Interaction with Parents of Students Through Information and Communication Technologies

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ABSTRACT

Currently, information and communication technologies are actively used both in society as a whole and in the modern education system. Since 2017, the Strategy of information society development for 2017-2030 has been implemented by the Decree of the President of the Russian Federation. This Strategy is related to the availability of information for all categories of citizens and the arrangement of access to it. With the help of information and communication technologies, the opportunities for interaction between teachers and parents of students have expanded. The article discusses ways to interact with parents of students through information and communication technologies based on mobile communication devices. The article describes the verification of the established theoretical provisions in the process of experimental search work carried out on the basis of the Municipal budget educational institution -secondary school No. 129.

In a conversation with classroom teachers of primary schools, it was revealed that traditional school-wide teacher-parent meetings, class teacher-parent meetings are ineffective when working with the parents of students. A survey of parents found that parents' meetings and consultations with the help of mobile messengers are of more interest for parents of primary school students in school No. 129. Based on the interests of the parent community, a program was developed to interact with the parents of students at the level of primary general education using information and communication technologies, which was later implemented. As a result of the implementation of the program, a final survey was conducted, which reflected changes in the interaction of teachers with parents of students.

Keywords: information and communication technologies, mobile communication devices, interaction, educational relations

1. INTRODUCTION

With the adoption of the Federal law "On education in the Russian Federation" in 2012, it was determined that parents (legal representatives) of students, teachers, and students themselves are participants in educational relations.

The need for interaction between parents (legal representatives) of students and teachers is reflected in the Federal state educational standard of general education. For example, in the Standard of primary general education, the interaction of parents and students is one of the conditions for the implementation of the educational program, as discussed below:

• participation of parents (legal representatives) of students in the design and development of the educational program of an educational institution and the conditions for its implementation;

• updating the content of the educational program, methods and technologies of its implementation in accordance with the dynamics of the development of the education system, the requests of students and their parents (legal representatives).

Based on the analysis of regulatory documents, it can be noted that the main purpose of the educational organization's work with the parents of students is to establish partnerships with the family of each student, creating an atmosphere of cooperation and mutual support. Unfortunately, in modern schools, the interaction of parents and teachers is limited to meetings at teacher-parent meetings to get information about the child's educational situation, as well as to solve existing problems, i.e. it all comes down to the fact that the parent is informed or instructed on any issue. But as mentioned earlier, parents are rightful participants in the educational process, so communication should take place in the "subject-subject" model. The real situation is that between the teacher and the parents of students, a "subject-object" relationship is built, where the object is the parent. With

this model of communication, we can't talk about interaction, it's instruction. Interaction should be based on equal positions and coordination of interests of parents of students and teachers.

Many parents of students are interested in interacting with the educational organization, but not all of them have enough time for this due to their employment. With the emergence of new forms of communication between teachers and parents of students, including information and communication technologies, opportunities for interaction are expanding. Problems of interaction between teachers and parents of students are described in the literature [2,3,7,10, 12, 13, etc.].

2. PROBLEM STATEMENT

Based on all the above, the task of the study is to justify the effectiveness of using information and communication technologies in interaction with the parents of students who are subjects of educational relations.

3. RESEARCH QUESTIONS

To solve this task we need to answer the following questions: do parents know about the advantages of using mobile communication devices as a means of interacting with teachers? Do they have such devices? What is the practical benefit of using information and communication technologies in the interaction of teachers with parents of students?

4. PURPOSE OF THE RESEARCH

It is to develop, theoretically justify and implement a program for interaction between teachers and parents of students at the level of primary general education using information and communication technologies.

5. METHODS OF RESEARCH

To achieve this goal, a set of research methods was used. Theoretical: analysis of pedagogical, psychological and scientific-methodical literature on the problem of research, comparison, generalization, systematization.
Empirical methods: analysis of documents on education (No. 273 Federal law "On education in the Russian Federation", the Federal state educational standard of primary general education, local normative documents of a general education organization), interview, and data processing.

6. THE RESULTS OF THE RESEARCH

Teachers and parents of students are rightful participants in educational relations. Analysis of legal documents has shown that parents being subjects of educational relations have the right to participate in the management of an educational organization, to organize its activities. Article 44 of the Federal law "On education in the Russian Federation" presents the rights, duties and responsibilities in the field of education of parents (legal representatives) of underage students. Paragraph 3 of this Article states that parents (legal representatives) of students have the right to get acquainted with the normative documents, to get acquainted with the content of education and the methods used, and the academic performance of their children in an educational organization. Also, the parents of students have the right to participate in the management of an organization engaged in educational activities, in the form determined by the Charter of the organization. According to I. Kondrakova and T. V. Kostyak [6] all the possibilities of interaction between parents and the educational organization (from open confrontation to constructive cooperation) form the basis of education. Only the relationship between students and the educational organization is more important, but, despite this, the importance of the role of parents does not decrease: they are more numerous, their rights and resources are concentrated in their hands, and they, being the legal representatives of the child, act as the main customer and consumer of educational services [6]. Therefore, one of the criteria for the quality of school work can be considered the attitude of parents to the educational organization itself and their participation in the processes within it.

