

**СОФИЙСКИ УНИВЕРСИТЕТ
“СВ. КЛИМЕНТ ОХРИДСКИ”**

**ФАКУЛТЕТ
НАЧАЛНА И ПРЕДУЧИЛИЩНА ПЕДАГОГИКА**

**КАТЕДРИ
ПРЕДУЧИЛИЩНА ПЕДАГОГИКА
НАЧАЛНА УЧИЛИЩНА ПЕДАГОГИКА
СПЕЦИАЛНА ПЕДАГОГИКА
СОЦИАЛНА ПЕДАГОГИКА И СОЦИАЛНО ДЕЛО
ПЕДАГОГИКА НА ИЗКУСТВАТА**

**ПЕТА ЕСЕННА
НАУЧНА КОНФЕРЕНЦИЯ**

**ПРИЕМСТВЕНОСТ И ПЕРСПЕКТИВИ
В РАЗВИТИЕТО НА ПЕДАГОГИЧЕСКАТА
ТЕОРИЯ И ПРАКТИКА.
125 ГОДИНИ ПРЕДУЧИЛИЩНО ОБРАЗОВАНИЕ
В БЪЛГАРИЯ**



НАУЧНА ПРОГРАМА

Китен, 05 – 08 Септември 2007 г.

Секция Г. Социална педагогика и социални дейности
Научен ръководител: проф. дпн Клавдия Сапунджиева
Заседание 1

Председател: Клавдия Сапунджиева
Секретар: Стефан Стефанов

Септември, 06 (четвъртък), зала 3

15.00 – 15.30	Професор доктор Гинка Димитрова-юбилеен портрет	Клавдия Сапунджиева Нели Бояджиева Коста Герджиков
15.30 – 15.45	Авторитетът на учителя-възпитател	Гинка Димитрова
15.45– 16.00	Новият етап в развитието на методологията на качествените педагогически изследвания	Георги Бишков
16.00 – 16.15	Приложение на теорията на типове в профилирането на специалисти в социално-педагогическата сфера (сравнение между студенти и работещи в помагащите професии)	Нели Бояджиева
16.15 -16.30	Съвременно състояние и тенденции в развитието на общата дидактика	Петър Р. Петров
16.30 – 16. 50	КАФЕ ПАУЗА	
16.50 – 17.05	Предупредителни знаци за суицидна насоченост в детско-юношеска възраст и показатели за оценка	Иван Димитров
17.05 – 17.20	Социокултурната анимация – модел за социална интервенция в общността	Софка Каракехайова Дора Левтерова Майя Грозданова
17.20 – 17.35	Преподаване, управление и подчертаване на разнообразието при подготовката на учители в СУ „Св. Климент Охридски”	Янка Тоцева
17.35 – 17.50	Иновации в развитии ключевых компетенций будущих учителей	Наташа Мазачова
17.50 – 18.05	<u>With partnership between teachers and parents to a more effective teaching</u>	<u>Snezana Mirascieva</u> <u>Emilija P.Gjorgjeva</u> <u>Vlado Petrovski</u>
18.05 – 18.20	About some aspects of differentiation in teaching	Snezana Mirascieva

WITH PARTNERSHIP BETWEEN TEACHERS AND PARENTS TO A MORE EFFECTIVE TEACHING

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Abstract

The effectiveness in teaching and learning is the main aim in education today. In that sense, this paper elaborates one of the ways of solution. In fact, we talk about mutuality and community between parents, teachers and pupils.

