

ZESZYTY NAUKOWE MANS w Łomży 91, s. 41-52
data przesłania 12.10.20221 akceptacji artykułu 20.12.2023

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THE USE OF PARTNERSHIP IN RESOLVING CONFLICTS BETWEEN PRIMARY SCHOOL CHILDREN AND THEIR PARENTS BY PRIMARY SCHOOL TEACHERS

Summary

The article is devoted to the problem of using the technology of partnership in resolving conflicts of primary school children with parents by primary school teachers. The modern requirements of state legislation on the technology of partnership between school and family in the educational activities of primary school students and in resolving conflicts of primary school children with parents in particular are analyzed. The article contains the interpretation of the concepts of "partnership pedagogy", "partnership interaction", "partnership technology". The basic methodological principles of partnership pedagogy are revealed.

The spheres of conflict interaction between children and parents such as understanding by adults of the psychological age and needs of the child, establishing relations between parents and children, identifying problems in the educational activities of children, organizing extracurricular activities of children, taking into account the individual characteristics of children are diagnosed and analyzed. The causes of conflicts and conditions for ensuring constructive interaction between children and parents are clarified.

The basic requirements of partnership technology are presented. Some interactive partnership technologies that can be used by primary school teachers in working with parents to establish interaction with children in a situation of conflict are described.

Keywords: partnership pedagogy, partnership interaction, principles of partnership pedagogy, conflict situation of children with parents, spheres of conflict interaction of children with parents, partnership technologies

Introduction

The interests and priorities of three groups of participants in the educational process intersect every day in school life: students, teachers and parents. Increasing the efficiency of interaction of primary school teachers with children and parents is possible through theoretical substantiation, development and implementation of pedagogical technology. The main technology of teachers' work in establishing interpersonal interaction with children and parents, the technology of interaction between school and family according to the Concept of the New Ukrainian School is a partnership technology, and the pedagogy of partnership is one of the main factors of effective interaction of participants in the educational process. The New Ukrainian School is focused on the education of a free, creative personality, ready for interaction, capable of freedom of choice, responsible for their actions. The solution of this task is impossible without close cooperation between school and family. At the same time, the loss of family values and educational traditions, the constant employment of parents, their lack of readiness for parenthood leads to formalization of relations, reduction of the duration and impoverishment of the content of communication between children and parents, the emergence of conflicts between them, which hinders partnership. The pedagogy of partnership is one of the basic components of the New Ukrainian School, based on equal cooperation and interaction of all participants in the educational process. Adoption of state documents: The Law of Ukraine "On Education", the Concept "New Ukrainian School", the professional standard "Primary school teacher of general secondary education" actualize the issue of professional competencies of primary school teachers and determine their ability to provide assistance, advice and recommendations to parents, establish effective communication with them, provide pedagogical support for the upbringing of a child in the family. The Professional Standard "Primary school teacher of general secondary education" provides a list and description of general and professional competencies of the teacher. Among the professional competencies is pedagogical partnership, which includes the teacher's ability to subject-subject (equal and personality-oriented) interaction with students in the educational process, involvement of parents in the educational process on the basis of partnership, teamwork with involved

specialists, teacher assistants to provide additional support to persons with special educational needs [9].

Aim, subject and research methods

The aim of the study is to reveal the theoretical and practical aspects of the use of partnership technology by primary school teachers in resolving conflicts of primary school children with parents.

The subject of the study: the content and forms of primary school teachers' assistance to parents in resolving conflicts with children based on partnership pedagogy.

The research methods: analysis and synthesis, generalization of theoretical data, questioning, quantitative and qualitative analysis of diagnostics.

Research results

The conceptual foundations of the New Ukrainian School state that teachers should join the development of two main innovations - the competence paradigm of education and partnership pedagogy, as well as create a safe environment, create conditions for the successful self-realization of the student as an individual. Parents, teachers and school administrators need to learn how to cooperate effectively. Of course, this requires the willingness of each party to dialogue, the desire of parents to be really involved in the education of their child, a clear delineation of areas of influence and responsibility and the use of methods by teachers to establish interaction and cooperation.

The research results of the relationship between children and parents and their impact on the formation of the child's personality are highlighted in the works of A. Adler, D. Baumrind, O. Bondarchuk, A. Varga, V. Galuziak, K. Milyutina, V. Satir, V. Stolin, I. Kholkovska and others.

The New Ukrainian School works on the basis of partnership pedagogy. The content of the concept of "partnership pedagogy" was substantiated in the 60-70s of the XX century by teachers-innovators Sh. Amonashvili, I. Volkov, I. Ivanov, E. Ilyin, S. Lysenkova, V. Shatalov, who emphasized the importance of establishing partnerships between teacher and student, teacher and parents of students, school and parent community.