Interaction between schools and families is a systematic, consciously organized process that combines the actions of teachers, students and their parents directed at each other. This is the relationship between school and family in the process of their joint activities and communication [1].

Depending on the participation of its subjects in the interaction, four types of interaction can be carried out within the school and family [9]:

- personal-group. This type includes teacher-parent meetings (class and school-wide);
- intergroup interaction. This includes meetings with the school administration, workshops for parents on the issue of education and upbringing of children, round tables and conferences on the problems of education and academic performance, parent evenings, practical seminars for parents;
- personal-mass interaction - lectures for parents (parents' "comprehensive education");

- interpersonal interaction. It includes individual thematic consultations of parents and teachers, (the school administration).

When teachers interact with the parents of students, various pedagogical tools are used.

S. G. Shapovalenko classified pedagogical tools into:

1. Natural objects.
2. Images and displays of material objects.
3. Learning tools that represent descriptions of objects and phenomena.
4. Technical means.

Within the framework of our research, information and communication technologies as a means of interaction with the parents of students are considered. Since 2017, the Strategy of information society development for 2017-2030 has been implemented by the Decree of the President of the Russian Federation. This Strategy is related to the availability of information for all categories of citizens and the arrangement of access to it. Article 29 of the Federal law "On education in the Russian Federation" also suggests information openness and accessibility. Under information and communication technologies, we will understand a range of digital technologies used for the purpose of collecting, creating, accumulating, transmitting and distributing information for the rapid and effective interaction of people and information objects.

Information and communication technologies can be classified according to the form of interaction:

- asynchronous communication technologies – "offline" (this can include electronic correspondence, teleconference, requesting and mailing the necessary material from electronic information banks);

- technologies of synchronous communication mode "online" (this group includes parent chats in messengers, forum, search for information on the Internet) [4].

Based on the problem of our research, it is most relevant to consider the possibilities of using ICTs based on mobile communication devices. Mobile phones (smart phones) implement communication using cell sites that are linked to the SIM-card number. To organize interaction with the parents of students, it is more convenient to use communication tools based on already existing personal data (email address, phone number). When using a service such as electronic diary (different platforms: "Dnevnik.ru", "Setevoy gorod", "Eljur" and others) it's necessary to create a new account which requires a username and password. For many parents, this creates an inconvenience, so they will prefer to interact based on the existing accounts. To access the electronic diary or the website of an educational institution, you need a computer, since these web sites are not sufficiently adapted for mobile devices.

Modern mobile phones (smart phones) enable to access the Internet from anywhere in the world and give the access to the account. Communication through modern phones is focused on the phone number and the use of contacts from the phone book of the smart phone. Modern parents actively use instant messengers and social networks for message exchange. According to the data from the site "akket.com" [11], the most popular instant messenger in Russia is WhatsApp. Unlike e-mail or social networks, this application makes it possible to convey various types of information to parents quickly. Also, one of the useful ICT resources is cloud technologies, as a storage of various instructional materials and methodological recommendations for parents of students. Parents can refer to the information they are interested in at any time.

Thus, information and communication technologies are a means of interacting with the parents of students, because they help to combine an individual approach to each parent with the organization of work with the parents of all students, to create a certain sequence in working with parents. Thanks to the use of information and communication technologies, parents become full participants in educational relations not only legally, but also practically.

In September 2018, school No. 129 with class teachers of 1 "A", 1 "V", 1 "E", 2 "B", 2 "V", 3 "A", 3 "B", 3 "V", 4 "B", 4 "V" classes were interviewed. The purpose of the interviews is to determine the forms of interaction with parents of students of primary school age. During the conversation, the class teachers were asked to name several of the most frequent forms of interaction with parents of primary school students that had been developed in their work practice. The conversation was attended by 10 class teachers who have the experience of class tuition from 2 to 43 years.

The analysis of the conversation showed that the majority of the class teachers identified the forms of interaction with parents as useful for the school, which provide for interaction with parents in the "subject-subject" type, namely:

- individual consultations with parents;

- joint work of parents with school employees on various issues (workshops, conferences, parent evenings);

Not all the respondents noted teacher-parent meetings as a useful form of interaction with parents of primary school students. "School-wide teacher-parent meetings, I think, are not useful" (f, 43 years old, 15 years of the working experience as a class teacher). "There may be off-issue discussions and quarrels" (f, 50 years old, 30 years of the working experience as a class teacher). Although, as one class teacher noted, there is a benefit from class meetings, and that is "saving time"(f, 46 years old, the working experience as a class teacher is 22 years), however, there is no benefit for both the school and parents (f, 51 years old, the working experience of a class teacher is 29 years).

