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H. S. Skovoroda Kharkiv National Pedagogical University**

THEORY AND PRACTICE OF FUTURE TEACHER'S TRAINING FOR WORK IN NEW UKRAINIAN SCHOOL

Monograph

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The monograph is dedicated to substantiation of future teacher’s training for work in New Ukrainian school, which is an important problem of reforms in modern education in Ukraine. The study of the authors presents the theory, methods and generalized experience in teacher’s training on a new basis. The authors have generalized the new approaches to teacher’s training, ways, conditions and methods of introduction of them into practice of higher pedagogical education. They have revealed the new concepts, which are important for updating the content and methods of future teacher’s training, the new and improved methods of organizing the educational process on a new basis. The new experience in teacher’s training, which was experimentally verified and tested in the process of future teachers’ training, has been broadly generalized. The monograph is based on the Concept of the New Ukrainian School, current legislation on education, higher and general secondary education in Ukraine. It can be recommended for training teachers, students and applicants for bachelor’s and master’s degrees, post-graduate students, research and teaching staff of institutions of higher pedagogical education and for a wide range of scholars and teachers.

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3.10. PROBLEM OF PARENTS-SCHOOL COOPERATION IN THE LEARNING PROCESS WITHIN THE CONTEXT OF REQUIREMENTS OF THE NEW UKRAINIAN SCHOOL

***Abstract.** The article aims at substantiating efficient ways of cooperation between parents and the school in the educational process. This is caused by the implementation of basic provisions of the New Ukrainian School concept, based upon pedagogy of partnership. Best foreign and Ukrainian practices on the given problem were analyzed using general scientific methods (analysis, synthesis, comparison, systematization, summary of academic literature, statistical data from Program for International Student Assessment (PISA)). It was established, that academic performance of children significantly depends on support of their parents and their involvement in the children's education. Experience of the activities of National Parent Teacher Association in the USA and community schools in Ukraine shows that if relationships of trust are established, parents can become important partners in the educational process: they may help to gain additional information on the children, to organize educational environment, to produce learning materials, to conduct classes etc. It was determined, that efficient ways to engage parents in the education of their children include: 1) regular communication between parents and teacher to discuss students' progress, ensure parents' awareness of the necessity to support their children's education; 2) engagement of parents in the classroom teaching as volunteers and/or experts; 3) organization of seminars for the parents to provide them with the necessary tools to support their children's learning at home. Conclusions drawn in the article do not exhaust all the aspects of the problem under consideration. Promising avenues of further research include diagnostics of the level of engagement of the Ukrainian parents in the learning process of their children.*

***Keywords:** parents, students, teachers, New Ukrainian School, learning process, cooperation, pedagogy of partnership.*

Problem statement. Currently, one of the key tasks of the secondary school reform in Ukraine is to establish mutual relations between all participants of the learning process – students, teachers and parents – based on principles of the pedagogy of partnership, namely: respect to the individual; positive attitude; trust in relations; dialog – cooperation – mutual respect; shared leadership (pro-activity, right to take choices and responsibility for it, horizontal communications); social partnership (equality of the parties, voluntary engagement, binding obligations). In the view of authors of the New Ukrainian School concept (2016) this will benefit main goal of the new Ukrainian school – to help reveal and develop skills, talents and potential of each child [1]. Scientific and methodological literature on training teachers for the work in the New Ukrainian School focuses primarily on two main avenues of successful cooperation between school and parents in order to foster partnership: 1) permanent, clear, bilateral communication: 2) different modes of parent engagement in the educational process [2]. If different modes of communication with the parents (formal and informal; private and group communication; personal encounters between teachers and parents or other means of communication: phone calls, emails, social media etc.) have already become traditional in the Ukrainian schools, engagement of parents in the educational process still often remains problematic.