The implementation of the Concept of the New Ukrainian School has made the problem of partnership pedagogy more important. The problem of using partnership pedagogy at school

was studied by O. Barabash, O. Bondarenko, A. Bugaychuk, O. Vyshnevsky, O. Savchenko and others. T. Babko, O. Banakh, A. Vozniuk, V. Didukh, T. Dovzhenko, A. Drach, N. Ivanets, S. Kyryliuk, G. Kolomoyets, O. Kokhanova, L. Kudryk, O. Melnyk, G. Rozlutska, T. Fedirchuk and others wrote about the need for partnership with parents of students in the context of the ideas laid down in the Concept of the New Ukrainian School.

The studies of Ukrainian and foreign scientists consider partnership pedagogy as a direction of pedagogy, which includes a system of methods and techniques of education and training based on humanism and creative approach to personal development.

The most integrated and holistic interpretation of this concept was provided by N. Bibik, according to which the pedagogy of partnership is a clearly defined system of relationships between all participants in the educational process (students, parents, teachers), based on the principle of voluntariness; based on respect and equality of all participants, adhering to certain norms (rights and obligations) and taking into account the values of each party; provides for the active involvement of all participants in the implementation of common tasks and willingness to take responsibility for their results [8].

Partnership interaction is defined by researchers as a democratic way of cooperation between a teacher and a child (O. Vyshnevsky) [1], as the construction of humanistic guidelines and ways to achieve them during joint activities (O. Kokhanova) [6], as a direction of pedagogical thinking and practical activity aimed at democratization and humanization of the pedagogical process [11] (N. Cherviakova), as a space of childhood, which is built on the principles of equality, dialogue, cooperation [2].

From our point of view, partnership interaction is a clearly defined system of relationships between all participants in the educational process based on dialogue communication, constructive relationships based on humanism and a creative approach to personal development.

The pedagogy of partnership emphasizes the importance of cooperation between family and school in the educational process, the unity of their goals, which are based on a child who likes to learn, who will be able to realize himself in the future adult life, to be happy thanks to the knowledge, skills and abilities gained at school. The use of partnership technology in the work of primary school teachers is important for solving difficulties that arise in child-parent interaction, preventing and resolving conflicts between them, overcoming contradictions in non-conflict ways designed to harmonize the relationship between children and parents.

The most effective form of involving parents in building a partnership with the educational institution is the introduction of a model of partnership with the family. The

partnership model is based on the interest of the school and family in the quality of children's education, recognition of equal rights of the family in determining the individual trajectory of the child's development, integration of parents into the pedagogical process, etc [7].

An important stage in the implementation of partnership pedagogy in educational institutions is the awareness of both teachers and parents of students of the basic methodological principles formulated in the Concept of the New Ukrainian School. Let us dwell on them in more detail.

The principles of respect for the individual and a friendly and positive attitude are the basis for frank relations between people, their application strengthens the child's self-confidence. However, teachers and parents often forget that respect for the individual is based on full acceptance of the child's personality, individual characteristics, pace of development, interests, preferences, etc. Принцип довіри у відносинах передбачає впевненість у добротності й доброзичливості іншої сторони. В основі недовіри лежить відсутність особистої залученості кожного до участі в освітньому процесі. Скарги, конфлікти, проблемні ситуації виникають тоді, коли відбувається ігнорування чи несприйняття протилежних думок чи інтересів окремої особистості чи групи батьків, учнів, учителів. The principle of "dialogue - interaction - mutual respect". Dialogue is a means of ordering and mutual enrichment of the educational space with cultural meanings. Constructive interaction and achievement of results are impossible without communication, so it is necessary to create platforms for dialogues, discussions, debates on controversial issues.

The principle of distributed leadership is based on proactivity, choice and responsibility. Proactivity means responsibility, adherence to own life principles, awareness of personal values and goals, ability to take initiative and find solutions to any problem situation. These are important characteristics of an independent person. And only if the teacher, student and his parents feel their independence as much as possible, they can be considered ready for interdependence, which is the basis of partnership pedagogy. Therefore, the task of teachers is to convey to parents the signal that everyone's opinion is important for solving common problems, overcoming difficulties, changing the style of interaction, etc.

The principle of social partnership emphasizes the importance of equality of the parties in interaction, the ability to cooperate, focused on productive changes.

Partnership relations are a productive system of relations. Among the criteria that determine the effectiveness of such interaction are: openness, the ability to take responsibility, initiative, willingness to notice problems and seek solutions, awareness of a common goal, a

favorable psychological climate, a high level of development of social skills and communication skills, reflective analysis of one's own behavior in the context of the social behavior of other participants in the interaction, etc. Pedagogy of partnership involves a system of relations between all participants of the educational process (students, parents, teachers), but it is the parents, their actions, words, deeds that influence the behavior of children, the formation of their worldview, attitude to learning, preferences and life guidelines. Partnerships between teachers and parents make it possible to jointly determine the individual trajectory of the child's development, clearly understand the rights and responsibilities of each other, reduce the possibility of misunderstandings and respond quickly to challenges and problems, and if contradictions arise, find a constructive solution. This model of partnership will become a role model for younger students.

