

Family Pedagogy

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SPOŁECZNA AKADEMIA NAUK
ŁÓDŹ

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Interaction of School and Family in the Upbringing of Children

Abstract: The article focuses on the need to find new approaches to the interaction of school and family in the upbringing of children. The contradictions that arise in the interaction between school and family are analyzed. There are considered communication styles that provide cooperation between teachers and parents. The pedagogical conditions of constructive interaction of school and family in the development of the child's personality are revealed. The contradiction of the phenomenon of the «pedagogical alliance» of the family and the school is analyzed, its characteristics are determined.

Key words: interaction, family, school, cooperation, pedagogical alliance.

The modern Ukrainian school has been in search of new methods and approaches in the implementation of interaction with the family. Participation of teachers and parents in promoting self-development and education of the

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child is seen in the creation of special educational and organizational measures aimed at the diverse and harmonious development of the child.

Among the priority directions of educational reform, it was noted that the following factors should be based on the modern educational process: the principle of family and school unity, continuity and continuity of generations, organization of family education and education as an important part of the educational process and providing parents with pedagogy [Postovyi 2006].

Family-school space is defined as a “socio-pedagogical system that has certain criteria and features: social, open, integrated, value-generating, developing, purposeful. An important factor is the integration of the educational and educational process” [Nazarenko 2005].

One of the most important professional duties of the teacher is the organization of cooperation with the parents of students. Moreover, the task is to organize such cooperation, which not only goes in one direction with its goals, tasks and actions, but also complements them. Mutual activity of educators and pupils in pedagogy is denoted by the terms ‘pedagogical interaction’, ‘pedagogical cooperation’, ‘pedagogical partnership’. Pedagogical interaction is peculiar: its content and methods are determined by the tasks of education and training of people. Tasks in advance foresee a change in the state, the transformation of the properties and qualities of the pupils.

The success of the student's personality formation depends on the interaction of the school and the family in the process of its formation, from the pedagogical culture of the parents. Interaction is a process, and the process has a purpose, content, stages, methods and forms of implementation, the result. Interaction of family and school is carried out through communication between participants of the pedagogical process (teachers, parents, children), representing various social institutions with their rights and responsibilities (family and school); their joint activity, ties, relations, influences. Therefore, the interaction between family and school is social, legal, psychological, and pedagogical.

Pedagogical interaction of family and school in scientific researches was considered as a family *management* of school; as a *contact* of families and schools and as a *help* to the family in organizing its life, the child's life; as *the creation* of conditions for the society to raise children in the family through the study of family life and on the basis of knowledge of its regularities; as

certain *connections* between the school and the family, which contribute to solving the pedagogical tasks of society, while the purpose of the joint activity of all educational institutions was to create a developed human society; as the social relationships of the school with the family on the basis of the advisory and coordinating functions of the school, which are manifested in the organization of pedagogical education of parents and recommendations on means of educational influence.

In the system of relations “teacher–parents of students” the teacher is included in the objective necessity because of the conditions of the pedagogical process. This system of relationships can exist and operate even without the direct contact of its participants, as they are associated with the student as an object of mutual influence. The relationships in the system of “teacher–parents of pupils” are an important pedagogical factor. School practice shows that the system of real relations does not always perform its functions, often, according to research by scientists, there are the following disadvantages:

- absence of any contact in the pedagogical impact on the child;
- teacher sometimes has an uncertain representation about the pupils' parents, and parents know about the teacher only from the words of the child;
- mutual or one-sided dissatisfaction with one another, silent or open disapproval of each other's actions, distrust and disdain for the expressive hostility, which sometimes transcends into mutual images and humiliation of human dignity, in the sharp conflict, to which inevitably children are involved and which, consequently, cannot but have a destructive effect on the pedagogical process.

Responsibility for moral relations, which are formed in the system “teacher–parents of pupils”, relies on the teacher as a pedagogically educated person, designed to solve problems professionally.

In the “teacher–parents” interaction the following communication styles may be distinguish: creative-productive, friendly, distant, authoritarian, flattering, business, demanding, and positional. The styles of communication influence the relationship between the teacher and the parents and are divided into emotional-positive (solidarity, approval, relaxation of the stress); business (proposal, request to express an opinion, request information, re-

quest to contact) and emotional-business (deviation, stress, antagonism) [Dokukina 1993].

The effectiveness of professional-pedagogical communication of teacher with parents depends on the level of the formation of his communicative culture, the presence in the socio-psychological structure of reflection – the ability to realize his inner mental states and perceiving themselves as another person; empathy – the ability to empathize and sympathize with another person; dynamism – the ability to initiate and flexibly influence the partner of communication; emotional stability – the ability to own one.