Relevance of the Study. Connection of the Author's Contribution to the Important Scientific and Practical Tasks. Vast majority of researchers [3; 4] underscore positive relation between academic performance of children and engagement of parents in the educational process. Results of PISA (Program for International Student Assessment), conducted under the aegis of OECD (Organization for Economic Cooperation and Development) every three years since 2000, which took place in Ukraine for the first time in 2018, also support this conclusion. This assessment is not limited to testing 15-years old students in order to determine their reading, mathematical and natural scientific literacy. PISA pays significant attention to the factors influencing academic performance of the students in different countries. For this reasons, its participants fill out a questionnaire, reflecting different aspects of their life, including care and support they receive from their parents. For example, according to the national report, Ukrainian students, whose parents do not support them in their studies, in average receive 10 points less in subject areas than their peers, whose parents are engaged in the education of their children [5, p. 252]. Results of the study also show that all parents are able to make efforts to improve academic performance of their children if they are aware of what they are supposed to do [6]. For this purpose, active cooperation is necessary between teachers and parents, acting as voluntary and involved associates, equal participants of education process accountable for its results.

Recent Studies and Publications. Unsolved parts of the general problem, addressed by the present article. Analysis of scholarship on the defined problem allows us to state that cooperation between parents and school has been treated in the

studies of numerous foreign (P. Bauch, E. Goldring, 1998 [3]; A. Henderson, K. Mapp, 2002 [4]; J. Goodall, 2018 [7]; Y. Takeva, 2018 [8]) and Ukrainian (N. Buhaiets, I. Trubavina, (2001) [9]); L. Hutsuliak, 2015 [10]; S. Dovbenko, Yu. Moskalenko, 2017 [11] etc.) researchers. Pedagogical cooperation with the parents within the framework of implementation of the pedagogy of partnership was studied by N. Kichuk (2018) [12]; H. Rozlutska, A. Drach, L. Kostyk (2013) [13] etc. Psychological aspects of the pedagogy of partnership were covered in the study by S. Yalanska (2017) [14]. However, issues of efficient ways, forms, methods, pedagogical conditions of the engagement of parents in the educational process of the secondary education institutions have not been appropriately covered in the academic literature.

Purpose of Article. To define and substantiate efficient ways to engage parents in the education of their children within the context of requirements of the New Ukrainian School. **Research Methods.** This study employs a set of general scientific methods: analysis, synthesis, comparison, systematization, summary that ensured retrieving, processing and interpretation of the academic literature and statistical data on the problem of examination.

Main material. While currently parents act mainly as benefactors in Ukraine, they can perform another, no less important role – to act as partners of the school in the education of their children, ensuring maximum support for them in satisfying their educational needs [15]. This is proved by the successful experience of the National Parent Teacher Association (PTA), which is the oldest and most successful children advocacy organization in the USA. Mission of PTA is to realize potential of each child. Today it encompasses four million parents, teachers, grandparents, educators, foster parents and other caring grownups, who share commitment to improve education, health and security of all children. Using recent studies and cooperating with national experts, in 2007 PTA updated National Standards for Family-School Partnerships, developed in 1997. These standards define what parents, schools and communities can do together to support success of the students. Particularly, standard on supporting students' academic performance serves two goals. The first is sharing information about students' progress. Parents should be kept fully informed of how their children are doing in school, as well as how the entire school is progressing. The second goal of this standard is to support learning by engaging families. Families should have opportunities to learn how to be active participants in their children's learning at home and at school [16]. For these purposes, it is recommended to engage families in the classroom teaching, for example, to provide resources for future learning projects or to share their experience, knowledge and skills with the children. At the same time, the standard underscores, that in order to develop skills necessary to improve learning at home, many parents might need support from the school personnel [17].

Proposed ways of parents' engagement in the educational process of their children were also partially implemented in the activities of community schools (CS). We have to stress, that community schools or civic centers originated in different countries as a response to the necessity of the local communities to be more involved

in solving their problems, implementation of the lifelong learning concept and development of the communities. CS is a normal school, that possesses: common believes on education as a lifelong process and has to be available for every member of the community without regard to his/her age; common believes on expanding traditional role of the school and vision of its accessibility seven days a week, participation of other community members in management of the school, availability of school resources for all community members; common vote in determining needs and resources of the community; opportunity for parents to be involved in decision-making process on the quality of their children's education and in school life; recognition of the role of all community members in education and development of the community, life improvement of each of its members.

