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ПОДГОТОВКА ПЕДАГОГОВ К РАБОТЕ С СЕМЬЁЙ В ОТЕЧЕСТВЕННОМ И ЗАРУБЕЖНОМ ОБРАЗОВАНИИ

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Аннотация. В статье рассматривается проблема подготовки педагогов к взаимодействию с семьями обучающихся. В статье представлены результаты исследования 12 отечественных и 56 зарубежных программ подготовки будущих педагогов в 35 педагогических вузах, в том числе: 17 программ по профилю «Дошкольное образование», 19 программ по профилю «Начальное образование» и 32 программы по профилю «Иностранный язык» (как пример программы, которая не предполагает прямого контакта учителя с родителями обучающихся). Зарубежные университеты были выбраны на основании ежегодно публикуемого рейтинга университетов мира QS World University Rankings. Также в статье представлены результаты всероссийского исследования запросов родителей и педагогов на взаимодействие школы и семьи. В опросе приняли участие 400 респондентов – 200 родителей и 200 педагогов, из которых 183 учителя и 17 членов администрации школ. Исследование позволило конкретизировать основные запросы родителей и педагогов на взаимодействие, понять трудности, с которыми сталкивается школа и семья при взаимодействии, выявить дефицит компетенций учителей в области работы с семьями обучающихся. Исследование также показало, что родители и педагоги солидарны в выборе главных компетенций учителей в области взаимодействия с семьями обучающихся. В статье предложена примерная тематика программы повышения квалификации учителей в области взаимодействия школы и семьи, которая учитывает запросы родителей и учителей.

Ключевые слова: взаимодействие школы и семьи, профессиональная подготовка будущих учителей, повышение квалификации учителей, компетенции учителей.

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Research Article

PREPARATION OF TEACHERS TO WORK WITH THE FAMILY IN DOMESTIC AND FOREIGN EDUCATION

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Abstract. The article deals with the problem of training teachers to interact with the families of students. The article presents the results of a study of 12 Russian and 56 foreign training programs for future teachers in 35 pedagogical universities,

including 17 programs in the “Preschool education” profile, 19 programs in the “Primary education” profile, and 32 programs in the “Foreign language” profile (as an example of a program that does not involve direct teacher’s contact with the parents of students). Foreign universities were selected based on the annually published QS World University Rankings. The article also presents the results of an all-Russian study of parents’ and teachers’ requests for school-family interaction. 400 respondents took part in the survey – 200 parents and 200 teachers, of which 183 teachers and 17 members of the school administration. The study made it possible to concretize the main requests of parents and teachers for interaction, to understand the difficulties faced by the school and the family when interacting, to identify a lack of competencies of teachers in the field of working with students’ families. The study also showed that parents and teachers are in solidarity in choosing the main competencies of teachers in the field of interaction with the families of students. The article offers an approximate topic of the teacher training program in the field of school-family interaction, which takes into account the requests of parents and teachers.

Keywords: school-family interaction, future teachers’ professional training, teachers’ professional development, teachers’ competencies.
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The relevance of the research is due to the fact that in recent years the participation of parents in the educational process has become more active. Therefore, working with students’ families is an essential component of a teacher’s professional work. However, teachers sometimes lack special skills to build effective cooperation with the family.

The family and the school are the primary agents of the individual’s socialization, therefore, only the consolidation of the efforts of the family and the school, the unity of views of parents and teachers on education and upbringing, contributes to the formation of a harmonious personality of the child and his or her successful integration into society.

Studying at a pedagogical university, the future teacher, as practice shows, does not acquire skills of cooperation with the parents of students due to the lack of purposeful preparation for this type of activity at the university. Consequently, the obligation to improve the qualifications of teaching staff in the field of school-family interaction becomes a problematic issue for the school administration.

The purpose of the article is to present the results of a study on the problem of school and family interaction.

