

out effectively. Similarly, there was also observed a positive tendency towards professional level increase of future professionals of socio-economic sphere in each direction of the above-mentioned studies.

Keywords: improvement of training, future professionals of socio-economic sphere.

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FEATURES OF FUTURE PRIMARY SCHOOL TEACHERS' TRAINING IN PEDAGOGICAL INTERACTION WITH PUPILS' PARENTS

The article is devoted to the problem of future primary school teachers' training in pedagogical interaction with pupils' parents. The necessity to improve the content and the teacher's work forms is considered. It is emphasized that readiness of primary school teachers for pedagogical interaction with pupils' parents is a professionally significant quality of a teacher, because the learning outcomes and the effectiveness of the process of future vocational and educational activities depend entirely on students. As a whole, «interaction» is a dialogue between a teacher and parents, its effectiveness is determined by interlocutors who are involved in it, how they feel personalities themselves and see the personality in everyone they communicate with. Teacher's readiness for pedagogical interaction with pupils' parents is a decisive indicator of their further successful professional and pedagogical activity in this respect.

Key words: training, future primary school teacher, pedagogical interaction, parents, pupils.

A teacher of modern school is a class teacher, whose aims are to train and educate pupils, alongside with their parents a teacher is a very important adult for a child. Therefore, efficiency of a pupil's personality formation in many respects depends on his ability to interact with the pupil's family.

One of the possible ways of training and education of a pupil as cultural personality is organization of pedagogical interaction of a teacher with parents in the context of orientation of the last ones on the value of education. Whether parents will involve children to the value of education, depends on the teacher who, organizing pedagogical interaction with parents, performing pedagogical management of their activity in this direction, keeps and transmits the experience of the activity through formation of the pupil as cultural person. Organizing interaction with pupils' parents, the primary school teacher projects on them cultural experience, showing them thereby an image of the cultural personality. Currently, particularly acute is the problem of providing the educational institutions, including primary schools, professional teaching staff, capable to the effective solution of educational problems. Complexity of the solution of this problem at the present stage is caused by many socio-economic factors. The classical pedagogy the problem of interaction of the teacher with a family of the pupil was considered by such outstanding teachers as P. Leshaft, A. Makarenko, N. Stelmakhovych, V. Sukhomlynskyi, K. Ushynskyi, S. Shatskyi and others. The issues of interaction of a family and school at the present stage are studied in works L. Boiko, N. Bugaiets, T. Gushchyna, Ya. Zhuretskyi, A. Klish, T. Kravchenko, V. Urbanska, T. Shanskova, V. Shynkarenko, etc.

The modern problems connected with training of future primary school teachers for pedagogical interaction with pupils' parents, the main indicators, characterizing the state of readiness and the issues of improvement of the contents and forms of work in this direction demand further research.

The research objective is identification and justification of readiness of the future primary school teacher for pedagogical interaction with pupils' parents in the context of professionally-oriented education.

Both beginners and skilled teachers feel fear of parents, and it holds down their actions, leads to unwillingness to interact with the pupil's family. The process of alienation parents from school gains strength. Everyday concerns, a reorientation of consciousness of the adult generation to other values, the decline of the social status of the teacher leads to growing divergence of the actions of two social institutions - family and school. Changes in the social status of the family, its structure, relations between parents and children, removal of families from schools require substantial restructuring in the organization of the work of the teacher with the pupils' families.

Typically, teachers complain about the low parents' activity, their reluctance to participate in school life ostensibly because of the need to spend a lot of time at work. Naturally, workload of adults in difficult economic situation affects the extent of their participation in school affairs, but we should not consider this as the main factor.