The trust, equality of relations between the teacher, parents and pupil, voluntariness and responsibility allows to reduce the risk of conflict situations not only between the teacher - parents of pupils, teacher - pupils, but also in case of disagreements between children and parents to provide constructive assistance in resolving the conflict between them.

Conflict is a phenomenon that arises in the case of a clash of oppositely directed, incompatible tendencies in the mind of an individual, in interpersonal relations or interactions of individuals or groups of people, associated with acute negative emotional experiences.

A conflict situation is characterized by the presence of contradictions in interpersonal interaction between its participants, manifested in their opposition to each other (confrontation, confrontation) and accompanied by affective manifestations.

A conflict situation is a manifestation of contradictions in the relationship between children and parents. The situation of conflict is potentially and objectively conflictogenic, so that it does not develop into a permanent conflict, parents need to identify its causes in time and solve problems in relationships with children.

V. Sukhomlinsky considered conflict to be a destructive event, believed that the emergence of conflict situations in the pedagogical process is inevitable and called the conflict between the teacher and the child, between the teacher and the parents, the teacher and the staff a great misfortune of the school. He emphasized the role of the teacher's personality in preventing and resolving conflicts in the educational process, which requires the teacher to constantly learn about the person, to work on improving their own professional and personal qualities. The scientist saw the origins of conflict clashes in the very nature of pedagogical activity, which unites a large number of people with different personal qualities, experience, characters [10].

We consider the situation of conflict between children and parents as a complex of psychological, pedagogical, social, moral, ethical and other conditions, a system of interrelated destructive subjective and objective factors that lead to contradictions in the relationship between children and parents. Situations of conflict between children and parents are characterized by the complexity of the forms of manifestation, the hidden factors of their occurrence, the severity of the consequences, as well as the personal qualities of children and parents, the style of family relationships, the level of pedagogical culture of parents. Partnership interaction involves the organization of cooperation between the teacher and parents to assist them in establishing constructive interpersonal interaction with children, namely timely diagnosis, prevention and regulation of conflict situations, mastery of methods and techniques for preventing and regulating conflict situations that arise between children and parents, improving the psychological and pedagogical culture of parents. The teacher must have knowledge about the nature and consequences of such conflicts, the causes of their occurrence, be able to analyze, establish interpersonal interaction, have the skill of non-conflict communication, skills of regulating the emotional state (both his own and other participants in the conflict) for successful cooperation [5].

The analysis of the research allowed to identify typical factors of conflicts between children and parents, namely: the type of family relationships, destructiveness of the family upbringing system, hyper-parenting, excessive and inconsistent requirements for children, negative judgments, etc. Age crises, during which children argue with their parents more often, are also a factor in the growth of conflict. Undesirable personal qualities of parents (authoritarianism, conservative judgments, emotional intemperance, etc.) also cause conflicts with children. The characteristics of children that cause conflict situations with parents include: low academic performance, aggravation of character traits, violation of behavioral norms: disobedience, stubbornness, selfishness, etc.

We conducted a survey of primary school students, parents and teachers to identify the causes of child-parent conflicts. The diagnostics showed insufficient level of psychological and pedagogical knowledge of parents (72.1%), differences in parents' views on upbringing, education, development of the child (37.5%), excessive control (32.1%), ignoring the child's capabilities (34.5%), lack of time to communicate with the child (64%), a large number of requirements, prohibitions (21.4%), the use of punishment (37.5%), indiscipline, bad behavior, disobedience of children (46.3%).

The analysis of psychological and pedagogical literature allows us to state the fact of uncertainty of the areas in which conflicts often arise in the interaction of primary school children with parents.

The systematization of the results of the survey of parents, junior schoolchildren and teachers identified typical areas of conflict interaction between children and parents: 1) understanding by adults of the psychological age and needs of the child (23.7%), 2) establishing relations between parents and children (9.1%), 3) identifying problems in the educational activities of children (17.8%), 4) organization of extracurricular activities of children (32.3%), 5) taking into account the individual characteristics of children (17%) [4].

Conflicts between children and parents are quite complex situations of interpersonal interaction. When a teacher provides professional assistance to parents in resolving conflicts with children, it is necessary to organize such cooperation so that it is of a personal nature (support, trust, respect for human dignity, empathy), dialogue communication, exchange of opinions, advancement of success, encouragement to self-reflection, self-esteem prevail.

