

K. Burak

*Research supervisor: T.N. Ivanchenko,
master of pedagogical Sciences
Baranovichi State University
Language tutor: I.G. Kopytsich*

THE ROLE OF THE EDUCATIONAL INSTITUTION FOR THE TRAINING OF PARENTS TO EDUCATE CHILDREN IN THE FAMILY

In modern conditions, there is an urgent need for psycho-pedagogical education of parents on the basis of scientific knowledge with the consideration of their level of education. The discrepancy between the family and public morality negatively affects the formation of the moral qualities of the personality of boys and girls, on the shaping of the future family person.

It should be noted that at the present stage of the development of our society the level of work of educational institutions with the family does not always meet the requirements that arise from the tasks of improving the education of the younger generation.

The study involved 55 parents whose children study at Baranovichi school №19.

Today it is necessary to give psycho-pedagogical scientific knowledge to parents but it is very important to take into consideration their level of education. Answering the question: "what problems in the upbringing of children do you most often encounter and are not able to solve them?" most parents admitted that the most difficult were the following problems:

1. How to teach a child to carry out instructions given by parents faithfully;
2. How to form the responsibility for their actions;
3. How to treat the emerging sense of love of adult children, how to prevent immoral behavior, the appearance of harmful habits;
4. How to achieve sincerity and mutual understanding with maturing children.

As shown by the results of the study, the need for parental knowledge in the preparation of the child for family life is great. We have allocated three groups of parents with different levels of pedagogical education.

The first group is parents with a sufficient level of pedagogical knowledge, who constantly implement it in the upbringing of their children (36%).

The second group is parents whose level of pedagogical culture is low, but they manifest an active position in the training of a future family person (45%).

The third group is parents with passive attitude to the upbringing of their children, accompanied by a low level of pedagogical knowledge (19%).

In the first group of parents, 80% of the respondents have higher education and a sufficient level of psychological and pedagogical knowledge. They have a sufficient amount of pedagogical literature in home libraries. 20% of parents in this group actively use the periodical press materials, discussing them in the process of the upbringing of their children, as well as the positive experience of shaping a future family person, formed in the families of their parents.

The majority of the respondents made up the second group. It includes those parents who received both higher and secondary special education. Moreover, mothers' activity in preparing children for family life was significantly higher than that of their fathers. However, there are facts of the adverse influence of some families on the upbringing of a future citizen and family person.

Homeroom teacher, socio-pedagogical and psychological service of educational institutions should systematically study a family, its pedagogic potential. Experience shows that between required and actual level of pedagogical culture of parents there is still a considerable gap, which is the lack of pedagogical and psychological knowledge, inability to apply them in the practice of family upbringing.

Improving pedagogical culture of the parents is carried out through collective and individual forms of work. Among them, in the practice of educational institutions, widespread are lectures, conversations, conferences. Such forms of education as round tables, debates, workshops are used less often. It is advisable to use group lectures and discussions. They enable teachers to lead teacher education given the characteristics of the group, the level of education of students and the conditions of family upbringing and the level of pedagogical knowledge of parents.

While conducting talks and lectures when the conversation involved two concerned parts – a teacher and parents, it is necessary to create an atmosphere of trust and openness, which is one of the most important conditions of the efficiency of pedagogical education. During lectures, conversations for parents about preparing children for family life it is necessary to take into account the age and psychological characteristics of students and to consider problems of family training in conjunction with the questions of physiology and hygiene.

Thus, directing the educational activities of the family, specialists of the educational institutions must ensure the unity of the means of education, their focus in preparing students for family life.

LITERATURE

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