Within the framework of the Community Development in Ukraine through Community School Program, organized by the Step by Step Foundation with the support of Charles Stewart Mott Foundation, on-line database of the community schools was developed. It provides quick access to the existing resources of the community schools not only in Ukraine, but also in other countries, where such schools operate as centers for the community development. On-line database of the community schools is a resource, created for systematization and exchange of information and documents, for coordination and information support of the joint activities of community schools with other actors in the sphere of the community education development [18].

Within the framework of the international project "Partnership on Evaluation of the Community Schools Activities", prominent organizations involved in development of the community schools and dissemination of the philosophy of community education in their respective countries, formulated International Quality Standards for Community Schools. These standards, grounded in national and global best practices of the community schools, encompass following spheres: leadership, partnership, social inclusion, services, volunteering, lifelong learning, community development, parents engagement, school culture. It should be noted, that these standards are used for self-assessment, not control. They can be used both by active community schools in order to improve their activity, and by the schools that wish to become community schools. An important element of the self-assessment process is creation of the school development plan with the participation of representatives of both school and local community [19]. With regard to the defined problem, it is necessary to point out, that community schools see parents as important, necessary and valuable partners in the learning process. For them, partnership and open communication with the parents are essential and critical elements of ensuring education quality.

Pedagogues of a community schools do not think that parents intervene with the learning process or undermine their competence. Even when parents do not have enough time, they have the biggest impact on development and achievements of their children, as the more they are engaged in their children's life, the better will be their academic performance. For example, in the general secondary school No. 103 in the city of Kyiv, within framework of the project "School of development" parents of

students conduct trainings for the high school students: “Goals in life”, “Time management”, “How to choose profession”, “Financial literacy”, “Prospects for youth”; active grandparents, united in the “Club of Grandfathers and Grandmothers”, participate in activities of the school clubs, school festivals etc. [18]. We should underscore, that Quality Standard for Community Schools on parents engagement delineates several important parameters, taken into account by the community schools while building partnership with the parents:

1. Communication between family and school is constant, bilateral and meaningful.
2. Knowledge and skills of the parents are acknowledged and valued.
3. Parents play active role in their children’s learning.
4. Parents’ volunteer support is welcomed and encouraged.
5. Parents are recognized as equal partners in solving problems concerning their children.
6. Parents act as advocates of high-quality education for their children [19].

Among the main obstacles to the engagement of parents in the learning process, scholars [2; 8; 20] name following:

1. Lack of trust between parents and teachers.
2. Passivity of parents due to loss of interest in learning and upbringing of their children.
3. Unwillingness of some teacher to cooperate for several reasons: a) lack of skills for teamwork with other adults due to the habit of individual work; b) lack of time as assistants need initial preparation: joint planning, explaining teacher’s expectations, listening to assistant’s ideas.
4. Dominating perception among the teachers of parents as excessively busy and, therefore, taking on themselves majority of tasks on education and upbringing of children.

In our opinion, partnership between parents and school in the learning process will benefit from:

- informing parents on the expected learning results of the students on each stage;
- providing parents with the learning programs and materials that show ways to organize learning process at home;
- establishing procedures allowing parents to track their children’s learning progress and to communicate with the teachers;
- designing home tasks in the way that requires students to discuss them with their parents;
- encouraging parents to assist their children in formulating learning goals for each academic year;
- encouraging parents to participate in reviewing students’ portfolios;
- recommending books to parents that they can read themselves or encourage their children to read etc.

Conclusions. Analysis of best foreign (National Parent Teacher Association) and national (Community Schools) educational practices shows that, if trust is

established, parents can become important partners of the school in the learning process: they may help to gain additional information on their children, to organize educational environment, to produce learning material, to conduct classes etc. Among the most efficient ways to engage parents in the learning process of their children, the following were identified: 1) ensuring regular communication between parents and teacher to discuss students' progress, ensure parents' awareness of the necessity to support their children's education; 2) involvement of parents into the classroom teaching as volunteers and/or experts; 3) organization of seminars for the parents in order to provide them with tools to support their children's learning at home. Identified ways correlate with the fundamental provisions of the New Ukrainian School conception, which was initiated in 2016. **Prospects of application of the research results.** Conclusions drawn in the article do not exhaust all the aspects of the problem under consideration. Promising avenues of further research include diagnostics of the level of engagement of the Ukrainian parents in the learning process of their children.

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