The main condition of successful interaction between educational institutions and families is a complete understanding of functions and content of each other's activities. These subjects should understand each other and realize the image of the educational capabilities of

each other, establish the real action of mutual help, be aware why it is done and understand aims and objectives, the means and the end result. Most often, a family passes the relay of education to school, thereby distancing itself from the process of raising a child as a person. Meanwhile, both sides should engage in the personal formation of the child, with full understanding and mutual support of each other. Family education brings emotion into relationship that involves parents' love to children and reciprocal feeling of children to parents. The warmth of the hearth, a sense of comfort in a home atmosphere stimulates the child's perception of existing rules in the family, manners of behaviour, attitudes and aspirations. And to ensure that the family successfully coped with raising children, parents should know the basic pedagogical requirements and create the necessary conditions for the education of the child in the family. First of all it is the family atmosphere, when each of the parents and family members realize their responsibility for the upbringing of children. The conditions of proper family education are well-organized way of life, the mode of life in the family. The ideal towards which family, school, our society seeks is comprehensively developed person, educated one, healthy physically and mentally, able and likes to work. From this point of view, it identifies the main objectives of the of teachers' work with parents of schoolchildren: a systematic multifaceted pedagogical education of parents. It means familiarizing them with the basics of theoretical knowledge, with the practice of work with pupils; involvement of parents to participate actively in the educational process, the formation of parents' needs for self-education, familiarize the teachers with different methods of family education, the selection and compilation of the best practices. At creation the interaction of a family and school certain problems have to be considered: bringing up the only child in a family, the specific effect of single-parent families on children; the lack of communication between parents and children due to the employment status of the parents. Organization of the effective interaction of teachers and parents is one of the major tasks which the staff of primary school faced. Interaction between people assumes existence of such components of elements: the effective personality, need for activization of behavior, an activity purpose, an activity method, another effective person to whom the action is directed, the result of the activity.

Readiness of the teacher for interaction with pupils' parents is a professionally significant quality of the teacher's personality.

As teachers' interaction with parents, we understand the common actions of teachers and parents in the upbringing of the child, the exchange of thoughts, feelings, experiences, hopes, provided that equal and trusting relationships are transformed into cooperation.

Cooperation involves the interrelated actions of individuals directed on achievement of common goals with mutual advantage for the interacting parties. In the conditions of cooperation arise feelings of gratitude, need for communication, desire to concede and so forth. However an important aspect of successful cooperation is not simply a systematic communication between the

subjects, but creation of interaction on the principles of partnership. The partnership provides coordinated actions of participants of common cause [2, p. 708].

The signs of partnership are: equality of psychological positions between the subjects irrespective of their social status; recognition by the persons of the partner's active communicative role; psychological support of another subject.

However, most often, in practical activities of the teacher, the relationships with parents aren't always built successfully, getting forms of such types of behavior: leaving (partners consciously try to avoid interaction); unilateral perception (one of the participants in the interaction promotes individual goals of another, when he avoids interaction with a partner); contrast interaction (one of participants seeks to promote another, and another actively counteracts it) compromise interaction (both partners show both assistance, and counteraction, depending on a situation) [3, p. 52].

Thus, as pedagogical interaction of future teachers with the parents of pupils we understand the joint activity of the subjects of pedagogical process, focused on the use of pedagogical opportunities in the process of purposeful influence on the child's personality with the aim of creating favorable conditions for his harmonious development.

The interaction of the teacher with parents is aimed at creating a unified educational field, a unified social sphere, where the highest values are the basis of the life worthy the person. Family takes the central place in the child's education, plays the main role in formation of his outlook and ethical standards of the child's behavior. A family is a cell of school collective. Pedagogical interaction of a school and a family consists in creating favorable conditions for the children's personal development and growth, the organization of active human life leading worthy life. The main objective of the teacher in the organization of interaction with parents is to activate pedagogical and educational activity of a family, to give it purposeful, socially significant character. Relationship of all participants of teaching and educational process, positive examples of life and cultural wealth, contribute to the formation of the personality. The big social importance is played by purposeful communication with a family.

The reasons of shortcomings of the interaction of educational institution with a family, in our opinion, are different: it is as insufficient theoretical training of teachers for parents' education and communication with them, as lack of internal readiness of teachers for interaction with parents and desire to find approach to them [4, p. 144-145].

It is important to understand what goals unite teachers, parents and children, how these goals are realized by them. On this basis the relationships between teachers and family are formed. Between teachers and parents can be business and personal relations, the ones arising on the basis of the needs in communication, positive, indifferent, negative. Participation of parents in affairs of a class, a school also depends on the character of their relations. At the positive relations parents seek to promote the teacher in his plans and affairs, to participate in working together, the solution of problems.

