BUILDING A NEW, ALTERNATIVE LEVEL OF PARTNERSHIP WITH PARENTS THROUGH INTERNET COMMUNICATIONS

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Abstract

The publication takes a look at a new, modern trend in parent-teacher communication, notably through Internet communication.

In the hectic and dynamic modern day, technology offers and imposes a new kind of communication – the virtual one. Considering these trends, teachers look for and consider a new, alternative form of partnership with parents. All this is due to the fact that busy parents often lack the time to read information from parental boards, or don’t have the opportunity to hear about their children at the kindergarten or school. This information can be offered on an internet-based website instead, where comments can be left, and questions can be asked and promptly responded to. The interest and responsiveness are overwhelmingly positive, which encourages the relationship between teachers and parents to continue in this aspect, as well as to dynamise and consolidate the practice in kindergarten and school environments. The partnership between the teacher and the parents is in the name of the child. The sooner and more adequately parents get information on their child's condition, the faster they will be able to respond to both negative and positive ones. In this age, it is of particular importance that adolescents are motivated, mentored and controlled by adults - by their teachers and their parents. New high technologies are at the service of these interactions and relationships.

Keywords: parents, teachers, communication, partnership, interrelation.

1 INTRODUCTION

The family is, and remains one of the most important factors for the educational impact on the child's personality. Their realization is impossible without the clarification of its functions, which are in direct and indirect relationships. The study, analysis and understanding of the influence of different types of family relationships and the parent-child relationship on the development of the personality is an extremely important condition for the implementation of specific educational objectives and tasks. Because we must not forget that the upbringing of the children in the family is a process of influence determined on the one hand by the strategies of the family and by their personal perceptions of education. [5, 9, 15, 17]

Working with parents demands responsibility, and is difficult and delicate. The parent must first believe and be convinced that everything is done for the good of their children. They must be motivated to participate, to be empathetic, to give opinions, ideas, suggestions.

As a rule, the sphere of family relationships is filled with positive emotions, with effective communication. Often, however, under the layers of seeming prosperity, violence can grow. It can be awakened in any conflict situation, in the absence of intellectual energy.

Family, parenting and upbringing are vocation, experience, wisdom and happiness that we pass on to our children from generation to generation or at least while traveling together with them.

2 METHODOLOGY

The problem of parental mistakes has both theoretical and practical significance. It occupies a central place in the psychological-pedagogical aspect of the family theme as a major factor, because the deforming influence over the child begins with the parental mistakes. These (parental mistakes) are an important content and functional characteristic of family education, and are undoubted scientific interest, especially since they have not yet been thoroughly studied both theoretically and empirically.

Here we refer specifically to the individual country, nation, people, as a collaboration of co-living people of different ethnicity, culture, social status, etc. who received their family upbringing on these factors. They in turn carry this upbringing as models of behavior in their newly created family. That is why we will pay attention to the generalists that are relevant to our topic.
Parental mistakes are determined by:

- Pedagogical culture of parents - in this case their views on family education, its purpose, tasks and methods.
- Their personal characteristics, such as character, temperament, emotional intelligence, and how well they know their children.
- Their educational background.
- The social environment.
- From cultural and religious beliefs.
- Dependencies of a different nature (alcoholism, drug dependency, etc.).
- And last but not least - by what kind of families they grew up in and what they were with their parents.

Thus, parents' mistakes are related both to their adult life and their role as parents, as well as to their being and their role as children. Family environment is essential. [1, 10, 12]

2.1 The objective of an experimental study

Challenged by the unacceptable behavior of children, teachers and parents initiated a scientific experiment called ‘Parents school’, which we will briefly present because of the limited exposure in the scientific publication.

At the very beginning of the experiment the purpose, objectives and methods of the study were explained to the parents. We motivated them for their activity, empathy and cooperation.

The organization of the ‘Parents school’ was aimed at: Analyzing with the parents the results of a survey on aggressive behavior of their children. Comment on the causes of family relationships and opportunities to overcome them through a system of targeted pedagogical situations in the kindergarten.

2.2 Design of the study

The formative stage includes a system of pedagogical situations that enable children to understand the different forms of aggressive behavior and to motivate them to overcome their own actions.

2.2.1 The forming experiment includes five modules:

- Educational module - theory to parents, one of the manifestations of aggression among children, one by one.
- Game-dramatization watching - watch children's play-themed dramatization.
- Questions and case studies for parents through an internet connection between teachers and parents.
- Answers to parents.
- Discussions on the main thematic steps of eye-to-eye meetings with parents (Figure 1, Table 1).

![Figure 1. Model for working with parents](image-url)
The ability to communicate is the first stage in the social formation of the child. A stage without which one cannot reach the higher social-moral education of the personality and build a style of human relations with others. The ability to communicate is an essential part of the development of the child at pre-school age.

Parents' counseling at parents' school. Counseling is used in a wide range of activities. The etymology of the word is from the Latin 'sileo' and 'consilesco' means 'spotty'. This also defines the main characteristic of counseling, namely, listening carefully. The process of counseling, for example, in social work is related to some basic principles such as: counseling, empathy, authenticity, valuational behavior, impartiality and unconditionally positive acceptance. [In 8]

Counseling is a specific method of helping people in difficulty. It is in itself a set of psychological and psychiatric techniques aimed at changing the conscious sphere of the human personality. Counseling is a rational methodology that builds on the idea that people can be helped to change their abilities to perceive, evaluate, and respond to different life situations. The counseling process involves a two-way interaction process that results in the client - patient's ability to cope with a real situation. Containing information, guidance, learning, support.