The problem of cooperation of an educational organization with students’ families in science has been studied quite fully (E.I. Chugunova, M.R. Kadiyeva, T.N. Kasimova, S.S. Kerkis, L.G. Kolesova, T.V. Kovalenko, S.E. Mostovaya, A.A. Ovcharova, I.A. Pisarenko [Khomenko 2007: 83-88, Khomenko 2008: 58-65, Khomenko 2009: 37-41], A.V. Smirnova, T.V. Zueva). In the research, scientists talk about the benefits of constant interaction between the school and the family, about the directions of work with students’ families, offer options for organizing and conducting this work. However, no studies have been found on improving the skills of teachers in the field of interaction with parents. This aspect has become central to the study.

The purpose of the study was to identify the specifics of educational programs for the training of future teachers of Russian and foreign universities, as well as to

identify the specifics of the requests of parents, teachers and school administration for school and family interaction and improving teachers’ competence in this area.

The methodological basis of the study was determined by the purposes of the study. The research uses a general scientific method – content analysis of educational programs and empirical methods: questionnaires, design, generalization and systematization of the data obtained, quantitative and qualitative analysis.

The empirical basis of the study was the “Anketolog” platform (400 respondents – 200 parents, 183 teachers, 9 head teachers and 8 school principals) and 68 training programs for future teachers (56 foreign and 12 Russian programs).

Thus, the scientific novelty of the research results lies in the fact that an All-Russian survey was conducted, and for the first time the requests of parents and teachers (teachers and school administration) for the school and family interaction and for improving the teachers’ competence in this area were studied in detail. Also, for the first time, domestic and foreign training programs for future teachers of leading universities were analyzed for a course on working with students’ families.

The research of future teachers’ training programs. Summer 2021, we conducted a study on the study of training programs for future Russian and foreign teachers for the availability of a course on working with students’ families and its content. The study set several tasks, but the article will reflect the results of solving only one of them: identifying the specifics of training programs for future teachers to interact with parents of students in Russian and foreign universities.

As part of the study, 68 training programs for future bachelor teachers from 35 universities (4 Russian universities and 31 foreign ones) were analyzed in order to identify the specifics of training programs for students of pedagogical specialties on working with students’ families.

The most optimal way to select foreign universities implementing educational programs for training future

teachers was to appeal to one of the most authoritative world university rankings published annually, compiled by a British company that specializes in education and training abroad – Quacquarelli Symonds World University Rankings. The criteria for choosing universities were as follows: the availability of bachelor’s degree programs and the language of official websites and the language of writing the required documents of educational programs (Russian, English, German). The choice of universities in the CIS countries was carried out solely on the basis of personal interest and preferences of the authors of the study.

Thus, 100 educational organizations were found that fit the criteria. However: at the time of the study, the main program documentation was not presented on the websites of some educational organizations, which made it necessary to send a request to the managers of the universities of interest with a request to provide the required documents – most of the requests were satisfied, but a significant number remained unanswered. As a result, the number of universities has been reduced to 35. The result of the sample of universities is presented in Table 1.

The essential point of the analysis is that all regions were involved in the selection of university training programs for future teachers: the majority of suitable universities were found in European countries and North American countries – 31 % and 28 %, respectively, universities of CIS countries are in third place in compliance – 17 %, followed by universities of Asian countries and Latin America countries, 11 % and 8 % respectively, Australia is at last place (5 %). Thus, this sample allows us to conclude about the international coverage of the study of training programs for future teachers.

As a result, 56 foreign and 12 Russian bachelor’s degree programs were analyzed, including: 32 programs in the “Foreign language” profile (as an example of a program that does not imply direct contact with parents), 19 programs in the “Primary Education” profile, 17 programs in the “Preschool Education” profile.

The following parameters of the analysis were identified:

- program content,
- availability of a course on working with parents,
- semester of course development,
- course content.