From the psychological point of view, interaction is a process of direct or indirect influence of people on each other, which generates their mutual conditionality and connection. It is the causal conditionality that is the main feature of the interaction, when each of the interacting parties acts as a reason for the other and as a consequence of the simultaneous reverse effect of the opposite side, which determines the development of objects and their structures. If during the interaction there is a contradiction, then it acts as a source of self-motion and self-development of phenomena and processes. Under the interaction in psychology, as a rule, it is understood not only the influence of people on each other, but also the direct organization of their joint actions, which allows the group to realize the general activity for its members [Krysko 2006].

The analysis of scientific, pedagogical and psychological literature has found that interaction can be regarded as a set of processes of the influence of various objects on each other, their interdependence and the state of change (A. Antsupov, A. Shypilov); an integrated socio-pedagogical system, uniting interacting structures or processes (L. Nazarenko); realization of relations and relations of the institution and the group (O. Dokukina); a process that arises under certain conditions and lasts for a certain period (R. Bails); the process of direct or indirect influence of social subjects on each other, which generates their mutual precondition and connection; organization of joint actions of social actors, which allows the group to realize the general activities of its members (N. Antonova).

To study the peculiarities of the interaction of the school with the parents of pupils on the principles of an innovative approach, interest is the interpretation of such concept, which is presented in psychological intelligence by U. Shostak. According to the scientist, it is a system of interrelated

actions of the designated educational institutions, which constitute a productive complex of psychological and pedagogical activity that promotes the development of the child's personality. Family and school as social institutions are linked by a system of connections, which include the relevant subjects: parents, teachers, children; the object of communication is the educational activity, and the subject is the development of the child's personality as the main vector of conscious regulation of relations between subjects. Effective interaction between the family and the school is defined as the process of regular influences of the abovementioned subjects on one another, with the aim of forming a joint constructive activity for the development of the child's personality. In conditions of effective interaction, the exchange of information, experience, and reflexive attitude to the situation of learning and development of the child [Shostak 2015].

In the scientific literature it is indicated that interaction always has an intersubjective character, the features of which are:

- objectivity (the presence of a common concrete goal which determines the joint actions in the course of its achievement);
- situational, or regulation by specific circumstances: duration, intensity, norms and rules of interaction;
- reflexivity (reflexive polysemy) – the opportunity for interaction to be a manifestation of both subjective intentions, as a consequence of joint participation in collective activity;
- explicitness – the ability to observe, register specific actions of individuals, actors of interaction [Korniev 1995].

The main *goal* of the school's interaction with the families of pupils is to involve parents in the life of the school, to coordinate approaches to the child, to provide qualified assistance and support to parents in difficult pedagogical and life situations, to inform them about school life, educational process, about the possibilities that parents can use for the education and upbringing of the child, about the fair resolution of conflicts.

O. Kobernyk sees the essence of the interaction of family and school in coordinating their efforts. Turning to the consideration of this problem, the scientist notes that “during the development of the national school, new impulses are definitely needed to stimulate the transition from traditional, traditional forms of communication with parents to experiment, to find a new, consistent with time, to improve the management of this important

work area a comprehensive educational institution” [Kobernyk 2002, p. 189]. That is, the interaction should be aimed at achieving joint realization of real understanding, without which it is impossible to count on any efficiency. This requires at least two important factors: the interest and willingness of both parties to address the educational problem and equality of the partners responsibly. From the relationship between the teacher and parents “should be eliminated command and submission. The teacher should not stand over them; his task is to be close together and together. In the commonwealth, the most prestigious people of schoolchildren must dominate cooperation, business and cordial” [Kobernyk 2002, p. 190].

Analyzing the current state of interaction between the family and the school, we arrive at the conclusion that the vast majority of parents are not ready for its active implementation because of the inadequate level of education in them pedagogical culture. It is the pedagogical culture of parents “is an important factor in the successful family and social upbringing of children in the new conditions, their intellectual development and spiritual enrichment...” [Kobernyk 2002, p. 190].

Scientists consider interaction as a process of reflecting the effects of various objects on each other, their mutual conditionality, state change, interconversion. At the same time, in the process of interaction there are mutual influences of participants in the joint activity, which are generated by the relations of production and which, according to A. Zhuravleva, cause the need to isolate and use in the analysis of the joint activity of new components. The researcher believes that such components of the joint activity are the interaction between the participants of this activity, nevertheless not any, but determined by the direction of the general subject, that is, objectively directed interaction. In this case, the interaction refers to such a system of actions of participants in collective activities, in which the actions of one person or a group of persons cause certain actions of other people, and the acts of the latter, in turn, cause certain actions of the first group of individuals. The author defines two aspects of the application of interaction in the structure of joint activities: objectively directed (other name – target) interaction, on the one hand, organically introduced into the psychological structure of the joint activity, and on the other hand, they change the structure of individual activities of its participants, subordinating them to common goals and tasks. That is, the interaction transforms, rebuilds the performed activ-

ity, which ceases to be individual, but becomes a form of joint activity [Zhuravleva 1988].