To a large extent, counseling is aimed at working in a family or individual group. In the process of work, a change of mind is achieved, helping to better understanding the problems of the parent. In this case, the main purpose of prevention and correction related to the problem of violence and aggression among children is to overcome the risk of the consequences they lead to. From here - prevention of personal and public harm. Because of this, it is often necessary for prevention objectives to flexibly adapt to the cultural environment and traditional habits, by introducing effective controls on patterns and behavioral trends. [2, 4, 7, 11, 14]

Choosing behavioral strategies again depends on the specific personal characteristic (both the child's and the parents') and the specific circumstances. Yet, there are several common rules and forms that we have explained to the parent's audience. To rationalize a topic, it must first be understood and explained. We did it through: A parent model. We present the sequence of modules.

### 2.2.2 A parent model

- Educational module: theoretical-thematic sequence:
- Module: Game-dramatization monitoring. Parents watch child-centered game play. Children are particularly sensitive and play-dramatization is a good basis for recreating moral relations between people.

Dramatization as an interactive method involves language, movement, imagination, emotions, social interactions to present a whole story or situation or action. It contains more scenarios, requisites, wardrobes, music, and so on. It is especially important to note that every character in the work of art is a holder of moral qualities that are absolutely accessible and understandable to children.
Fairy tales often point the child into complex life situations in which it still has no life experience (eg envy, romantic love, devotion, revenge). The dramatization of the fairy tale allows the child to reflect on these new categories and prepare for his life as an adult.

- Module: Questions and case studies for parents via an internet connection. The emergence of the Internet as a means of mass information and communication in the 1990s changed the lifestyles of many people. Modern high technology has imposed a new kind of communication - the virtual one. Considering these trends, the pre-school pedagogue finds an updated, alternative, form of partnership with the parent. The information that a hectic parent often has no time to read from the parental boards or to hear in the kindergarten is offered on the internet-based website, along with the ability to leave comments, ask questions, and respond in a timely manner.

The interest and responsiveness, is tremendous, which convinces the relationship between the teacher and the parent to continue in this aspect, to be dynamized and strengthened as a practice in the kindergarten.

It is said that the sweetest temptation of the Internet is that everyone can acquire a new identity, communicate with others, and accept online connections as real. In this case, parents can not avoid their identity, but they have the real ability to communicate more easily with the educator through the global network. Behavioral preconditions have been found in people who, for example, have a communication problem. In order to avoid the inconvenience of the relationship with others, they are becoming more and more bogged down in the Internet where the unpleasant emotions of direct communication with others can be spared. [3, 16]

With each participating parent, the event was commented on as well as the reaction / responses of the child, as well as the putative factors. Problems can be caused by conflicts differing in nature, but the most common are those of the negative impact of the family environment. Most often, aggressive inclinations are formed in children who are educated with cruelty, violence and beating. According to some parents, there are such children for whom this is the only way to be sensible. The results were commented personally, individually, on each parent whose child participated in the experiment.

There is also a clear correlation between aggressiveness and employment. How big is the likelihood that a man is involved, much less rarely he gets to aggressive actions. One of the most effective strategies for more refutation of aggression is exorbitant it. Such behavior was demonstrated in games with children.

- Module: Parental Responsibilities. The new theories defend the view that the network is only a conductor of the problems that were latent in the user, as the internet is a haven for people who have problems with socialization or depression. Similar observations were found with some parents and adopted by their children as a pattern of behavior. Those who use physical punishment, especially if it is common and unreasonable, form a high degree of hostility and aggression among their children. Pedagogical practice shows that punishment does not correct hostile behavior in aggressive children, on the contrary, it leads to its activation. Preschool children respond strongly to conflicting family relationships.

- Module: Discussions on the main thematic steps of in-person meetings with parents. Discussions were rounded up on the following opinion and conclusion:

The comforting psychological climate in the family is of utmost importance for the proper, harmonious and healthy development of a child. Moreover, it is one of the most powerful engines for their painless adaptation to the conditions of the environment, to socialization. The family should play a stimulating role in building a positive attitude towards communication and relationships with others (children and adults).

In the absence of these, they are difficult to adapt to life requirements, norms and rules. The important role of the psychological atmosphere in the family is also illustrated by the fact that, in its very essence, child development in its three aspects: biological, psychological and social - is nothing but an adult-led process (above all by the parents). Behavior model is a role model, where lies, failure to observe the promise, negative atmosphere, and many others are the wrong option.
3 CONCLUSIONS

In conclusion, we can say that this experiment gives us a reason to claim that the basic principles in building networks for transferring and exchanging information between parents and teachers are yet to be considered and sought. The main features of the communication channels [13] will be sought and found mainly through the main communication protocols on the Internet.

Partnership is extremely necessary and enables the exchange of information, problem sharing, decision-making to be planned and implemented on a new platform, namely the virtual one.

The modern parent requires and enforces it, the modern pre-school and the school pedagogue takes care of it and realizes it in it work in the name of the CHILDREN!

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