so moved that I had still had accomplishments! I have learned to respect people's feelings and to communicate with others».

«I have learned to get along with people, to praise and take care about others more and more».

«Earlier, I didn't like to communicate due to shame. Now I like sharing my thoughts with you. Students said I had become cheerful. I am very happy!».

«Before I didn't dare to look directly at girls, while talking to girls I was blushing, I was afraid of people's jokes. After participating in the activity I feel comfortable with girls and I have many beautiful partners at my studies».

«Earlier, I met setbacks I had been hiding in the corner and cried silently. It was hard to get rid of negative emotions. I couldn't laugh for many days and didn't have the heart to do anything. Now it's not the same. I will review things comprehensively and objectively. Even if I can't figure it out, I can talk to my classmates and teachers. Everyone is very enthusiastic and gives me positive energy. I often get through conversations. Thank you for your class activities. I have learned how I can accept myself and trust other people».

«Class activities are very magical. Unconsciously my classmates and me get closer, we all take off the masks, treat each other sincerely. I am sure that in the future I will be able to integrate easily into new environment and quickly adapt to it».

«Six activities helped me to understand why I was always impatient and they changed my previous false ideas. Thereafter I was no longer a pessimist and I was calm about it all».

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PEDAGOGICAL CULTURE OF PARENTS AS A CONDITION FOR SUCCESSFUL INTERACTION OF THE EDUCATIONAL INSTITUTION WITH THE FAMILY

Zhou Feifei

Vitebsk, State University named after P.M. Masherov

(e-mail: 1311552946@qq.com)

Sukhomlinsky, a famous educator, said: «The effect of upbringing depends on the consistency between school and family interaction. Without this consistency the teaching process in any school will fall down like a house made of paper. School education apart from family upbringing or vice versa cannot accomplish a very challenging and sophisticated task of teaching people. Thus, the most complete education is a combination of school and home upbringing» [1]. So, parent-school cooperation is the key which helps to achieve this «consistency» in educating a child. Overall, this obviously presents a relevant topic for progressive research to be conducted.

As for the significance of the above-described educational issue, it should be clarified that nowadays, many scholars from China and abroad investigate the current state of home-school cooperation and interdependence, classifying its possible forms, analyzing the existing problems and searching for efficient solutions in accordance with the actual situation in educational institutions as well as in the absolute majority of typical local families.

Research on the topic of home-school cooperation had already started in the early period of the Chinese Republic, and began to develop intensively in the 1990s. Basically, it is Shen Yi who was the first to analyze the reasons and means of school-family interconnection in his article «Primary School and Family», written in 1910. Later, in 1916, Zhu Qinglan in his book «Family Education» pointed out the fact that family and school are “to support” each other in order to maintain fine quality of education.

Chen Heqin expounded the issue of the need in contact strengthening between parents and kindergarten as an educational institution in his article «Our Proposition» in 1927. Then, in 1956, the Beijing Education Bureau officially proposed Chinese schools to improve parental awareness and set up special groups for teaching family guiding. After this, in 1980, the forenamed Bureau initiated the establishment of the so-called “Family Education Research Association” in order to investigate local family education activities.

As for the academic world, formal research on the topic of home-school cooperation is believed to have been stated with the dissertation «On Parent Participation in School Education» written in 1994 by Ma Zhonghu, a graduate student of Beijing Normal University. Before this work of educational science, in 1990, Ma Zhonghu published a book called «New Concept of Basic Education – Home-School Cooperation», which was the first popular edition that introduced the concept of home-school cooperation in China.

For the reasons of active economic globalization together with the increasing number of international relations, there have been a wide popularization of various comparative studies on this educational topic since 2000. Thus, the comparative research on home school cooperation issue in the Republic of China and abroad reached its peak during the so-called “11th Five-Year Plan”, which has become the key project of the Chinese Educative Association’s Family Education Committee that initiated «constructing an educational system for parents in accordance with China’s state conditions».

Since 2010, most of those who had been paying close attention to home-school cooperation studies have become leading teachers, and the majority of graduate students, who are now young specialists, have been writing their theses regarding exactly this aspect [2].

At present, research on the topic of home-school cooperation mainly involves the following aspects: the discussion of the “home-school cooperation” model and its value while estimating the practical efficiency; studying of its current state together with outlining the existing problems and, consequently, their countermeasures; finally, the investigation of the cooperation form between a student’s home and school abroad, where a child is doing his or her studies, etc.