Modern pedagogical studies indicate that both school and family act as equal partners and participants in a unified pedagogical process: the school carries out the scientific guidance of the family (help with a methodological plan, advisory parental education, contributing to the critical self-esteem of parents) [Postovyi 2006]. The school and the family binds the only one object (a pupil), so they need to come from a single moral position and be guided by the only requirements for the child. In this case, the conditions for children's internalization of ethical norms and rules, patterns of behavior and social roles in the general context of socialization of the individual are provided, as parents and teachers develop and have common goals and principles of education and upbringing. In its work on the upbringing of pupils, the school should rely on the family, since the role of the family in the upbringing of children is decisive and is determined by the peculiarity of its impact on the development of children.

Describing the modern interaction of families and schools, researchers use the terms: 'interpenetration', 'mutual assistance', 'mutual awareness', 'constant active participation of parents in the educational process of school', 'skillful leadership of self-education of senior pupils by teachers and parents'. That is why family and school relationships should be considered from the point of view of not only pedagogical parenting, but also the direct use of their knowledge and social experience in the educational work of the school. Communication with parents enriches teachers with new information, broadens the horizons, and replenishes cultural luggage. Not limiting functions, not reducing the responsibility of the family for the upbringing of the child, and intensification, expansion of tasks, deepening of the educational process through the inclusion of a new pedagogical team and the establishment of relationships with them on the basis of dialogue and cooperation.

Scientists, characterizing the current state of interaction between family and school, note that "the school knows more – the family feels more, the school more tells – the family shows, teaches, the school – controls the results more at the level of collective behavior, and family, an individual, but because knowledge, professionalism, a large-scale vision of problems is based on the school, then it is she who... must perform the tasks of counseling and, if necessary, raising the family" [Strashnyi 2003, p. 56].

Modern educators singled out three main approaches to the problem of interaction between family and school: 1) the school has a decisive influence on the upbringing of the child; 2) education and upbringing of children at school is a logical continuation of family upbringing; 3) family and school are equivalent in their influence on the development of children; only in the interaction they can form a full person. We consider the most correct and perspective third approach, since the education of a fully developed personality is a professional task of the school, and for the family it is one of its most important functions.

A peculiar approach to the interaction between family and school is proposed by G. Kochetova. It is based on the principle of “impact on the family through the child”. The pivot of pedagogical attention is the child, which due to this is becoming a kind of educator of their parents, although not always aware of it. The child is a “linking point in cooperation between school and family, a consolidating center, the main figure of collective pedagogical work, around which a holistic educational process is built around, a micro-society is being co-organized” [Kochetova 2005, p. 196]. The child becomes the subject of not only educational but also extra-curricular activities, as well as own education. Moreover, the child “becomes an active subject of the joint activity of all participants in the pedagogical process – teachers, students, parents and interested in raising children of the public” [Kochetova 2005, p. 197].

Since the school team is the organic unity of the three teams – teachers, parents, pupils, then the functional duties of teachers should be fully supported and separated by parents, which requires the establishment of links between teachers and parents.

Classification of existing relationships (links between objects of the educational process) is as follows: business (various forms of cooperation in achieving common goals), personal (based on a feeling of sympathy or antipathy – emotional climate of the group), humanistic (indicating the high level of development of the collective, which manifests itself in benevolence, trust, respect, care, help, justice, irreconcilability) [Korniev 1995].

All this allows us to talk about the need to study the structure of interaction. In the writings of A. Dokukina, the structure of the interaction of family and school is described, which includes: awareness of the problem and purpose; perception of the partner of interaction; decision making; aspects

of communicative activity and behavior [Dokukina 1993]. This structure allows us to talk about the stages of the organization of interaction between family and school. However, in our opinion, the last stage of interaction is necessary – control and correction of results, which also require control and correction functions of participants in the pedagogical process.

According to A. Dokukina, the essence of the interaction of the family and the educational environment is the implementation of ties and relations of a social institution and a small group through:

- pedagogical diagnostics of the family;
- definition of goals and tasks of joint educational work with pupils and their parents;
- planning joint work with parents on the upbringing of children and improving the readiness of parents to interact with the school;
- organization of various forms of interaction between family and school;
- control and accounting of joint work;
- stimulation of coordinated and interdependent actions of teachers and parents, correction of joint activities [Dokukina 1993, p. 39].