In the training programs for foreign language teachers of Russian and foreign universities, there is no training course for future teachers to work with the families of students. After analyzing the content of the programs, it can be concluded that the training programs for future foreign language teachers, in general, are focused on obtaining students’ knowledge of the language, a significant part is occupied by specialized courses (48 % of the program is devoted to the study of specialized subjects, such as, for example, “Theoretical Grammar of the

language”, which are studied as a rule, from the first to the last year), this is especially typical for US universities. In universities of other countries, however, a certain proportion is allocated to the study of general pedagogical subjects (we mean pedagogy, psychology, methods and others).

The training programs for future primary school teachers and educators include a mandatory course aimed at preparing future teachers to cooperate with the students’ families, but such a course is present only in the

Table 1
Universities implementing educational programs for the training of bachelor teachers

Region	University
<i>CIS</i>	
Belarus	BSPU
Russia	Herzen University Moscow City University Pushkin Leningrad State University Yaroslavl State Pedagogical University named after K.D. Ushinsky
Ukraine	Ternopil Volodymyr Hnatiuk National Pedagogical University
<i>North America</i>	
Canada	University of British Columbia
USA	Columbia University MSU Stanford University University of California, Berkeley University of California, Los Angeles University of Wisconsin – Madison University of Michigan Vanderbilt University
<i>Latin America</i>	
Colombia	University of Los Andes
Chile	PUC PUCV
<i>Europe</i>	
Austria	University of Vienna
Great Britain	UCL University of Cambridge University of Edinburgh
Germany	Heidelberg University Ludwig Maximilian University of Munich University of Hamburg
Italy	Sapienza – Università di Roma
Finland	University of Helsinki University of Oulu
France	University of Paris
<i>Asia</i>	
Hong Kong	The Education University of Hong Kong University of Hong Kong
China	Beijing Normal University
Malaysia	University Sains Malaysia
<i>Australia</i>	
Australia	Monash University University of Sydney

Results of content analysis of training programs for specialists in profiles

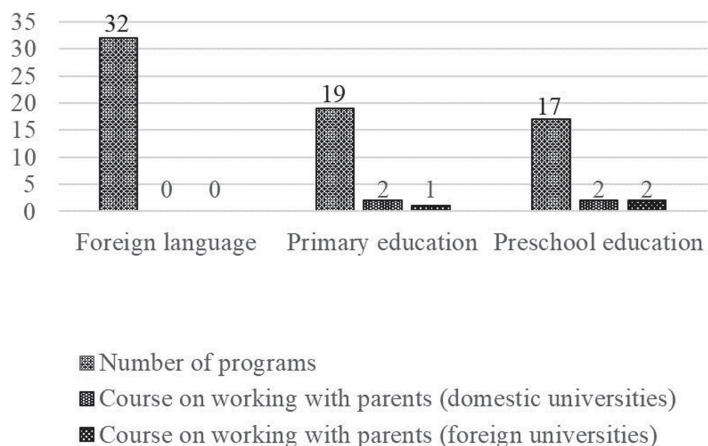


Figure 1. Distribution of specialist training programs by profile, number (of the total number of programs, N = 68)

programs of universities in the CIS countries. As for specialized courses, as well as in the training program for the profile “Foreign language”, they occupy a significant part of the training program for the profile “Primary education” and “Preschool education – 44 % and 47 %, respectively.

A total of 68 training programs for future bachelor teachers in Russian and foreign universities revealed 7 courses on working with students’ families, 4 courses in Russian and 3 in foreign universities (Belarusian and Ukrainian): 3 courses in the “Primary education” profile (2 – in Russian universities, 1 – in a foreign university), according to “Preschool education” profile: 4 (2 – in Russian universities, 2 – in foreign universities), and 0 courses in the “Foreign language” profile. Graphically, the data obtained are presented in Figure 1.

