Integrating Adolescent Students Into Society: Pedagogical Technologies and Effective Cooperation With Parents

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Abstract

This article describes the structural and functional model of cooperation between teachers and parents in primary school and the pedagogical technology behind this process. It examines methodological aspects of diagnostics, pedagogical diagnostic methods, and the criteria and levels for evaluating effective collaboration. It is also emphasized that introducing a theoretically grounded and practically validated technology of teacher-parent cooperation into pedagogical practice is not only appropriate but necessary.

Keywords: Primary school, teacher, parent, mutual cooperation, pedagogical technology.

Introduction

The Technology of Social Education for the Younger Generation

The technologies of social education for the younger generation belong to the broader field of social technologies. These are aimed at fulfilling one of the society's most crucial functions: integrating the younger generation into societal life and preparing them to function normally within it. A specific social-educational technology refers to a scientifically grounded system of tools and procedures designed to solve a particular socio-educational problem.

A pedagogical technology developed for this purpose must meet several essential production-related criteria. As stated in the literature, these criteria include conceptual clarity, coherence, controllability, effectiveness, reproducibility, scientific grounding, integrativity, algorithmic structure, informativeness, motivation, novelty, and optimality.

The main characteristics of a strictly defined pedagogical technology can be outlined as follows:

- **Diagnostic objectives**;
- **Reproducibility of the pedagogical process**, including identifying stages aligned with the goals of education and the nature of the teacher-learner interaction;
- **Replicability of pedagogical outcomes**.

According to G.K. Selevko, social-educational technologies can be classified based on the following parameters:

- Level of application;
- Philosophical foundation;
- Leading psychological factor;
- Scientific concept;
- Orientation toward individual development;
- Nature of structure and content;
- Type of socio-pedagogical activity;
- Type of organization and management of the technological process;
- Organizational forms;
- Educational approaches and directions;
- Dominant methods and tools;
- Degree of modernization and relationship with traditional systems;
- Category of the social-educational object.

S.I. Brizgalova emphasized that any specific educational technology possesses one or more features from each of these categories, which enables a concise yet comprehensive description of the technology.

General Description of the Technology of Effective Teacher-Parent Cooperation

The technology for forming effective teacher-parent cooperation in primary schools should be understood as a comprehensive framework that includes structural, procedural, and diagnostic components. Its goal is to ensure the stable and effective establishment of collaboration between teachers and parents.

Building on G.K. Selevko's work, we provide a classification and typological description of the technology for organizing teacher-parent cooperation at the primary school level:

- **By level of application**: socio-pedagogical;
- **By philosophical basis**: dialectical, humanistic, existential;
- **By main developmental factor**: sociogenic, psychogenic;
- **By scientific theory of assimilation**: activity-based, constructivist;
- **By domain of personal development**: informational, heuristic, self-developmental, practical;
- **By nature of content and structure**: general education, adaptive;
- **By type of social-pedagogical activity**: educational, socializing, supportive;
- **By type of management**: consultant, instructor, self-directed;
- **By organizational forms**: individual, group, collective;
- **By educational approach**: learner-centered, cooperative, equal-partnership;
- **By dominant tools**: explanatory, dialogical;
- **By modernization objectives**: humanization and democratization of traditional systems;
- **By student category**: applicable to all.

When viewed through the lens of pedagogical and technological processes, this technology qualifies as a macro-level structure due to its holistic character. It spans from setting specific, outcome-based goals to implementing feedback mechanisms for result correction and improvement.

Structural Components of Cooperation

1. Content Component

This includes:

- Describing general and specific goals of cooperation;
- Defining the content of teacher-parent collaboration in primary school.

The setting of diagnostic goals implies shaping them in accordance with the expected outcomes. For this, we relied on the approach of V.V. Voronov and A.A. Yelizarov, adapting it to the diagnostics of effective teacher-parent cooperation. The resulting goals can be outlined as follows:

Indicators for Forming Communication

Cognitive Component:

- Understanding the unique characteristics of pedagogical communication in the teacher's work;
- Awareness of the laws and structure of pedagogical communication;
- Knowledge of methods and techniques for effective communication;
- Ability to perceive and interpret signals from communication partners during collaborative activities;
- Ability to identify individual traits of a communication partner.

Behavioral Component:

- Systematic information exchange between teacher and parents;
- Development of the teacher's verbal communication abilities;
- Mastery of pedagogical communication skills and techniques.

Emotional Component:

- A positive psychological attitude toward communication between teacher and parents;
- The ability to overcome various psychological barriers encountered in communication between teachers, parents, and students.

Indicators for Forming Relationships

Motivational and Needs-Based Component:

- Recognizing the family as a pedagogical system of value;
- Relying on parents' positive experience;
- Enhancing the importance of family and traditions.

Perceptual and Cognitive Component:

- The teacher's knowledge of the personality traits of students and their parents;
- Taking into account the teacher's individual cognitive characteristics in professional activity;
- The ability to fairly assess the psychological state of both parents and students.

Indicators for Forming Connection

Procedural Component:

- Maintaining continuous two-way communication between teachers and parents;
- The ability to reflect on and analyze pedagogical cooperation with the family through the reinterpretation of emerging conflicts or problematic situations.