In the understanding of L. Nazarenko, interaction is an integrated socio-pedagogical system, which integrates interacting structures or processes that form a single entity and perform a common function, are open to any external influences, various factors and cause the direction of practical activity [Nazarenko 2005].

The interaction between the family and the school should be based on joint, coordinated actions of teachers, pupils and parents, aimed at raising the child as a subject of his own life, capable of making informed living choices. In our opinion, this interaction aims to integrate the efforts of the family and the teaching staff; to ensure proper participation of parents in the organization of the educational process and school self-government; motivate parents to study scientific-methodical and psychological-pedagogical literature on the problems of the development and education of their own children; increasing the psychological and pedagogical culture of parents, replenishing the arsenal of their knowledge, skills and skills of educational interaction with children; increasing the responsibility of parents for the upbringing of children; creation of a system of educational work; provision of psychological and pedagogical support and assistance to families.

Researchers (O. Kobernyk, T. Kravchenko, L. Nazarenko, V. Postovyi) distinguish functions of the teacher in the interaction with the family: information, developmental, orientation, educational, mobilizing, research, protective. Proceeding from the fact that class leaders carry out social and pedagogical functions, as they work with the nearest environment of the child – a family, they study the realization of the rights of the child in the family, one can single out such functions of the teacher in interaction with the family as communicative, organizational, preventive, prognostic, social-therapeutic, corrective. The teacher of the school, whose duties include informing the authorities about the violation of the rights of the child, leaving the parents without any care, must be prepared and to monitor the observance of the rights of the child in the family and school.

To indicate the nature of the cooperation of the school and the family on an innovative basis, we consider it appropriate to use the term pedagogical alliance as an alliance of two subjects in the educational process. In this case one side is a pedagogical team, the other is a family. “The interest for which this union is created are the interests of the child and the happiness of her life” [Shchurkova 2005, p. 296]. In such a pedagogical alliance, the leading role belongs to the school, because it is “an institution professional, it employed people who have psychological and pedagogical education; At the same time, parents do not even have initial psychological and pedagogical training, their art of education is built on the basis of love, traditions, experience, own memories of childhood” [Shchurkova 2005, p. 297].

Investigating the peculiarities of the interaction between family and school, T.Kravchenko pays attention to the fact that the interaction itself should be distinguished “from the usual process of influence, which is an attempt to cause a certain reciprocal response of the recipient. Any interaction only begins with influential, ambitious actions, some of which may play a demonstrative and sometimes ineffective role” [Kravchenko 2009, p. 163]. In the understanding of the researcher, the interaction is the highest level of communication between social actors, the features of which are interactions, interpenetration on the basis of a combined system of actions.

In the context of the innovative approach to the system of relations “teacher–parents of junior schoolchildren” the teacher is involved due to the objective necessity, the conditions for the implementation of the pedagogical process. This system of relationships can exist and operate even without the direct contact of its participants, as they are associated with the pupil as an

object of mutual influence. The objective need for cooperation between the teacher and the parents of pupils, dictated by the unity of the goals and objectives of education and education, does not mean unnecessary conscious efforts to organize this cooperation.

Naturally, the implementation of the leading role of the teacher in the organization of optimal relationships with the parents of pupils causes sometimes significant difficulties.

The current practice of organizing the interaction between school and family is characterized by a number of *contradictions*, among which are:

- contradictions between the growing requirements of parents in the field of education, advanced by the modern reality, and the decline in the level of parental responsibility in the field of education;
- the contradiction between the objectively existing task of creating a single educational space for the child and artificial separation of this space into school and family education;
- the contradiction between the presence in the school and the family of the need for interaction in the process of upbringing the child and the inertia of the parties in the implementation of this interaction;
- the contradiction between the theoretical elaboration of the problem of interaction in the field of “school-family” and the lack of reliance on the theoretical developments of such interaction in practice;
- contradictions between changing conditions of society's life and stereotyped activity of the school in the sphere of interaction with the family.

Coordinating school and family efforts means eliminating contradictions, creating an educational and development environment that has a single vector of effort. According to the scientists [Kaloshyn, Velbovets, Vlasko 2006], there are three factors that help the school to involve parents in active participation in decision-making concerning the child:

- favorable atmosphere when the teaching staff is friendly and helps in everything;
- constant interest in communication between the family of children and the school;
- perception of parents as colleagues.

Thus, it can be argued that the problem of interaction between family and school is one of the most important in modern pedagogical science and

educational practice. Exploring the peculiarities of cooperation between teachers and parents, we consider such a process on the basis of partnership, mutual understanding as a pedagogical alliance, aimed at achieving the common goal – the formation of a harmonious and happy personality of the child.

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