The duration of studying this discipline is 1 semester, and it is mandatory for students to master it in the 4th, 5th, 6th or 7th semester of study. The courses are limited to general topics about the importance of school-family interaction, about the legal foundations of this interaction, about how to hold parent meetings... Topics related to interactive interaction with the family, with families with special needs, with mediation, in general, everything that is relevant in the current period of education development, are absent in all programs.

Thus, despite the fact that the special course exists in the training programs for future teachers, it is only a formality, it is not possible to talk about the specifics of this course.

The research of parents and teachers’ requests for school-family interaction. Fall 2022, we conducted a survey of parents, teachers and school administrators in order to identify their requests for school-family interaction. 200 parents, 183 teachers, and 17 school administrators took part in the survey.

In order to ensure a wide geography of the study and obtain high-quality answers from respondents, it was decided to turn to the outsourcing platform “Anketolog”. It was decided to study and compare the opinions of these respondents in the cities of federal significance (Moscow, St. Petersburg and Sevastopol) and throughout Russia, excluding the previously mentioned subjects. During the survey companies, it turned out that the opinions of parents and teachers in cities with a special status and in other regions of the country coincide, therefore, summary data will be presented in the article.

For the convenience of interpreting the results of the survey, the following parameters were identified: typical problems, significant competencies and the need to improve teachers’ skills in the field of school-family interaction.

The main problems that parents have while interacting with teachers are, according to respondents, the inability of teachers to find an approach to the child and his family and the lack of joint leisure activities (equal to 37 %). This result was unexpected for us, since, in our opinion, many different events are held in each school. Perhaps parents are not sufficiently informed about them, or these activities do not meet the needs of the family.

The main problems that teachers face while interacting with parents relate to interaction with socially disadvantaged families (54,1 %) and incorrect behavior of the parents themselves (57,4 %).

The main identified deficiencies of teachers’ competencies in the field of school and family interaction: knowledge of effective communication techniques with the parent community in offline and online space (45,5 %), knowledge of methods and techniques for providing psychological and pedagogical support to families of different categories (39,5 %), knowledge of the specifics of interaction with parents belonging to different national-cultural, religious communities and so-

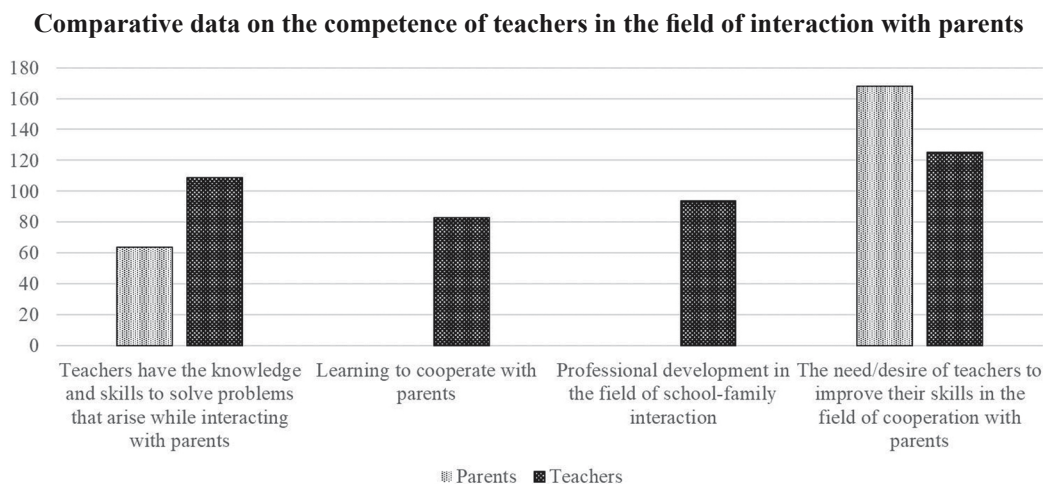


Figure 2. Distribution of positive responses of parents and teachers on the competence of teachers, number (of the total number of responses, Nparents = 200, Nteachers = 200)

cial strata (37,5 %), as well as with various health opportunities and knowledge of the regulatory framework governing the interaction of school and family (36,5 %). The identification of the last deficit suggests that modern Russian teachers do not feel their legal protection while interacting with parents. This is worth paying special attention to.