Research show that nowadays, the quality of most parents’ upbringing competence is relatively unsatisfactory. So, consequently, the starting line of getting parental guidance for the next generation is indeed not very optimistic, speaking figuratively. Thus, the main issues in the discussed topic’s context include: 1) the assurance that the concept of home-school cooperation has not been established well enough; 2) the fact that in some cases the system of home-school cooperation has not been established in principle; 3) the existing evidence of unorganized professional support within the system of home-school cooperation; 4) the fact that the policy of home-school cooperation is still not being introduced widely enough and, what is more important, in the right way.

The purpose of the investigation is to identify problems in the organization of interaction between educational institutions and families.

Material and methods. As for the research related to parental pedagogical culture’s promoting effect on home-school cooperation, the author adopts the form of com-

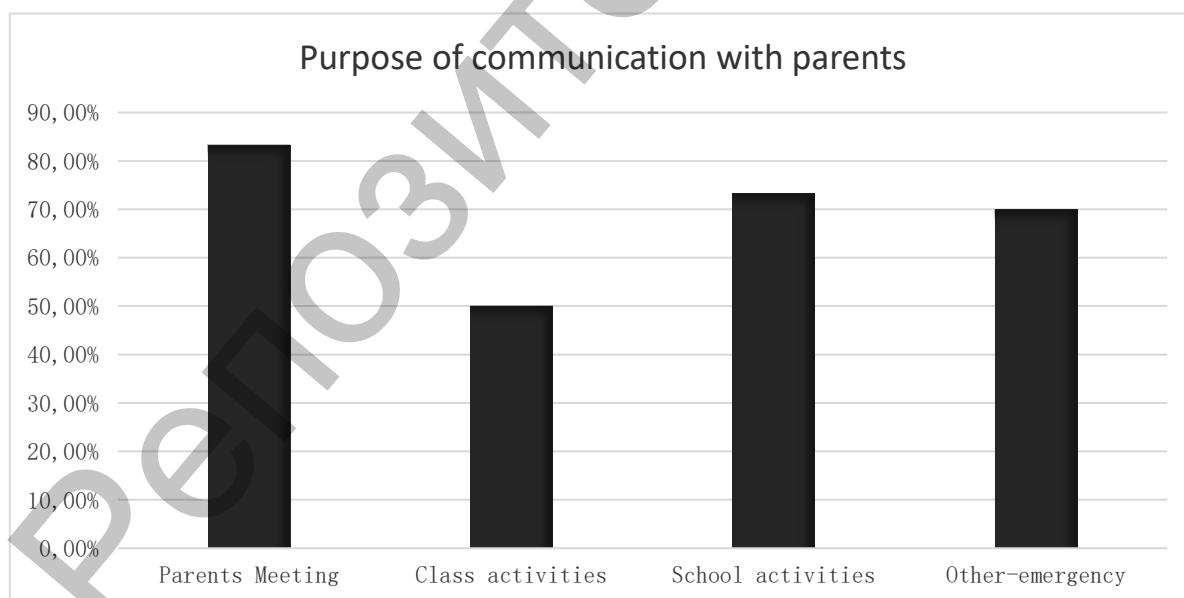
binning literature studying with topical investigation through questionnaires and interviews as major methods.

A private high school, which is divided into primary, junior and senior high departments, was chosen for holding the aforementioned survey. Parents of primary and junior high school students were asked to fill in the proposed questionnaires within their teacher-parent meetings. Two classes of the 3rd grade in primary school and two classes of the 8th grade in junior high were chosen for holding the survey.

These classes have about 50 students on average, so the total amount of each grade is around 100 children. Parents, in their turn, were divided into 3 groups of different conventional «level».

The reason for which the author has chosen the 3rd and the 8th grades lies in the fact that students there are neither new to schooling, nor facing the pressure of entering high school. In addition, about 30 teachers were interviewed within doing the given research.

Results and their discussion. The situation and effect of home-school cooperation. Through interviews with teachers, it was found that there were 102 students in the two investigated classes of Grade 3, among which 61 parents who attended the parents' meeting had bachelor's degree or above, 30 parents had high school degree or junior college degree, and 11 parents had below high school degree. It was learned that there were 105 students in the two investigated classes of Grade 8, among which 45 parents who attended the parents' meeting had bachelor's degree or above, 34 parents had high school degree or junior college degree, and 26 parents had below high school degree. Bachelor's degree or above belongs to high level; high school degree or junior college degree belongs to medium level; below high school degree belongs to low level. This survey was conducted among 207 parents, 106 of who were high level; 64 of who were medium level, and 37 of who were low level.