The pedagogical technologies should be used to ensure the effectiveness of conflict resolution of junior schoolchildren with parents. The essence and features of pedagogical technologies are considered in the works of O. Antonova, V. Bepalko, I. Dychkivska, A. Kapska, V. Kyrychuk, O. Kobernyk, I. Konovalchuk, A. Ligotskyi, D. Chernilevskyi and others.

Technologies in pedagogy are defined as a way of organizing activities that ensures guaranteed achievement of the set results. The essential feature of pedagogical technology is the design and implementation of new ways of activity that are more effective than the existing ones.

Technologies must meet the following basic requirements: scientific, conceptual, theoretical and methodological positions, focus on guaranteed achievement of goals, structured, algorithmic, manageability, efficiency, reproducibility [3].

We consider partnership technologies as a way of effective relationships, which encourages the use of various forms and methods of interaction, resulting in cooperation, joint decision-making, coordination of educational activities, coordination of educational goals, planning of joint activities, involvement in educational activities of children.

In order for interaction with parents within the framework of partnership technology to be effective, it should include the following elements: constant communication, which allows you to quickly respond to any changes and problems (creation of parent chats, groups in social networks, teleconferences, online workshops), informal communication (joint activities that are

important for the lives of children and schools), assistance and participation of parents in organizing and conducting various holidays, extracurricular activities and assistance to teachers (making educational materials, making educational activities).

The process of establishing partnership between teachers and parents in resolving their conflicts with children is effective if the following pedagogical conditions are met: increasing the authority of parents (for example, holding joint sports events "Dad, Mom, I - a sports family", parental gatherings, teleconferences "Parents - children", communication hours "Meeting of generations", etc;) belief in the educational capabilities of parents, raising the level of their pedagogical culture (organization of meetings of parents with a psychologist, speech therapist, social pedagogue, pediatrician, etc.

Increasing the competence of primary school teachers in establishing partnerships with parents, in particular in resolving conflicts with children, is facilitated by the use of interactive technologies. The need for the use of interactive forms of interaction by the teacher is due to the peculiarities of the professional activity of primary school teachers, the specifics of pedagogical communication, the formation of beliefs, motives, values, character qualities.

Let us dwell briefly on the characteristics of certain interactive technologies, which, in our opinion, are effective in the work of teachers with parents and which will help parents to establish constructive interaction with children:

- *heuristic dialogue* as a type of communication aimed at exchanging opinions in order to deepen the acquired knowledge through the coordination of opinions with alternative points of view;
- *the method of group discussion* stimulates and activates deep associations, allows to identify opposite points of view, to consider the problem from different positions;
- *role-playing game* consists in improvisational acting out of a given problem situation by participants, during which they play different roles of participants in the situation, which allows them to practically work out and consolidate new more effective forms and models of interaction in a situation of conflict between children and parents. Topics for parents can be "Evening in your home", "The child came from school", etc.
- *talk show method* is a technology of structured discussion in which all parents participate. It allows you to control the course of the discussion, evaluate the participation of everyone. It is held with the aim of expressing and defending personal position, showing initiative.
- *the purpose of the Circle of Ideas technology* is to solve acute controversial issues, create a list of ideas and involve everyone in the discussion of the problem. The method is used when

all microgroups perform the same task, consisting of several questions, the answers to which the groups seek and present in turn.

- "*Take a position*" - this method allows to identify different positions of parents on a certain problem or controversial issue. The method is effective from the point of view of democracy in terms of diversity of views on the problem, and enabling parents to realize the existence of opposing positions on its solution.

Conclusions

We interpret partnership interaction as a clearly defined system of relationships between all participants in the educational process based on dialogue communication, constructive relationships based on humanism and a creative approach to personal development.

The partnership interaction involves the organization of cooperation between teachers and parents to assist them in establishing constructive interpersonal interaction with children.

The components of the situation of conflict between children and parents are outlined: psychological, pedagogical, social, moral and ethical and other conditions, a system of interrelated destructive subjective and objective factors that lead to contradictions in the relationship between children and parents. Their solution requires partnership interaction. It is proved that for successful cooperation, the teacher must have knowledge about the nature and consequences of child-parent conflicts, the causes of their occurrence. The study identified the areas of conflict interaction between parents and children: understanding by adults of the psychological age and needs of the child, establishing relationships between parents and children, identifying problems in children's learning activities, organizing extracurricular activities of children, taking into account the individual characteristics of children, which will contribute to a more accurate diagnosis and identification of the causes of conflicts between children and parents, their further analysis and assistance, advice and recommendations to parents in establishing effective communication with them, providing pedagogical support. Some partnership technologies are described, the development of which will help in resolving conflicts between children and their parents:

The study of the problem of using partnership technology by primary school teachers in resolving conflicts between primary school children and their parents is not limited to the results of our research. The issues of using partnership technologies in the realities of today require further study.

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