



PEDAGOGICAL DIRECTION COOPERATION BETWEEN FAMILY AND EDUCATIONAL ORGANIZATION

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Article history:	Abstract:
Received: 14 th March 2021 Accepted: 30 th March 2021 Published: 10 th April 2021	The interaction of teachers of additional education and the family is aimed at achieving two main goals: -creation of favorable and comfortable conditions for the upbringing and development of the child; - family cohesion, development of mutual understanding between parents and children, development of family relations.
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Particularly great responsibility in achieving these goals is assigned to the heads of children's educational associations. It is in a team where children are united by a common interest, hobby, that more close contacts of the teacher with the family. It largely determines how parents will relate to the child's activities in the system of additional education, how actively and interested they will participate in the affairs of the collective, in solving the problems of raising their child. Let's consider the main directions of interaction between teachers of additional education and families. The formation of collaborative relationships between children, parents and teachers depends; first of all, on how to develop the interaction of adults in this process. Parents and educators are educators of the same children, and the result of upbringing can be successful when adults become allies. This union is based on the unity of aspirations, views on the additional education of the child, jointly developed common goals and educational tasks, ways to achieve the intended results. Therefore, the first direction of interaction is the establishment and formation of friendly and trusting relationships between teachers and parents.

The decisive role in the organization of such interaction is played by the teacher, which is possible if he excludes didacticism in work with parents, does not teach, but advises, reflects with them, agrees on joint actions; tactfully leads parents to understand the problem and encourages them to solve it. When communicating with parents, phrases should be heard more often: "What do you think?", "Let's think together what to do", "I would like to hear your opinion." The whole atmosphere of interaction, communication between the teacher and the parents should convince him that he needs to interact with relatives and relatives of the child, to join efforts with them that the parents are his allies and he cannot do without their advice and help.

Not all parents respond to the teacher's desire to cooperate with him, not all show interest in the additional education of their child. The teacher needs patience and a purposeful search for ways to solve this problem. It is necessary to begin interaction with those who wish to participate in the implementation of the DL program, in the life of the children's collective, support the teacher, even if such a minority. Gradually, tactfully, the teacher involves other parents, relying on like-minded people and support of interested, active parents, taking into account the interests of each child and his family. It is advisable to devote one of the first parents' meetings to the problem of cooperation between teachers and parents in organizing additional education for children. You can discuss the following issues with your parents: - Why do your children want to study in this educational association? - Do the teacher and parents need to interact? - What should be this interaction? -What is understood by cooperation of people? What are its main manifestations? -Why is the cooperation of teachers of additional education and parents' necessary? - In what way can a teacher help parents, and parents - a teacher? -What prevents teachers and parents from successfully cooperating? -What is necessary for the interaction of teachers and parents to be fruitful? -Name the possible forms of cooperation, joint work of teachers of additional education and parents. -What are the forms of joint activities can bring together, make friends of adults and children in our team?

To form a cooperative relationship between a teacher and parents, timely and important information for parents is needed: - about curricula, programs, working hours of the team, institution, possible participation of parents in the additional education of their children, the affairs of the institution; - about the peculiarities of the personal spheres of their child, his inclinations and abilities, about achievements and difficulties; - on the rational organization of the daily routine, on the most effective forms and methods of independent work child; -about the regulatory framework governing the issues of additional education of the student, internal local acts regulating the

activities of a particular educational institution; - about promising and current events taking place in a team, institution, about the possibilities for the child and family to participate in them; - about helping children in project activities, in solving typical problems and much more, depending also on the age of the children. I will help in informing parents various methods of direct and indirect interaction: compilation and distribution of memos for parents, developed by specialists, plans, work schedules; group and individual consultations, meetings; correspondence over the Internet. It is especially important to stimulate the participation of parents in various activities of the team, creative work and reports of students, in summing up the results of additional education for children, etc. Additional education teachers provide following: -conducting open classes, individual lessons for parents in order to reveal the characteristics of the child, demonstrate his achievements, strengths and problems; - organization of the Open Day, which includes open classes with the participation of parents; various forms of joint cognitive and creative activities of children and parents (KVN, review of knowledge, tournament-quiz, "What? Where? When?", "Field of Miracles", etc.); exhibitions and fairs, family contests, projects; -participate parents in conducting classes and excursions, speaking with a message; a story about the profession; demonstration of visual materials prepared by parents; participation in the assessment of the knowledge and skills of children, etc. ; -conducting open classes of circles with the involvement of parents, participation of parents in organizing the work of club associations, etc.; - creation of joint creative educational associations of children and parents in the process of implementing additional education programs.

The second direction is the interaction of teachers and parents with the aim of helping the child in solving his problems. An important task of teachers and parents is to organize timely assistance to the child in the rational solution of emerging problems, to prevent possible conflicts. The implementation of this task involves the conduct of individual consultations, conversations with the child and his parents on a variety of problems: - resolving conflicts associated with the authoritarian position of parents, rationality prohibitions, restrictions on independence, freedom of the child; - overcoming rudeness, pressure, humiliation from parents in relation to their child; - protection from moral and physical violence of the child by the parents; - communication with children of different ages on the basics of developmental child psychology; taking into account the interests of children, and not only their own; the ability to take the position of a child; - solving problems related to the individual psychophysical characteristics of the child; - overcoming loneliness, fear of collective communication, communication with the outside world, overcoming excessive talkativeness when communicating with other people; - overcoming hyper individualism, egocentrism, aggression, cruelty of the child; - solving the problems of lack of self-discipline, self-regulation, disregard for the rules and structures of resistance to external control, the desire to gain more freedom; - overcoming extreme emotional sensitivity, a heightened sense of justice, dishonesty; - overcoming excessive directness and frankness, innate resistance to any changes and innovations, skepticism towards new ideas, extreme conservatism; - solving the problems of self-affirmation of the child in the association, the manifestation of his activity, participation in the life of the children's association, the provision of possible conditions for the beneficial release of excess physical energy, etc.; - creating a situation for the manifestation of children's care for their parents, their family, the formation of a sense of pride in their ancestry, family;- involving parents in important events for the child, his support in situations of success and failure. The general logic of the teacher's actions to solve the child's problems is outlined in section 1.3 and 6.4. of this book.