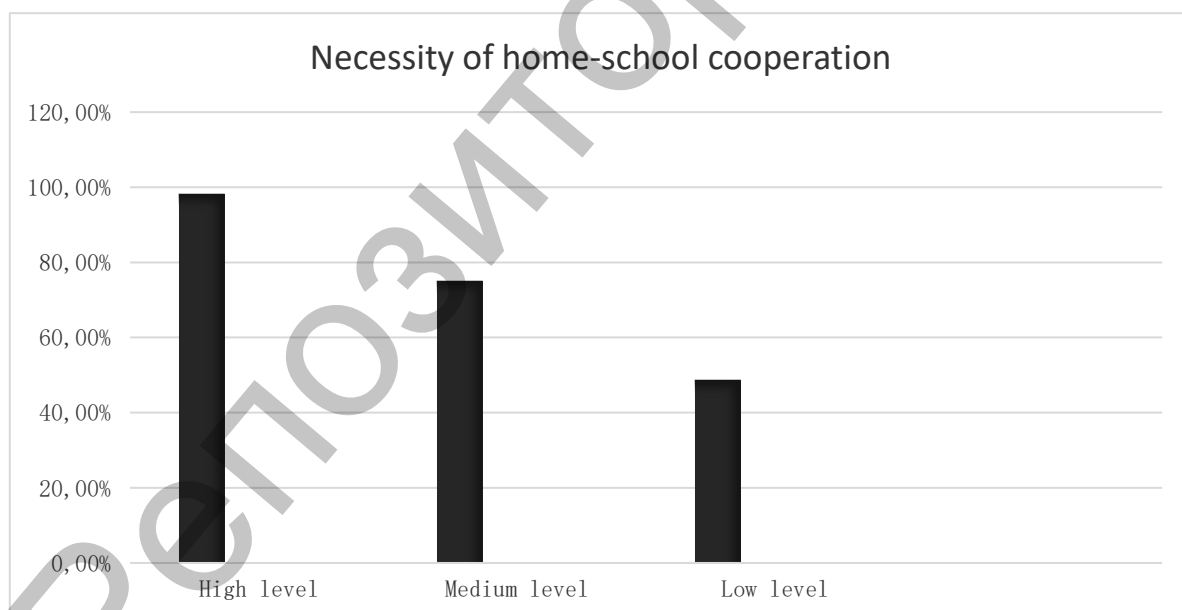


Picture 1 – Questionnaire (teachers) Purpose of communication with parents.

The head teacher's survey results. It can be seen that the 30 teachers, except for 4 head teachers, hardly communicate with the parents. Therefore, the author extended the teacher sample to 30 head teachers of the whole grade. The survey results showed that the head teachers mainly communicated with parents for parents' meetings and school

activities, and the highest frequency was 5-10 times in a semester, with a percentage of 73,3% (22 teachers). In terms of timing and content, in addition to the official specific parents' meetings, the time for the head teacher to take the initiative to cooperate with parents was mainly when students have problems. The rest of the time, the head teachers would not take the initiative to contact parents. In the fourth question «Under what circumstances do you usually contact with your parents» (multiple choices), 85% of the teachers chose «when holding parents' meetings or school activities». 55% of the head teachers chose «when students appear abnormal circumstances». The main purpose of the contact was to solve the problems. The problems revolve around the following three aspects. First, solve the problems of learning difficulties, such as the degeneration of academic performance, learning attitude is not correct, academic performance in the end of the class or grade for a long time, etc. Second, solve ideological and moral problems, such as puppy love, verbal or physical conflict with peers or teachers, late, early leave, absence, etc. Third, solve special problems, such as common psychological problems such as depression and abnormal reactions caused by family changes in recent years.

As for the attitude of home-school cooperation, the author found in the questionnaire and interview that most of the head teachers agreed that successful education requires the cooperation of family and school, and that both parents and teachers should assume their respective responsibilities in the education of children. But in the actual implementation, because the quality ability of the parents is uneven, the attitude to the school education measures was also different, which would lead the parents become the education resistance or even to the resistance phenomenon. Therefore, for the implementation of home-school cooperation, the head teacher would be determined by the specific situation, and would discriminate treatment selectively.