This, in turn, positively affects at the development of all the interacting parties, the relations in a family [1, p. 22].

The contents, forms and methods of communication of the teacher with pupils' parents are caused by certain features. Parents' needs for active interaction with the teacher are largely caused also by the age of the child. The most active are parents of pupils of primary school, gradually their quantity decreases in the process of the child's growing. This is primarily due to the fact, that the primary school teacher, by his direct influence on the child, largely determines his behavior, attitude to learning, to school, to his comrades. In the first seven years of the life children pass such a big way of development, as during any other age period. And during this period many parents make the most serious pedagogical mistakes. Therefore their pedagogical preparation is essential.

It should also be noted that different parents at different rates contact with teachers. Therefore, unfortunately, it is difficult for teacher to provide at once the parents with the substantial, reasoned answers to the questions which they are interested in. In turn, solving the most "painful" issues with families of pupils, difficulties in education of some parents are gradually becoming imperceptible difficulties in education of some parents which consequences it is difficult to correct subsequently. Consistent and systematic implementation of contacts with parents, mutual trust, combined with individual forms of interaction contribute to establishing positive relationships between families and primary school teacher.

By the results of determining the levels of formation of readiness of future primary school teachers for pedagogical interaction with pupils' parents high level was shown by 10% of future teachers, the medium level was demonstrated by 20% of students, at a low level there were 70% of students.

The formation of professional needs, interests, mastering practical skills on the organization of pedagogical interaction with pupils' parents by future primary school teachers occurred as a result of introduction a special course "Bases of pedagogical interaction of a teacher with a family of the primary school pupil" into pedagogical process that promoted systematization of scientific ideas of pupils about a family and educational work with a family.

The process of formation the readiness of future primary school teachers for pedagogical interaction with pupils' parents was aimed at providing the stages of the specified process: informative and cognitive, motivational and emotional, practical and activity. Note that the stages of future primary school teacher's training for pedagogical interaction with pupils' parents weren't considered as separate, discrete formations. The determined stages are closely interlinked with each other, supplement each other. At all stages of students' training for pedagogical interaction with pupils' parents methods of creation of situations, trainings, conversations, discussions, debates and so on were introduced.

Thus, the informative and cognitive stage provided getting the necessary knowledge about the features of family education by future teachers and the forms and

methods of pedagogical interaction. For this purpose it conducted lectures, debates, discussions, which were based on learning the material at the integration of disciplines, teaching a special course, and also included self-study work of the students.

At the emotional and motivational stage the formation of professional needs, interests and practical abilities of the organization of pedagogical interaction, development of a humanistic orientation was carried out by introduction the active methods of training, namely trainings, role games, solution of pedagogical tasks and solution of pedagogical situations, use of out-of-class work.

The practical and activity stage provided the use of the gained knowledge and abilities during the teaching practice and in the course of individual educational and research tasks.

Special course consisted of 36 hours, 6 hours from which are taken for lectures, 10 hours – for practical training, 18 hours – for self-study work of students and 12 hours on individual creative tasks. The purpose of the special course was the formation of future primary school teachers of readiness for pedagogical interaction with parents, development of personal and professionally important qualities to master the necessary knowledge, skills and abilities to carry out this interaction in the process of professional training.

The objectives of the special course was the formation of future teachers the orientation on working with pupils and families to help parents in the upbringing of children; deepen students' knowledge about a family, the specifics of family education, peculiarities of family upbringing of children of different ages; the formation of knowledge on the methods of study of family relationships; equipping the students with knowledge about the goals, principles, methods and forms of interaction with pupils' parents.

After studying the special course the students should possess such skills as implementation of the differentiated approach to pupils' parents from different types of families to increase their pedagogical culture; the use of various positive types of interaction, the establishment of trusty or business contact with a family; mastering the skills of carrying out individual and collective work with parents at school and in a family; the formation of a pedagogical reflection of parents.

The contents of the special course program consist of three interrelated thematic blocks.

The first block is theoretical, which provides studying the following topics:

1. Family as social institute. Modern family and its functions.
2. Features of education of children in a family.
3. The content and forms of the primary school teacher's work with a family.