Introduction

As schools become more crowded, as diversity in ethnic and cultural backgrounds of pupils increases, and as funds for education are curtailed by the necessity for joint effort of the part of school, home, and community to meet educational needs and improve program effectiveness becomes more and more evident. Moreover, the alarming of children being neglected and devalued and the violence in our schools are shocking us into realization that "it is time for educators, parents, legislators, and business people to join forces in a concentered effort to ensure the success of the children" (Barbour & Seefeldt, 1993). So, we must find ways for the schools to become the centers for this concentered effort and adopting the school in order to contribute to specific needs. How can teachers and family members begin? Can they make a difference? In many schools, parents and interested adults are already participating as volunteers in enrichment activities, in small-group tutoring and in helping individual pupils in a variety of ways. As a result of these efforts, teachers are realizing that: the assistance of volunteers makes possible numerous beneficial activities that could not be attempted without additional help; many parents are able to work effectively with individual children or with small groups, thus freeing teachers to work where most needed; parents and "friends of children" have special talents, skills and interests that contribute much to the program, and the close association of teacher, parent and child is beneficial for all. In working together, parents come to understand more clearly the scope of the teacher's work, the goals of the program, and the need for parent-child-teacher cooperation. Teachers come to realize the capabilities of parents and learn to use their abilities, support and goodwill for the betterment of school programs. They also realize more clearly the powerful influences of family, peers, and media - the "societal curriculum" that must be thoughtfully considered when planning activities. The employment of parents as teacher's aids, when possible and the use of parent-volunteers would help these adults to acquire a deeper understanding of the children and the cultural backgrounds they reflect. This would also be a way of transferring from school to home ideas concerning childrearing and the ways to encourage learning that would benefit parents and other families with whom they associate. Preprimary and primary years of schooling constitute an exciting time for children and parents. The normal child is eager to begin new ventures, and parents take natural pride in each accomplishment. (Djordjevic, 1985) Perhaps the children are never

more intriguing to observe, more engaging to deal with, or so spontaneously attractive than, the ages four through eight, and perhaps parents are never more eager or willing to help (when possible) than at this time in the life of their child. Both joy and enlightenment are experienced through seeing boys and girls grow in their powers to think and act, and in their abilities to manage their bodies with increasing ease and efficiency.

How might families and teachers collaborate for the child's benefit?

Often teachers fail to explore ways to use the strengths and talents of parents and interest adults in teaching children. They fail to see that it is possible even to involve working parents who have limited time, in ways that contribute to the program and provide glimpses of their children reaching out toward learning and making friends. Not fully aware of the importance of building bridges to connect home and school (or, more likely, due to pressure of too much required work), some teachers fail to provide opportunities for parents to experience at school the pleasure of helping a child become more competent and self-reliant. Sometime, due to a false sense of pride, teachers resist asking for parental help when they need it. Often, they simply do not initiate certain enrichment activities that would require outside help. This is unfortunate, school programs suffer by loss of these activities and willing parents and older friends of children are denied the satisfaction of giving assistance.

Parental participation affects children in constructive ways. Children gain feelings of pride and well-being as they see their own parents or parents of their friends assisting teachers in various activities. They come to realize that teachers have no "corner" on wisdom-that their parents are wise and capable too-and that there are many ways to help. A very important aspect of parental involvement is that it promotes child-parent communication. When family life is fragmented and family members hurry in different directions each day, it is important that parent and child be able to talk over, and so re-live, events and activities of common interest and enjoyment-experiences they have participated in together. *Why is this important?* In a society field with tension and distrust, we are forced to recognize that in many schools there is increasing unrest, conflict, and unhappiness on the part of pupils, teachers and parents. We must face the reality that in our troubled social milieu it will take the joint efforts of all concerned with the welfare of children to make changes desperately needed. Never more than today have teachers so needed the support and understanding of parents in the task of educating boys and girls, and never have so many parents, often single and struggling to cope with demands of family and workplace have so needed the insights and understanding of their children's teachers. The problems of transmitting values to children, expectations, and concepts of purposeful living have become so complex and discouraging for both parents and teachers that often, when conflicts arise, there is a tendency to give up in despair or adopt an attitude of resignation. When problems strike and adult-child relationships and parent-teacher relationships become tense and bewildering, many of us tend to respond in one or more of the following ways: ignore the situation or the symptoms of the child in trouble, hoping that somehow the problem will go away or deny that there is a problem; attack the problem situation as best as we can, "toughing it out" alone, without asking help from anyone; allow disappointment, bitterness, and blame of self or the offender to block communication that might lessen the problem or heal the relationship; place the blame or the responsibility for correction of the problem elsewhere. Parents and teachers often continue to struggle separately with children's problems, sometimes in the ways that are counterproductive and