Picture 2 – The need for cooperation between family and school.

The parents' survey results

As can be seen from the parents' questionnaire, 98,1% (104 parents) are of high-level parents (parent H) believed that home-school cooperation is very necessary. 75% (48 parents) of medium-level (parent M) parents believed that home-school cooperation was necessary. 48,6% (18 parents) of low-level parents (parent L) thought that home-school cooperation is very necessary. It can be seen that home-school cooperation has not attracted enough attention among parents at medium and low levels.

It can be seen from the High-Level Questionnaire, 81,1% (86 parents) believed that the purpose of your communication with teachers is promoting the improvement of children's academic performance. 84,9% (90 parents) believed that parents are the monitor of children's learning. 60,4% (64 parents) believed that they bring up their children by psychological and pedagogical knowledge from television programs, videos on the Internet and 60,4% (64 parents) by psychological and pedagogical knowledge from publications. Encouragement (52,8% - 56 parents) and discussion (48,1% - 51 parents) were the most effective methods of education. 98,1% (104 parents) believed they need professional guidance in educating their children.

It can be seen from the medium level questionnaire that 75% (48 parents) believed that the purpose of your communication with teachers is promoting the improvement of children's academic performance. 85,9% (55 parents) believed that parents are a facilitator of school education. 56,3% (36 parents) believed that they bring up their children by psychological and pedagogical knowledge from television programs, videos on the Internet and 70,3% (45 parents) by recommendations of school teachers. 85,9% (55 parents) motivated their children by giving them gifts they liked. 73,4% (47 parents) had little knowledge of the school's teaching plans and activities. 93,8% (60 parents) believed they need professional guidance in educating their children.

It can be seen from the Low-Level questionnaire, 94,6% (35 parents) believed that the purpose of your communication with teachers is finding and correcting children's bad behavior habits in time, and 64,9% (24 parents) believed that the most effective methods to punish children were verbal threat. 86,5% (32 parents) of parents would communicate with teachers in serious cases and solve issues together. 78,3% (29 parents) of parents do not know the teaching plan and teaching activities of the school. 67,6% (25 parents) parents are not willing to provide services to the school or class. 83,8% (31 parents) thought they don't need professional guidance in educating their children. They think it is the head teachers' responsibility to educate their children.

In terms of communication methods, parents and head teachers were different. They chose a combination of official and unofficial ways, or tend to choose WeChat group communication, telephone communication or parents stay after the meeting to communicate with teachers alone. Due to the coverage of the parent committee was limited, the content of the parent committee was for the whole level or the whole class. From the parents' point of view, they mainly wanted to know about their own children. In addition, as a kind of timely education information technology, parents passively received information, and the information only elaborated the final result without analyzing the children. Therefore, parents still need to contact the head teacher actively if they want to know the reason of the matter.

In order to understand the situation of the children in school, some parents would take the initiative to communicate with the head teachers through the phone or WeChat. For the content of communication, it's mainly about academic performance, such as performance fluctuations, long-term performance out of the bottom and so on; there were behavioral abnormalities, such as puppy love, addiction to games and so on. Parents

would carefully communicate with the head teacher to discuss the physical and mental fluctuations caused by family accidents.

In terms of attitude, the literacy level of parents is generally improved, and there are very few illiterates who do not understand education as before. Parents have a positive attitude towards home-school cooperation and are willing to communicate and cooperate with the head teachers. However, parents have the will to participate, but lack of the appropriate channels. Since home-school cooperation is mainly led by the head teachers, coupled with the two-child policy, and most parents are dual-worker, these objective factors will affect the participation attitude of parents.

Conclusion. The problems in home-school cooperation are both practical and cognitive. For the head teachers, in practice, tend to execute the task, mainly oriented to the problem; in cognition, they are passive due to the lack of support from multiple parties. As for parents, they passively accept the arrangement in practice and have a single opportunity to participate in home-school cooperation; in cognition, individual needs are exaggerated, forming resistance to education.

The main problems of interaction between school and family are:

1. The educational level of parents;
2. Parents do not take the initiative but passively accept the school arrangements;
3. Parents are too egoistic;
4. Monotonous school activities;
5. Schools are afraid to take risks with activities.

The problems are especially prominent among medium-level and low-level parents. Schools should find ways to organize some activities to raise parents' awareness of interaction between school and family and get parents involved, so as to achieve the purpose of formation of pedagogical culture of parents.

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