The second block is practical. It is focused on getting the practical skills of the teacher's interaction with parents, provided such topics:

1. Modern family and its role in society. Family as the institute of socialization of the child. Types and structure of a family as social and pedagogical problem.
2. Family education as the object of psychological and pedagogical studying. Modern approaches to study-

ing a family. Features of parents and children's relationship in a family and the problems of family education. The problem of "inefficiency of parent's efforts" and the way of its overcoming. The principles of the differentiated approach to work with the families of primary school pupils.

3. The unity of public and family efforts in the process of primary school pupils' education. Primary school teacher and parents: problems of the relations. The conditions of successful cooperation with parents of primary school pupils. Pedagogical forms of interaction of the primary school teacher with pupils' parents.

4. Communication in interaction. The objective assessment of interaction as the basis of success. Training exercise "Understand another one".

5. A role of emotional self-control in the course of interaction.

The third block is self-study work, which includes:

1. Preparation for the seminars, discussions, practical training (self-study in the library, using Internet sites).

2. Development of extra-curricular educational activities.

3. Preparation of synopsis of the work with parents of primary school pupils.

4. Preparation of creative tasks.

At this stage the students were also offered individual training and experimental tasks:

1. To make own rules precepts of family life.

2. To develop the project "Guide for parents".

3. To develop a fragment of PTA meetings and a fragment of individual consultation.

4. To choose a technique of studying family and family relations.

The analysis of the efficiency of the formation of future primary school teachers' readiness for pedagogical interaction with pupils' parents was carried out on the basis of dedicated low, medium and high levels.

On the basis of the analysis we offer the results of the levels of formation of future primary school teachers' readiness for pedagogical interaction with pupils' parents.

Average indicators of the formation of levels of future primary school teachers' readiness for pedagogical interaction with pupils' parents have quite significant differences from those ones that were obtained at the beginning of the experiment. The obtained data make it possible to note that there have been significant improvements in the levels of formation the readiness of the future primary school teachers in pedagogical interaction with parents: high level was shown by 29% of future teachers (there were 10%), the medium level was demonstrated by 50% of students (there were 20%) at a low level there were 21% of students (there were 70%).

Thus, this study makes it possible to solve the questions of organizing effective training of future primary school teachers to pedagogical interaction with pupils' parents. Accordingly, the proposed theoretical and practical material can be recommended for practical application in the work of higher education institutions and primary school teachers. The research of readiness of future primary school teachers for pedagogical interaction with pupils' parents from different types of families can become perspective.

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ОСОБЛИВОСТІ ПІДГОТОВКИ МАЙБУТНЬОГО ВЧИТЕЛЯ ПОЧАТКОВИХ КЛАСІВ ДО ПЕДАГОГІЧНОЇ ВЗАЄМОДІЇ З БАТЬКАМИ УЧНІВ

Стаття присвячена дослідженню проблеми підготовки майбутніх учителів початкових класів до педагогічної взаємодії з батьками учнів. Під взаємодією вчителя з батьками учнів розуміються спільні дії педагогів і батьків у вихованні дитини, обмін думками, почуттями, переживаннями, сподіваннями, які, за умови довірливих та рівноправних взаємовідносин, перетворюються у співробітництво. Обґрунтовано необхідність удосконалення змісту та форм роботи вчителя в цьому напрямку. Підкреслено, що готовність учителів початкових класів до педагогічної взаємодії з батьками учня – професійно значуща якість вчителя, тому що результати навчальної діяльності та ефективність процесу для майбутньої професійно-педагогічної діяльності залежить повністю від студента. У цілому «взаємодія» – діалог учителя і батьків, його ефективність визначена тим, які особистості приймають участь у ньому, наскільки вони відчують себе особистостями і бачать особистості в усіх, з ким вони взаємодіють. Під педагогічною взаємодією майбутнього вчителя з батьками учнів розуміється спільна діяльність суб'єктів педагогічного процесу, що спрямована на використання педагогічних можливостей у процесі цілеспрямованого впливу на особистість дитини з метою створення сприятливих умов для її гармонійного розвитку. Наголошено, що педагогічна взаємодія школи та сім'ї полягає у створенні сприятливих умов для особистісного розвитку і росту дітей, організації активного життя лю-