confusing to the child, when these problems might be dealt with much more effectively if feelings and anxieties were communicated and if information and wisdom from both parent and teacher were shared, and possible plans for dealing with the problem were discussed openly. It has always been easier for teacher to blame the home environment and for parents to blame the school when children do not "measure up" and conflicts arise, rather than to engage in the personal effort necessary for achieving open communication and understanding as a basis for helping the child in need. We agreed with opinion that adults are the essential link. So, teachers intervene in student's conflicts, telling them how to solve the problem rather than helping them solve the problem themselves. Parents come to school to solve students' problems and go over the teacher's head to the principal to yell about the teacher. Nobody practices negotiation because we haven't been taught to negotiate. We practice conflict. When we want to solve a problem we go to court. *Where is the solution?* One of the ways is mutuality. The concept of the mutuality (as related to teachers and parents working with children) implies mutual respect. It also implies mutual giving and receiving of help, support, and insights as well as mutual sharing of experiences, life situations and conditions, desires, expectations, hopes, disappointments, and, certainly, concerns about the social and emotional growth and academic progress of the child. Often it is difficult for adults, whether teachers or parents, to admit to themselves or to another that they need help or advice in coping with problems that arise with children. Sometimes there is the feeling, conscious or unconscious, that asking for help is admitting inability to deal with the problem, and many adults cannot tolerate the risk of appearing inadequate. Consequently, there is often little more than a token search for adequate counsel, advice or even someone with whom to share the anxieties. In today's society where there is so much loneliness in the midst of conflict and violence, we must become more aware of the deep need which human beings have for companionship and for mutuality in sharing certain stresses and disappointments. The concept of mutuality describes a caring relationship, in which two or more persons learn to talk openly together, experience feelings together, listen to one another, give and receive advice, support, or words of caution and search together for solutions to a problem which concerns each of them. Sadly, there is too little realization of the deeply rewarding mutual benefits to be gained by parents, teachers and children when they attempt a joint effort toward genuinely honest communication, understanding and reconciliation. Indeed, it is only in recent years that the important benefits of open interpersonal communication for purposes of building community, resolving conflict and making peace have been effectively brought to the attention of educated citizens. Or, perhaps, we have been so busy in the upward bound struggle for material success that we have not allowed the concepts of mutuality and community to become fully a part of our social and educational consciousness. Whenever mutual effort toward better understanding and more open communication is undertaken, the participants find themselves benefiting as much or more than those they are seeking to help-in this case, their children. In working to build a community, teachers, parents and children would grow toward more joyous and productive levels of communicating, learning and living.

Can home and school become a community?

The true meaning of *community* is a group of individuals who have learned how to communicate honestly with one another, whose relationships go deeper than their masks of composure. The value of recognizing our interdependence, as individuals and as social beings, and of searching for ways to create relationships that support and

encourage the qualities needed for living together peacefully, productively, and joyously. It is conceivable that the very process of mutual effort toward a truer sense of community might be the most effective and durable means parents and teachers find for transmitting to children the important values of productive living. In such a process children have the opportunity to learn from examples as they observe or sense the attitudes, responses and behaviors of their parents and teachers while they are changing as they begin to know each other; their defenses and pretensions are being dropped and their barriers of individual differences, hostility, and prejudice are being overcome as they learn to communicate more freely. Perhaps children will gain insights and motivations for changing their own attitudes and behaviors as they see and feel the attitudes of parents and teachers changing. As children, themselves, experience mutuality through interaction and open dialogue with parents and teachers, perhaps they will feel their support and faith. Children need such caring adult support if they are to develop behaviors and responses that enable wholesome relationships. Children's attitudes can change as parents, teachers, and they themselves, struggle together to understand the feelings behind the behaviors and expectations of each, and as they negotiate to solve or alleviate a problem. Through dialogue in which all become more able to face problems and admit their imperfections and mistakes, as well as their desires and goals, children will become aware of constructive attitudes and behaviors and why they contribute to joyous living. In that sense, the question is: *How can teachers and parents find ways to build a safer and more caring environment for children?* Given this desire, community building can begin at any time or place, and between any two or more persons—parents, teachers, children—provided that these persons have: a genuine desire for deeper understanding and acceptance of themselves and others; willingness to communicate their feelings and concerns honestly and openly, attempting to listen and speak non judgmentally to one another so that insights may be shared; willingness to expend the effort that real understanding and acceptance of self and others requires. If schools and families are to succeed in community building in its deeper and more important sense, "it means recognizing that there are different voices, languages, histories, and ways of viewing and experiencing the world, and that the recognition and affirmation of these differences is a necessary and important precondition for extending the possibilities of democratic life" (Tekstor, 1996). There are many ways to build a community. One of these is teacher-parent communication. (Nestorovska, 1997) A community of mutual acceptance and helpfulness can begin in simple, rewarding ways. It can begin, for example, in a teacher-parent conference as the child's school progress is evaluated jointly and expectations of both parents and teachers are expressed openly. The needs of the child, together with the feelings and attitudes of parents, teacher and child are discussed directly and honestly even though different and sometimes difficult opinions may be encountered, and feelings of anxiety, hostility, and frustration must be worked through. Avenues toward mutual understanding, respect, and safety in expressing thoughts and feelings might be opened simply through a brief telephone call from teacher to parent to report to some manifestation of growth or achievement on the part of the child, to ask parental input on a proposed project, or to ask the parent's help with a class activity. Other ways to build community are: the meetings with parents, written communication from school to home, involving parents in pupil evaluations, children's notes to parents, informal messages from teacher to parents. (Prodanovic, 1990) In building community, there should be several meetings at school with all parents in addition to regular teacher-parent