The third direction is the development of interaction between children and parents, relations of mutual understanding and mutual respect in the family. This direction includes the following actions of teachers. 1. Studying relationships in the family (observation, essays, questionnaires, and drawings, educational situations) in order to determine the pedagogical positions and actions that stimulate the development of interaction between family members. 2. Creation of situations for fostering respectful attitude of children towards their parents: -organization of congratulations with holidays, birthday (preparing gifts, surprises for parents); - creating an atmosphere of increased attention to parents, caring for them (How did you help parents? How and how to help parents? How will we please parents? Where will we invite parents, etc. - teachers include such questions in the discussion of any events, everyday events) ; - writing essays, the subject of which is related to the story of their loved ones ("My family", "How do my parents work?", "My pedigree «and etc.); -creative meetings of children with parents, talking about their profession, hobbies, views on the current problem; -organization of exhibitions presenting the results of work, hobbies, achievements of parents. 3. Interaction with parents to create a favorable atmosphere in the family: - acquaintance of parents with the traditions that develop relationships in the family (holding family holidays, preparing surprises for each other, congratulations on important events in the family of each family member, distribution of responsibilities between parents and children); -preparation with parents of surprises for children for the holidays in the association, on the occasion of important family events; - promotion of the experience of forming positive relations in the family, approval, encouragement of parents who provide a favorable atmosphere for the child in the family, participate in the implementation of programs of additional education for the child. 4. Organization of joint activities of children and parents: - joint development but an additional educational program; - joint goal-setting and planning of common affairs of children and parents; - Carrying out joint affairs of parents and children within the framework of the preschool program and at the initiative of families (New Year's holidays, exhibitions of family art, tourist trips, excursions to nature, "The world of family traditions and hobbies", etc.); - joint discussion of children's problems, summing up the results of activities and analysis of the achievements of pupils in the system of additional education; - performance of creative works and assignments, family projects, participation in family competitions for experts,

crosswords, quizzes; -conducting joint educational, creative, sports and other events for children and parents, contests, public reviews of children's achievements, creative reports, etc. -analysis of the results of joint activities of children and parents (current, final); - celebration of children's birthdays, family events; -creation of family creative associations, clubs, creative teams. 5. Development of a family life program. The preparation of such a program is offered to parents who are interested in creating a favorable environment for the development of the child. The program can be long-term, taking into account the professional and life plans of the child, as well as for a specific period (for example, a year) to ensure the achievement of specific results for the child and to solve an important educational or educational problem.

The fourth direction is the development of self-government in the parenting collective in order to form the subjective position of parents in solving the problems of additional education for children, conducting various forms of interaction with the family, providing parents with real rights in solving issues of additional education, upbringing and teaching children. The main pedagogical actions that need to be carried out in this direction: - joint development and signing of the collective agreement of teachers with each family about interaction in solving the problems of additional education, training and upbringing of children, where the mutual obligations of the parties are determined; - participation of parents in the formation of an order for educational services; - support and stimulation of initiatives, constructive proposals of parents to improve the additional education of children; -increasing the role, status of the parent meeting as the main body of self-government, improving the methodology for holding it as a means but making collective and responsible decisions; -organization of collective discussion and decision-making on all issues affecting the interests of parents and children; -carrying out collective goal-setting and planning of additional education for children, work of parents, children's teams for a year, main events and activities; -participation of representatives from the parental collective in the discussion of problems and plans for the development of additional education for children in the institution; -organization collective analysis of the work of the children's team, associations and institutions of additional education for the academic year, as well as the main and current problems and events in the team; -election of the parent committee (asset) in the collective of the association, as well as a representative to the parent committee of the institution; -organization of the systematic work of the parent committee, determination of its powers, rights and obligations, ensuring its accountability to the team of parents; - fulfillment to parents and organizational functions, the creation of councils of affairs from among the parents in the preparation of events; -use of the method of alternating creative assignments (CHTP), which provides for the alternate participation of micro groups of parents in organizing the life of the children's collective; distribution of assignments between all parents at the beginning of the year, which implies the implementation of specific work in the association (registration, repair of the office, organization of excursions, events, etc.); -creation of temporary and permanent commissions to solve specific problems (preparation for a report, registration of an office, organization of an excursion, etc.); -organization of control over the work schedule of children, health protection, observance of their rights, fulfillment of the educational order of parents (by decision of the parent meeting, within the framework of the powers of parents and protection of childhood rights); - providing the opportunity for parents to express their proposals, to assess the activities of teachers, the administration of the institution; - summing up the results of activities and bodies of parental self-government; - collective assessment of the parents' activity in the organization of additional education for the child, their participation in the life of the children's collective and institution. A particularly important form is the interaction of teachers with the parent asset or committee, which can be elected by the parent meeting for the entire academic year. In a number of collectives where parents are active and interested, the function of the parent committee is alternately performed by all parents, distributed into groups at will. The parental asset is the support of teachers; with skillful interaction, it becomes a conductor of their ideas. At meetings of the parent committee, which are held as needed, teachers and parents work out ways to implement the ideas and decisions that were adopted by the meeting? Committee members can assign responsibilities, roles, functions both for organizing work with parents and with children; identify ways to interact with individual parents and families. The Parents' Committee seeks to involve parents and children in organizing affairs, solving problems in the life of the collective

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