

## THE ANDRAGOGIC APPROACH TO COOPERATION OF FUTURE TEACHERS WITH JUNIOR SCHOOLCHILDREN'S PARENTS

**Natalia A. Biryukova<sup>1\*</sup>, Svetlana A. Domracheva<sup>2</sup>, Ilghiz M. Sinagatullin<sup>3</sup>**

<sup>1</sup> Assoc. Prof., Faculty of General and Vocational Education, Mari State University, RUSSIA,  
biryukova316@gmail.com

<sup>2</sup> Assoc. Prof., Faculty of Pedagogy and Psychology, Mari State University, RUSSIA,  
domrachev70@mail.ru

<sup>3</sup> Prof., Faculty of Pedagogy, Birsk Branch of Bashkir State University, Russia  
siniledu@gmail.com

\*Corresponding author

### Abstract

In the modern school the need for effective interaction between teachers, children and parents becomes a topical issue. Teachers should be able to interact with parents to create an educational environment and improve the quality of education. The willingness of a teacher to interact with junior schoolchildren's parents is a professionally significant quality of their personality. The article presents the results of a study into prospective teachers' readiness to interact with junior schoolchildren's parents. The results show that half of the students don't have the skills of cooperation; they have difficulties in communicating with parents as adults. Thus, an effective solution is the implementation of the andragogical approach to preparing prospective primary school teachers. Andragogy should become an essential component of teacher education, as it facilitates the acquisition of knowledge and skills required for successful work with adults. The authors discuss the possibility of using andragogical ideas and technologies to develop prospective teachers' professional competence in the interaction with junior schoolchildren's parents.

**Keywords:** andragogy, schoolchildren's parents, cooperative skills, teacher education

### 1 INTRODUCTION

The Russian system of education has developed considerable experience in the field of cooperation between primary school and family members of children. However, practice shows that there are still significant contradictions in the mutual expectations of teachers and parents, dissatisfaction with the content of this interaction. Meanwhile, according to the requirements of state educational standards, schools have to ensure participation of parents in the development of study programmes, the development of the school internal environment as well as the implementation of individual educational trajectories of pupils. Teachers in their turn have to be able to interact with parents creating an educational environment and improving the

quality of primary education

The Federal state educational standard of higher professional education in the field of Psychology and Education stipulates that a prospective teacher has to be able to communicate effectively with parents, teachers and school psychologists on the issues related to education, training and development of pupils. This is an important element of their professional competence.

## **2 MATERIALS AND METHODS**

Cooperation of a teacher with the families of pupils is regarded as a special way of organizing their joint activities, which help to achieve a common understanding of the situation, the meaning of actions, lead to harmony and cooperation in the development of forms and norms of collaborative actions in addressing the issues related to developing a child's personality (Andreeva, Biryukova., Kondratenko et al., 2015). Interaction is a process of joint efforts aimed at developing a child's personality. This cooperation is driven by the needs of both teachers and parents to learn more about individual characteristics of children and coordinate their activities aimed at training and educating them.

The readiness to work with a family is regarded as a combination of motives and a system of knowledge, abilities and skills, which facilitates the activities of a teacher aimed at the cooperation with the family in order to create optimal conditions for educating, training and developing children (Biryukova, Kolomiets, Kazarenkov et al. 2016). The readiness for professional communication with children' parents are a qualitative characteristic of a prospective teacher's personality. It consists of the following components: the system of scientific and theoretical knowledge, including expertise in the theory of communication and family education, an optimum level of the mastery of communication methods, a steady need for communicating with parents, as well as the ability to adequately assess the goals, outcomes and the process of pedagogical activities (Maltseva, Kolomiets, Glizerina et al. 2015).

We conducted a study aimed at measuring the readiness of prospective primary school teachers to cooperate with parents. With this purpose we developed a special questionnaire "Evaluation of the competence in cooperating with parents ". Students were asked to rate on a 5-point scale the degree of their agreement with the statements and express their opinion on the issues related to various aspects of the cooperation of a teacher and a family in educating children.

## **3 RESULTS**

The analysis of the questionnaire on the level of students' self-esteem has shown that almost half of them assess their knowledge and skills to cooperate with pupils' families as insufficient (46 %). While 33 % believe that they have the basic level of knowledge in matters of building relationships with parents of junior schoolchildren. And only 21% of prospective primary school teachers consider themselves well prepared to interact with the pupils' parents.

However, many students (71 %) noted that they are not able to choose the most relevant method of communication with parents in situations that require joint efforts of families and teachers.

It should be noted that the majority of students realize that the most important thing in building relationships with parents is the desire to communicate with the family of a schoolchild, the ability to make parents their allies in educating children. But only 25 % of respondents chose the work with parents as one of the most important functions of the teacher. Almost all the students named the following main forms of interaction with parents: in person (83 %) and teacher-parent meetings (87 %). Only 29 % mentioned other forms of work aimed at involving parents in the educational process, improving pedagogical culture of parents, supporting children, family members, and providing them with pedagogical assistance.

Many prospective teachers (46 %) are afraid to build relationships with parents, since they assume that because of their lack in experience parents will not follow their recommendations. More than half of the students (67%) participating in the study do not know how to help resolve the conflicts that arise between parents and children, between other family members and children, and fear that they will not be able to find the right way out of a conflict between the teacher and parents.

The survey results allow us to conclude that half of prospective teachers have difficulty in communicating with parents and children. Students are not willing to interact with parents through collaboration. In our opinion, it is connected with the fact that during studies they learn that a teacher is assigned a dominant role. A learner, that is, the child is in a subordinate, dependent position. But when parents come to school with their own, often different, position, their views and requirements, their own life and social experience, the young teacher is "lost". The teacher sees the problem, but can't get rid of their authoritarian stance and take

another role, those of a communicator, facilitator, tutor. That is, to function as an adult educator.

#### **4. CONCLUSION**

In this regard, an effective means of solving this problem is studying andragogy by all prospective teachers. The study of this science will broaden students' knowledge about an adult person, their features, and their various social roles. Knowledge in andragogy will form the prospective teachers' motivation in lifelong learning (Biryukova, Kolomiets, 2016).

The analysis of the theoretical research shows that there is no clear understanding of andragogy. It can be considered as:

- social practices, a course aimed at studying and enriching practical approaches to adult education, allowing to formulate and implement educational goals of adults in lifelong learning (Kolesnikova, 2003);
- a branch of science and a scientific discipline on the theory and methodology of adult education in lifelong learning, an area of professional and pedagogical knowledge and social practice (Maron, 2003).

The analysis of educational practice and conducted studies confirm that andragogy constitutes the basis of the content of pedagogical knowledge about an adult person and contains methodological ideas about them and characteristics of their education in different periods of adult life. In this sense, andragogy needs to be an integral component of preparing prospective teachers. Studying andragogy facilitates the acquisition of knowledge, abilities, skills, personal qualities and values necessary to work efficiently wherever there are adults. Today, every specialist seeking to fulfill their immediate professional responsibilities when working with adults on a competent level, needs to be able to implement the forms and technologies of andragogical interaction: mentorship, collaboration and partnership attitude to problem solving. Therefore, andragogy is necessary to every prospective teacher.

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