conferences. These school meetings could focus on topics related to child growth and development, and explore ways to provide the types of guidance and enrichment children need. Teachers can encourage free discussion and community building by: describing the school program fully, outlining goals, explaining the philosophy underlying the program; planning short informative programs related to aspects of a child's development, led by professionals or competent parents followed by a discussion period; inviting the questions, comments and criticisms of parents at any suitable time and letting parents know that their ideas are needed and valued; involving parents in planning the meetings and classroom activities, helping with fieldtrips, class parties and special activities. Use of videos on subjects related to child development or slides showing their own children participating in class activities can contribute significantly to parent education. These can be both informative and enjoyable and will often stimulate valuable questions and comments. Displays of children's original work and creative art can lead to discussion of the value of the creativity to the child and the ways parents can support and motivate creativity. Parental understanding and appreciation of the creative efforts of children is an area in which adult education is definitely needed. Meetings might focus on such important subjects as *The value of play*, or *Children's need for outdoor play versus television viewing*. Written communication from school to home is another way for cooperative parent-teacher-child relationships. Namely, parents must be kept informed about what happens at school. One way to accomplish this is through short duplicated notes explaining the current thematic unit or class activities and suggesting ways parents may enrich and extend what has been learned at school or contribute to the activity in progress. There is the problem how parents can get involved in pupil evaluations. The answer is simple. New sheets made up of children's short stories and reports, written independently or dictated by the teacher, describing activities related to the thematic unit or other projects can serve several happy and beneficial purposes at any grade level; the news sheets let parents know what is happening at school; they stimulate parent-child communication about school experiences and because the pupils themselves have composed the simple new items or stories, they are able to recognize or guess most of the words, and parents and child can read together. Thus reading and language arts are reinforced while promoting goodwill and involvement on the part of child and parent. An effective way to inform parents, and, at the same time, involve them in evaluating their child's reading progress, is to "publish" a kindergarten or primary newspaper (similar to the news sheet discussed above) several times during the year, again using children's accounts of activities they have enjoyed. This is the field in the child's portfolio for later use in evaluation. A short, spontaneous note or two-sentence message from teacher to parent calling attention to a child's achievement or to some sign of progress can be a wonderfully heartwarming way to begin building a spirit of communication. Short notes are valuable not only as means for transmitting information about the school program, but also as a ways to generate feelings of involvement and self-worth in children as they describe to their parents their contributions. After a particularly successful class activity children might write a few brief sentences to let parents know about a lesson well learned. The children's notes to parents should be very short, so that the enjoyment of the activity is not lost through laborious reporting. For example, younger children might draw a picture and invent the spelling of a few related "words" to accompany the picture, or copy a sentence printed on the board by the teacher. Older children would compose their own sentences and write them independently. This is

completely clear because the children enjoy designing original thank-you or get-well notes, which usually carry their written words, *thank you, I love you*. It is easy way for children to begin to write, decorate, and think of others.

What can we conclude?

As teachers and parents, we must plan these contacts to happen more frequently. And perhaps we can also plan activities more often through which all of us, younger and older, can experience more light-heartedness and joy, and more beauty- in nature, in the arts, in ourselves, and in others. These values, sometimes overlooked, can add rewarding dimensions to living. So, in the end, the last question is: How can we best help children find value and worth in themselves, in others, and in life? Perhaps through trying steadfastly to create with and for children an environment—a community- that invites them to be their best selves, through showing our genuine faith and support; through desiring always to become more understanding and searching constantly for simple ways to live with them more joyously and caringly.

References:

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