

THE COOPERATION BETWEEN THE TEACHER AND THE PARENTS IN THE PROCESS OF SOCIALIZATION OF YOUNG SCHOOLCHILDREN

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Abstract: *the article provides an overview of features of the process of socialization of younger schoolchildren in elementary school, the disclosure of the current state of relations between the teacher and parents, the article presents a study that is done by us to analyze the forms of cooperation between the teacher and parents in the process of socialization of young schoolchildren. Parent-teacher relationships should be built up in order to take into account the parent's orders and the child's skills by paying attention to his opportunities.*

Keywords: *teacher-parent cooperation, socialization, primary school student, family, school, parent-teacher relationships.*

СОТРУДНИЧЕСТВО ПРЕПОДАВАТЕЛЯ И РОДИТЕЛЕЙ В ПРОЦЕССЕ СОЦИАЛИЗАЦИИ МЛАДШИХ ШКОЛЬНИКОВ

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Аннотация: *в статье представлена исследовательская работа по изучению особенностей процесса социализации младших школьников в начальной школе, выявлению существующего состояния сотрудничества между учителем и родителями и анализу форм сотрудничества между преподавателем и родителями в процессе социализации младших школьников. Отношения между родителями и учителями должны строиться таким образом, чтобы учитывать распоряжения родителей и навыки ребенка, уделяя внимание его возможностям.*

Ключевые слова: *взаимодействие учителей и родителей, социализация, ученик начальной школы, семья, методы наблюдения школы.*

As at all times family and school are considered to be the main institutes which realize the function of child's upbringing, education, individual formation and development, which is the socialization of the child. In primary school both the teacher and the parent can organize and realize the child's socialization exactly helping each other in the framework of their roles and duties.

For centuries the upbringing of children has been carried out not only in the family, but also in different social institutions. Family has an undeniable important role in the process of children's education as a primary link [1, p. 137].

Each teacher should build the school of education basing on the study of a concrete student's family education by the way of strengthening positive and neutralizing its negative aspects [2, p. 241].

Every family differs from others by its structure, problems, traditions, customs, interests, values, different educational opportunities. Each school looks like others by common strategies, educational forms, value system. Therefore, a parent-teacher relationships should be built up in order to take into account the parent's orders and the child's skills by paying attention to his opportunities [4, p. 163].

There are mainly used classroom and parent meetings, individual consultations with parents in the frameworks of the system of parent-teacher cooperation nowadays [3, p. 505].

In the framework of our topic we have conducted our research at several schools in Yerevan. The survey has been conducted with 20 teachers and 60 parents of 1-3 grade students. There has been used the following methods such as **questionnaire, observation, analyses of survey results during the survey.**

The method of observation: For the observation we have had an aim to find out the peculiarities of the cooperation between teachers and parents.

The object of the observation were teachers and parents who were observed in different situations such as parent meetings, taking students home, etc. After 10-day observations and researches we have tried to identify the peculiarities of their cooperation, the pros and cons.

During the observation we have found out that most of the parent cooperate with the teachers in order to know the progress of their child. Few parents have been interested in the relationships of their children with their classmates, whether they have communication problems. At parenting meetings the teachers and the parents were mainly talking about the problems such as students' progress, absences, hygiene, discipline, etc.

Method of questionnaire: This method has been conducted both with teachers and with parents. Each group has its separate questionnaire, but the aim has been the same for two groups.

The first question of the questionnaire was about the consideration of teachers on the problem of “What do you understand by saying socialization?” 8 of 20 teachers have responded that socialization is the application and acquisition of social-cultural experience by the individual, 10 of them have considered it as the adaptation, and only two have given the answer “I don’t know”. It is necessary to take into account the fact that the teachers had to search the answer of the question on Internet.

For the answer of the question “What factors do usually influence on the socialization of the students of primary school?” we have recorded the following results: 5 teachers have the answer that the main factors influencing on the socialization of the students of primary school are environment, hereditary and upbringing factors, 11 teachers think these factors are school and society, and only two mentioned the answer “I don’t know”.

For the question “What forms do you know for a parent-teacher cooperation?” we have mentioned these results: 11 teacher have mentioned parenting meetings as the main form of cooperation. Besides parenting meeting, 6 teachers have also mentioned extracurricular excursions, and only 3 have noted about the seminars besides excursions and meetings. We have also paid attention to the question of the usage of modern technologies, especially what influence the usage of DASARAN.am has in the process of the formation of a parent-teacher cooperation. Seven teachers have mentioned about its positive influence on the parent-teacher cooperation, but 5 have mentioned it as a negative influence and only 8 of them it has mentioned both positive and negative influence at the same time.

There has been included the question in the questionnaire whether the parent-teacher cooperation in Armenian schools are effective. As a result we have recorded the results due to them 9 of teachers have “yes” answer and 9 of them have “no” answer and only two of them have the answer “partly”.

The analysis of the questionnaire for parents

There has been mentioned the question “Do you cooperate with teachers?” in the questionnaire for parents, the answers of which are the following: 29 participants gave the answer of cooperation, 9 parents cooperated only in the field of organizational questions, but 22 answered that they worked and didn’t have time for cooperating with the teachers.

The answers for the question what kind of cooperation forms parents knew, we have recorded the answers such as parenting meetings for 40 participants, excursions and parenting meetings for 8 parents, different organizational meetings for 12 parents. Both participant teachers and participant parents didn’t offer any cooperation forms.

There was a question about what influence teacher-parent cooperation had on young schoolchildren in the questionnaire. 25 participant parents answered that if the teacher-parent cooperation was realized effectively, it would have a positive influence on young schoolchildren, 21 participant parents gave the answer “I doesn’t have any influence” and only 14 have the answer of “We don’t know”.

The answer for the question “How often do you attend school” was the following: 43 from 60 participant parents attended school for parenting meetings and school events, and 17 participant parents saw the teacher when they brought their children to school and when they took them from school.

Thus, the results of our survey we have noticed that the level of teachers awareness is low because due to their answers socialization are to be understood as factors affecting personality formation, which allowed us to conclude that the majority of the teachers didn’t understand well what socialization was .

Analyzing the results of the questionnaire we have come to the conclusion that nowadays the cooperation between teacher and parent is carried out only in the frameworks of parenting meetings, excursions and organizations of school events. **So we suggest:**

1. To organize educational activities for parents such as:
 - seminar-discussions,
 - lectures and talks,
 - question-answer evenings for parents,
 - debates of different themes with different specialists /doctors, psychologists, lawyers, policemen, social workers, art workers, etc.,
 - to work with the child in the presence of the parent in order to continue the work started at school and vice versa.
2. For teachers.
 - Regularly organize trainings with the support of different specialists/ psychologist, special pedagogue, social pedagogue, specialist for need assessment.

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