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ORGANIZATION OF INTERACTION BETWEEN THE PRIMARY SCHOOL TEACHER AND PARENTS IN CONDITIONS OF A MIXED FORM OF EDUCATION

Each child is unique, endowed with natural talents and abilities, therefore the task of the New School is to help discover and develop the abilities of each child based on the partnership between the teacher, student and parents. One of the main components of NUS is partnership pedagogy, which is based on cooperation and interaction between the teacher, parents and the student.

For successful work with primary school learners, the teacher's interaction with the family is an important aspect. Pedagogical interpretation explains the word interaction as a special form of communication between the participants of the educational process. This connection can be implemented through constant, two-way communication, as well as the involvement of parents in educational activities. Such a relationship enriches its participants emotionally and intellectually and coordinates the learning process.

Today, the problem of the interaction of the primary school teacher with parents in the conditions of a mixed form of education is quite relevant. Since in connection with the crisis phenomena in Ukraine, namely the epidemiological situation (COVID19) that arose in 2020, and the war with Russia; the distance learning format and mixed learning began to be mastered at a rapid pace. With the beginning of the Russian invasion, blended learning became the main option for access to knowledge. In the 2022/2023 academic year, the organization of the educational process in many schools and institutions of higher education is carried out precisely according to the mixed form of education. According to the Minister of Education and Science Serhiy Shkarlet, it was chosen by about 4,000 schools in 17 regions of Ukraine [1].

In these conditions, the role of parents has grown rapidly, as it is difficult to demand absolute discipline and concentration from children, especially younger ones. Teachers have successfully begun to master digital resources and learning platforms that were not used before at a rapid pace. Parents, in turn, provide children with electronic resources for a normal, productive educational process.

In accordance with the order No. 466 "On the approval of the Regulation on distance learning" of the Ministry of Education and Science of Ukraine dated April 25, 2013, distance learning means the process of acquiring knowledge, skills and abilities, which is based on the use of modern psychological and pedagogical and information-communication technologies on the basis of specialized software and assumes social distance between all participants in the learning process [5].

As evidenced by practice and a number of studies, blended learning technology enables education to adapt to the conditions of crisis phenomena, and to fully meet global trends due to its efficiency, flexibility, adaptability, modularity, variability of content and a personalized approach. A large number of works by foreign and domestic scientists are devoted to blended learning: Bonka J. and Graham C. R. [11], Cherednichenko G. A. and Shapran L. Yu. [8], Stryuka A. M. [7], Twigga S. [10] and others. However, the issue of the effectiveness of blended learning in the context of crisis phenomena remains insufficiently researched.

The term "blended learning" began to be used in 2006 after J. Bonk and C. R. Graham published the Handbook of Blended Learning. By this term, the authors understand "a combination of the traditional face-to-face form of teacher-student interaction with the use of technologies available thanks to electronic educational resources" [11].

In Ukrainian scientific literature, blended learning is defined as follows: as a method that combines formal means of learning (work in classrooms, mastering theoretical material) with informal (Internet conferences, e-mail discussions, etc.) [8]; as a process of acquiring knowledge, abilities and skills in the conditions of integrated classroom and extracurricular activities of subjects of the educational process based on distance learning technologies [7].

In crisis conditions in Ukraine, this type of support is at the stage of active development, and its effectiveness is being studied by specialists in various scientific fields. Such scientists as S. Kampov, K. Pavelkiv and others paid attention to the study of the interaction of educational organizations with students' families. The problem of the effectiveness of the use of electronic resources of interaction is also the subject of scientific research. For example, in the methodical recommendations regarding the organization of distance learning at school, automated learning and knowledge control platforms are proposed [3, p. 4]. Social networks in distance education were considered by N. Sasco [6, p. 326]. In S. Litvynova's article, mobile distance learning systems are described [2, p. 56].