Also, a survey of parents of school No. 129 in Zheleznodorozhniy district of Yekaterinburg was conducted. The survey was conducted in the form of a questionnaire at teacher-parent meetings.

The results of the survey showed that most parents are not aware of non-traditional forms of interaction with the school, except for teacher-parent meetings. Of the 208 parents who answered the questionnaire, 152 and 169

respondents know and have attended school-wide and classroom parent meetings, respectively. Most of the parents admitted that they were not aware of non-traditional forms of interaction (or did not answer the questionnaire). Only a small number of parents indicated that they were not only aware of non-traditional forms of interaction, but also attended them.

Table 1 Parents' awareness of the forms of interaction with teachers

	I know, I've attended	I've heard about it	never been arranged	I don't know	no answer
School-wide teacher-parent meeting	152	10	0	3	43
Class teacher-parent meeting	169	1	0	1	37
Practical seminars for parents	3	22	25	109	49
Workshop for parents on the issue of education and upbringing	3	13	26	105	49
Round table on the problems of education and academic performance of children	3	19	23	105	58
Lecture for parents	11	16	23	70	88
Parents' evening	4	7	26	104	67
Parental effectiveness training	1	8	33	113	53
Individual thematic consultations	19	29	15	91	54
Teacher-parent meeting online	2	20	37	85	64
Remote consultations with teachers (for example, via Skype)	7	22	24	82	73
Consultation with the help of mobile instant messengers, discussion at parent chat rooms.	80	80	20	3	26

Many parents did not appreciate the need and importance of certain forms of interaction. The exceptions were school-wide and class teacher-parent meetings, in which the majority of the respondents (139 and 164 out of 208) showed interest.

It is clear from the survey results that the majority of parents are interested in non-traditional forms of interaction (table 2)

Table 2 Parents' interest in forms of interaction with teachers

	interesting, needed	not interesting	no assessment	no answer
School-wide teacher-parent meeting	139	5	23	41
Class teacher-parent meeting	164	0	4	40
Practical seminars for parents	43	12	82	71
Workshop for parents on the issue of education and upbringing	48	11	67	79
Round table on the problems of education and academic performance of children	45	8	76	79
Lecture for parents	43	12	73	80
Parents' evening	26	16	82	84
Parental effectiveness training	22	12	90	84
Individual thematic consultations	59	4	69	76
Teacher-parent meeting online	39	17	69	83
Remote consultations with teachers (for example, via Skype)	54	14	66	74
Consultation with the help of mobile instant messengers, discussion at parent chat rooms.	120	10	10	13

Based on the interests of the parent community, we have developed a program for interaction with parents of students at the level of primary general education using information and communication technologies, which includes 3 stages: organizational, activity, and final. The program was implemented in the 2018-2019 academic year.

The results of the organizational stage are presented above. At the activity stage, the following methods were used:

• at each teacher-parent meeting, training with the parents of students, reflection was conducted using the Plickers program. This program helps to understand how well the parents have grasped the information that was presented at the event, and whether they will use it in the

future. To work with this program, it is necessary to use the mobile app, website, and printed cards with QR codes. The teacher uses the mobile app to scan the parents' responses in real time. The results are saved in the app's database and are available both in the mobile app and on the site for quick analysis;

• remote consultations with teachers (for example, via Skype);

• parent chat;

• electronic diary.

• At the final stage, the results of the program implementation are summarized. In may 2019, the parents participated in a survey. The results are shown in table 3.

Table 3 Interest of parents of students in various forms of interaction with teachers after the implementation of the program

	interesting, needed	not interesting	no assessment	no answer
School-wide teacher-parent meeting	160	5	0	20
Class teacher-parent meeting	170	1	4	10
Practical seminars for parents	60	8	30	50
Workshop for parents on the issue of education and upbringing	75	9	45	34
Round table on the problems of education and academic performance of children	60	8	50	40
Lecture for parents	43	12	73	80
Parents' evening	26	16	82	84
Parental effectiveness training	22	12	90	84
Individual thematic consultations	59	4	69	76
Teacher-parent meeting online	70	10	30	30
Remote consultations with teachers (for example, via Skype)	54	14	66	74
Consultation with the help of mobile instant messengers, discussion at parent chat rooms.	170	7	10	15

The parents became active participants in educational relations, and the teachers have expanded the range of forms of work used to interact with the students' parents. We believe that this program made it possible to establish feedback from parents of students, to solve emerging issues of education and upbringing of children quickly. These forms of interaction with the use of ICTs are also appropriate for other levels of general education.

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