дини, яка живе гідним життям. Зазначено, що послідовне та систематичне здійснення контактів з батьками, взаємна довіра в поєднанні з індивідуальними формами організації взаємодії сприяють налагодженню позитивних взаємостосунків між сім'єю та вчителем початкової школи. Визначено етапи формування готовності майбутніх учителів початкових класів до педагогічної взаємодії з батьками учнів: пізнавально-когнітивний, мотиваційно-емоційний, практично-діяльнісний. Проаналізовано ефективність впровадження в педагогічний процес спецкурсу «Основи педагогічної взаємодії вчителя з сім'єю молодшого школяра», мета якого полягала у формуванні в майбутніх учителів початкових класів готовності до педагогічної взаємодії з батьками учнів, розвиток особистісних та професійно важливих якостей, оволодіння необхідними знаннями, вміннями та навичками для здійснення даної взаємодії у процесі професійної підготовки. Таким чином, зроблено висновок, що готовність майбутнього учителя до педагогічної взаємодії з батьками учнів – вирішальний показник його подальшої успішної професійно-педагогічної діяльності в цьому напрямку.

Ключові слова: готовність, майбутній учитель початкових класів, педагогічна взаємодія, батьки, учні.

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ОСОБЕННОСТИ ПОДГОТОВКИ БУДУЩЕГО УЧИТЕЛЯ НАЧАЛЬНЫХ КЛАССОВ К ПЕДАГОГИЧЕСКОМУ ВЗАИМОДЕЙСТВИЮ С РОДИТЕЛЯМИ УЧЕНИКОВ

Статья посвящена исследованию проблемы подготовки будущих учителей начальных классов к педагогическому взаимодействию с родителями учеников. Под взаимодействием учителя с родителями учащихся понимаются совместные действия педагогов и родителей в воспитании ребенка, обмен мыслями, чувствами, переживаниями, надеждами, которые, при условии доверительных и равноправных взаимоотношений, превращаются в сотрудничество. Обоснована необходимость совершенствования содержания и форм работы учителя в этом направлении. Подчеркнуто, что готовность учителей начальных классов к педагогическому взаимодействию с родителями ученика - профессионально значимое качество учителя, так как результаты учебной деятельности и эффективность процесса для будущей профессионально-педагогической деятельности зависят полностью от студента. В целом «взаимодействие» - диалог учителя и родителей, его эффективность определена тем, какие личности принимают участие в нем, насколько они чувствуют себя личностями и видят личности во всех, с кем они взаимодействуют. Под педагогическим взаимодействием будущего учителя с родителями учащихся понимается совместная деятельность субъектов педагогического процесса, направленная на использование педагогических возможностей в процессе целенаправленного воздействия на личность ребенка с целью создания благоприятных условий для его гармоничного развития. Отмечено, что педагогическое взаимодействие школы и семьи заключается в создании благоприятных условий для личностного развития и роста детей, организации активной жизни человека, живущего достойной жизнью. Подчеркнуто, что последовательное и систематическое осуществление контактов с родителями, взаимное доверие в сочетании с индивидуальными формами организации взаимодействия способствуют налаживанию положительных взаимоотношений между семьей и учителем начальной школы. Определены этапы формирования готовности будущих учителей начальных классов к педагогическому взаимодействию с родителями учащихся: познавательно-когнитивный, мотивационно-эмоциональный, практически-деятельностный. Проанализирована эффективность внедрения в педагогический процесс спецкурса «Основы педагогического взаимодействия учителя с семьей младшего школьника», цель которого заключалась в формировании у будущих учителей начальных классов готовности к педагогическому взаимодействию с родителями учащихся, развитие личностных и профессионально важных качеств, овладение необходимыми знаниями, умениями и навыками для осуществления данного взаимодействия в процессе профессиональной подготовки. Таким образом, сделан вывод, что готовность будущего учителя к педагогическому взаимодействию с родителями учеников - решающий показатель его дальнейшей успешной профессионально-педагогической деятельности в этом направлении.

Ключевые слова: готовность, будущий учитель начальных классов, педагогическое взаимодействие, родители, ученики.

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