The Main Objectives of the Technology

The main objectives of this technological model are to elevate the quality and effectiveness of teacher-parent cooperation. Diagnostics is not only aimed at identifying current levels but also at advancing them to higher standards.

According to B.T. Likhachev, the principal strategic information function is defined as both corrective and prognostic. It can be confidently stated that in the context of diagnosing teacher-parent cooperation, the strategic information function lies in ensuring diagnostic support for the pedagogical management of the cooperation formation process.

Levels of Teacher-Parent Cooperation in Primary School: Indicators and Characteristics

In psychological and pedagogical literature, the issue of evaluating the **levels of cooperation between teachers and parents in primary school** has not been sufficiently developed, and the defining indicators of such cooperation remain unclear. This, in our view, is primarily due to a lack of clear understanding of the essence of this cooperation and, consequently, the absence of a structured framework that defines how cooperation is constituted at this level of education. Having clarified this essence and established the structural framework of teacher-parent cooperation in primary school, it becomes necessary to **determine the indicators that characterize the levels of cooperation**.

Taking the above into consideration, and based on psychologists' and educators' general ideas regarding the hierarchical nature of cognitive development and learning levels, we must distinguish:

1. **The qualitative differences between levels** of teacher-parent cooperation, and
2. **The specific indicators that express the nature** of each level.

In pedagogy, methodological concepts often support the identification of cooperation levels. Hierarchical structuring is typically **value-based**: the highest level represents the most desirable state from a societal and pedagogical standpoint (in our case, effective and sustainable cooperation between teachers and parents). Another justification for level differentiation is **dependence hierarchy**—some levels exist independently (lower levels), while others are dependent upon and represent an advanced state (higher levels).

Thus, in such a hierarchy:

- A **lower level** exists independently and is characterized by basic features.
- A **higher level** is dependent on, but more refined than, the lower one—it incorporates and improves upon previous attributes.

Three Levels of Teacher-Parent Cooperation

Based on this framework, the cooperation between teachers and parents in primary school can be described in terms of **three levels**, each with specific attributes and indicators:

I. Minimal Level

Indicators of communication:

- Basic awareness of the characteristics of pedagogical communication in teaching;
- Knowledge of general communication structure and principles;
- Familiarity with basic methods and techniques of pedagogical communication;
- Recognition that effective communication skills form part of a teacher's pedagogical technique;
- Exchange of information between teacher and parent happens only 1–2 times per year, initiated solely by the teacher;
- Conflicts arise frequently during interactions;

- Low level of psychological readiness for communication among both parties.

Indicators of relationships:
- Recognition of the family as a pedagogical system;
- Teachers rarely draw on the positive experiences of parents;
- Little emphasis is placed on family traditions by teachers;
- Basic understanding of reflective perception skills;
- Parents show unstable, fragile, and neutral attitudes toward cooperation.

Indicators of connection:
- Near absence of continuous contact between teachers and parents;
- Inability or lack of capacity to analyze (reflect upon) interactions with families.

II. General Level

Indicators of communication:
- Scattered, fragmented knowledge of pedagogical communication principles, rarely applied in practice;
- Limited use of communication techniques in real educational settings;
- Poorly developed communication skills and lack of application in daily practice;
- Information exchange happens sporadically and usually only when initiated by proactive teachers or parents;
- Conflict situations arise rarely;
- Teachers and parents demonstrate vague and poorly defined psychological readiness for interaction.

Indicators of relationships:
- Occasional use of parental experiences in planning or engagement;
- Moderate consideration of family traditions;
- Reflective and perceptive skills are underdeveloped and rarely utilized in pedagogical activity;
- Parents exhibit a weak but positive attitude toward cooperation.

Indicators of connection:
- Communication and interaction between teachers and parents occur irregularly;
- The ability to critically analyze pedagogical cooperation is incomplete and not integrated into practice.

III. Advanced (Effective) Level

Indicators of communication:
- Practical application of knowledge about pedagogical communication;
- Comprehensive understanding of communication laws and structure;
- Proficient use of communication techniques and methods;
- Presence of developed communicative skills as an interconnected set of perceptual, expressive, and organizational competencies;
- Consistent two-way exchange of information between teachers and parents;
- Absence of conflict situations;
- High psychological readiness and stable mutual engagement in communication.

Indicators of relationships:
- Teachers actively rely on the positive experiences and insights of parents;
- Family values and traditions are recognized and integrated into the educational context;

- Well-developed reflective abilities used for professional improvement;
- Parents maintain a stable and collaborative attitude toward ongoing teacher interaction.

Indicators of connection:
- Frequent, constructive, and purpose-driven interaction between teachers and parents;
- Consistent reflection and evaluation of pedagogical cooperation are evident and systematically applied.

Conclusion

We have described the **structural and content-based functional model** of teacher-parent cooperation in primary school, along with the **methodological aspects of diagnosing** this process. Diagnostic tools, levels, and indicators have been presented in detail. Furthermore, the study highlights that **moving from one level to another** results in the formation of new structures, with qualities gained at the previous level becoming more refined and integrated.

We emphasize the necessity and feasibility of **implementing a theoretically grounded, effective technology of teacher-parent cooperation** into pedagogical practice. This integration has the potential to elevate the quality of social adaptation and holistic development of primary school children by establishing sustainable, trust-based partnerships between home and school.

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