A number of problems, such as computer literacy, emotional readiness for this type of interaction, technical equipment, technical capabilities of Internet resources, have become more acute in the conditions of mixed learning.

O. Shtikhalyuk considers remote support as professional actions of teachers and psychologists, which are aimed at creating conditions for the successful implementation of educational activities without personal contact of the teacher with the parents of students [9, p. 309]. The system of remote assistance to parents is aimed at optimizing the influence of the family on the child by improving the pedagogical culture of parents. The task for the teacher is also to identify the need for psychological and pedagogical support of parents during the implementation of new forms of education.

Analyzing scientific sources, it is possible to single out the most common types of means of communication between the teacher and parents in the conditions of a mixed form of education. Among them: printed resources, means of mobile communication, Internet resources.

Printed resources: memo – an informational resource aimed at step-by-step instructions for solving a certain pedagogical problem of parents or their children; booklet – a short informational resource with the disclosure of certain information; a stand is a printed information resource, representing a shield or structure with text and (or) graphic information of various contents.

One of the most convenient and relevant options for interaction between the school and the family during distance learning is the means of mobile communication. Their advantage is accessibility for parents and teachers, free use and clear interface. With the help of the phone, you can quickly communicate at a distance without spending a lot of time, exchange information.

Internet resources: (the most common and multifaceted tool of mutual communication). This is a type of resource using the Internet. Online resources assume direct and simultaneous presence in the network of interaction participants (for example, a teacher and a student's parents). Such resources include: (Skype, Zoom, Viber, Telegram, etc.); chats - communication in messengers, when correspondence is conducted in real time; social networks - the possibility of transmitting and receiving information with the simultaneous presence of interaction participants in the network; forum – thematic communication (unlike chat, a large amount of information can be posted on the forum); a webinar is an online event where speakers conduct thematic training events [9, c. 170].

Offline resources (from the English off-line, "disconnected from the network") do not require being online, they can be used at a convenient time. Such resources include: e-mail - one of the most common ways of exchanging information by correspondence; blog (vlog) – regularly adding records or video content for informational and educational purposes; website - an electronic page with information from a private person (personal website of a teacher or psychologist) or an organization [10, c. 310]. The forum and social networks are also actively used offline.

Today, there are a large number of e-learning platforms, which are divided into two categories: closed and open (free distribution). The most widely used platforms in Ukraine are: Google Classroom, Microsoft Teams, ZOOM and Moodle.

During the active introduction of a mixed form of education, the moral-psychological and educational burden on parents increased, related to the organization of everyday life, the daily routine and the schedule of all family members. Therefore, when choosing communication tools, the main aspect is to take into account such criteria as general accessibility, comprehensibility, compliance with the intended purpose of use. The safety of this or that resource is also important. For example, to hold parent meetings, conferences, it would be appropriate to use: Zoom, Google Meet, Skype, Cisco Webex Meetings, Moodle GoToMeeting. If it is necessary to conduct a survey, then such platforms as: Kahoot, Poll Everywhere, Google Forms will come in handy.

EDpuzzle, ClassMaker... Currently, informatization of education is extremely necessary for our state. Therefore, we consider the development of this problem relevant and very important. Pedagogical experience and the conducted researches of scientists make it possible to assert that the interaction of the teacher and parents must

be organized during distance education in order to explain to parents the need for their participation in the educational process; while using a different set of mobile communication tools that are more accessible to parents, free to use and have a clear interface. In my opinion, a mixed form of education has become a modern requirement. Therefore, the task of the teacher is to convey to parents the demand for the formation of an e-environment, and to learn how to organize effective interaction between subjects in such an environment. Blended learning is the world's best practice in the world's most innovative schools, because it allows you to develop individual learning trajectories and develop in the direction of live communication.

Therefore, remote interaction with the family, means of increasing the effectiveness of such interaction, technologies, the organization of psychological and pedagogical consultations, as well as the development of measures to ensure various forms of communication with parents are the subject of further scientific research.

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