Parents and teachers are in solidarity in choosing the most important competencies of teachers in the field of school-family interaction. The majority of parents and teachers indicated “To work in a team with colleagues” (55,5 % of parents and 68,5 % of teachers) and “To carry out their professional and personal development” (49,5 % of parents and 54 % of teachers). It can be assumed that parents lack the consistency of teachers in the field of children’s education and the personal maturity of teachers.

Also, when receiving summary answers to the free-answer questions, a fundamental difference was found in the requests of parents and teachers to interact with each other. Parents are interested in the formal side of the educational process – learning and everything related to it (academic performance, programs and teachers themselves). Teachers are more concerned about the issue of raising children and related topics (health, career guidance, patriotism, culture). Most parents did not name these topics in their answers.

Only 64 parents out of 200 believe that teachers are competent in the field of school-family interaction. However, a little more than half of the teachers are sure of this, while only half of the teachers surveyed were trained to work with parents as students and improved their qualifications in this field. The overwhelming majority of parents believe that teachers need to improve their competence in the field of school-family interaction. 125 teachers out of 200 are interested in such training. Graphically obtained data are presented in Figure 2.

The teacher training program. Thus, based on the results of the study, we proposed an approximate thematic plan for a teacher training program in the field of school-family interaction.

The structure of the program topic consists of two parts: mandatory and variable. The mandatory part of the program includes 8 topics, the variable – 4 acute topics of interaction between school and family. All topics included in the program are based on the requests of parents established as part of the All-Russian survey cam-

Table 2

Thematic plan

Title of the topic
Mandatory part
Topic 1. Current global trends in the field school and family interaction
Topic 2. Main areas of work with the family (study, awareness, education, counseling, training and collaboration)
Topic 3. Interaction with students’ parents in a digital environment
Topic 4. Effective communication with different categories of families (including: families of gifted children, families of children with special educational needs, families of migrants / refugees and socially disadvantaged families)
Topic 5. Development of personal and professional potential in the field of interaction with students’ parents
Topic 6. Regulatory framework governing school and family interaction
Topic 7. Team-building and team-working at school
Topic 8. Professional ethics of the teacher
Variable part
Topic 9. Socio-psychological features of modern parents
Topic 10. Dealing with inadequate requests from parents
Topic 11. Just about the hard part: how to talk to parents on acute topics
Topic 12. Working with professional documentation that ensures school and family interaction

paign. It is worth noting that when determining the subject of the program, all requests were studied, but not all were taken into account as a direct indication to action. The developed thematic plan of the teacher training program in the field of school-family interaction is presented in table 2.

We pay your attention to topic № 10 in the variable part – “Dealing with inadequate requests from parents”. This topic is an attempt to satisfy absolutely all the requests of parents. However, the results of the survey showed that some requests of parents cannot be satisfied, because they either do not relate to the professional activity of a teacher, or violate the ethical norms of interaction within the framework of “parent-teacher”. For example, requests for patronage of families, a request for round-the-clock communication with a teacher, a request that children be taught at school to shop in stores and communicate with strangers...

We emphasize that it is necessary to study all the requests of specific parents in a particular school, since complaints grow out of unsatisfied requests from parents, but not all requests should be used as a direct guide to action when drawing up a teacher training program at this school. The teacher only needs to be able to work competently with such cases.

Summarizing all of the above, we note that the theoretical and practical significance of the work consists in the fact that for the first time an approximate thematic plan of the teacher training program in the field of school-family interaction, based on the requests of parents, is proposed.

The results of the study can serve as a basis for developing the content of teacher training programs in the field of school-family interaction.

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