

# Organization of Work with Parents During the Formation of Local History Literacy of Children with Different Educational Needs in the Framework of Step by Step Technology

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## **Abstract--**

**Introduction:** The article analyzes the specifics of interaction between teachers and the parent community. The use of Step by Step technology and differentiated test control has been suggested as one of the ways to increase parents' involvement in the educational process in the formation of local history literacy of children with different educational needs in primary school conditions.

**Materials and methods:** the research was conducted on the basis of theoretical and empirical methods, the main of which was the analysis of interaction of participants of the educational process, and the research material was a variety of types of organization of interaction with parents.

**Findings:** Interaction using Step by Step technology is seen as a key factor in organizing and optimizing the interaction of the educator with the parent community and students with different educational needs in primary school.

**Discussion and conclusions:** the experience of theoretical and empirical research of the process of parental community involvement in the educational process of primary school using the Step by Step technology has been presented, the concepts of "poly subjective approach", "interaction" in the pedagogical context have been characterized.

**Key words--**technology, interaction, parent community, Step by Step, children with different educational needs, primary school, local history literacy, differential test control.

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## **I. INTRODUCTION**

The dominant advantage of the Step by Step International Educational Technology is the participation of the family in the education of children, which fully reflects its humanistic orientation. Pupils in primary schools, in accordance with age psychology, have a strong connection with the family, especially with parents. Inevitable parting: working parents; increasing number of single-parent families; often the only child without family experience of communicating with children; lack of support from the older generation for various reasons - a consequence of the domestic socio-cultural situation, causing psychological discomfort to both the child and

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mother. The creation of a more favorable psychological environment for the child and mother is facilitated by the physical presence of the child and the active promotion of educational and training activities. Familiarizing parents with the outlook of Step by Step technology helps not only to understand the values of humanistic pedagogy, but also to support the development of personality of their own child. As a result, the atmosphere in the family improves, which allows to reach a new level of formation of personal qualities. The rapprochement between school and family, which takes place thanks to the humanist orientation of technology, is of great value. Obstacles on the way to its achievement are the problems of the closed educational process.

This technology acquires an important role in the formation of local history literacy of students with different educational needs. The term "educational needs" is used in paragraph 18 of the federal state educational standard of primary general education (hereinafter referred to as FSES PGE) [1]. In this regard, FSES PGE defines special educational needs for children with disabilities, indicates the need to develop the educational potential of gifted students. Consequently, the diversity of students becomes a prerequisite for different educational needs. It should be noted that the formation of local history literacy is a task not only for schools, but also for families, which is why interaction between teachers and parents becomes relevant [2].

Various methods and forms of verification are used to control the quality of the educational process. However, they are united by subjectivism, which causes conflict situations at school due to dissatisfaction with the evaluation process; lack of individualization of education; high time costs of conducting the survey itself and the subsequent evaluation of the answer; insufficient coverage of the studied material; random and not always full choice of the surveyed students as well as their parents. These contradictions can be avoided by competent preparation and implementation of differentiated test control, both the quality of the educational process and the degree of satisfaction with it.

Our observations have shown that communication between school and parents is often formal: parents' meetings that do not provide the necessary information and practical recommendations; one-time assignments to particularly active parents individually; conversations on general topics without taking into account personal characteristics. Parents' interest in participating in class life, school life is usually not high enough, but it is not the only explanation for parents' failure to participate in class life.

## **II. LITERATURE REVIEW**

The objective of this study was to identify the effectiveness of interaction between participants in the educational process using the Step by Step technology to increase parental involvement in the educational process of primary school in the formation of local history literacy of students with different educational needs.

Interaction between school and family is the interaction of teachers and parents in the process of their joint activities and communication. As a result, it develops both sides. Consequently, the interaction between school and family is the source and important mechanism for their development [3].

Cooperation between family and school becomes more and more actual and demanded [4], as novelty of the life management system of modern school is expressed in realization of the polysubject approach which provides participation in all affairs of school of subjects of educational process: teachers, pupils, the parental community.

Interaction as a form of regulation of relations built on the principles of voluntariness, equality of the sides, respect and consideration of the interests of participants in the educational process, responsibility for violations of agreements in relation to education should be understood as a partnership that involves social groups within the school: teachers, students and their parents. Partnership of an educational institution is built on the following principles:

- volunteering, which implies the right to voluntary and democratic inclusion in and exit from the partnership process;
- cooperation, which implies the equal inclusion of actors in joint activities;
- autonomy and responsibility in decision-making;
- cooperation realized in the joint creation of all actors in the partnership project;
- tolerance, which implies a high degree of tolerance and acceptance of the partners' individual characteristics;
- openness, as the partnership presupposes an open system, the possibility of expanding the persons interested in the project;
- social significance [5].

### **III. MATERIALS AND METHODS**

Our research has been conducted on the basis of theoretical and empirical methods, the main of which was the analysis of interaction of participants to the educational process, and the material served as a variety of types of organization of interaction with parents.

#### **Findings**

The study we conducted consisted of several stages. It involved 497 parents of pupils of General Secondary Schools No.34 and 43.

The purpose of the first stage of the experiment was to determine the initial level of parental involvement in the educational process of primary school, namely, parents' participation in the work of the class, organization of various activities, regular assistance to the teacher in the formation of local history literacy students with different educational needs.

We have conducted a survey and interviewed 497 parents. In compiling the questions, we used interview and self-assessment methods developed by C. M. Gurevich. We offered parents a list of questions and asked them to rank the answers according to their relevance. The data we received during the survey made it possible to assess their degree of engagement in school life and class life. In the process of analyzing the results of the methodology, we identified quantitative indicators reflected in Table 1.

**Table 1.** Forms and degree of parental involvement in the primary school teaching and educational process

Forms of involvement	Results %				
	Very rarely	Rarely	Sometimes	Often	Very often
Take part in class activities	50	28	19	1	0
Organize various events	48	30	17	2	0,4
Create equipment for games in the classroom	55	25	19	0,4	0
Help with logistics support	38	26	30	3	0,6

The results of this stage contributed to the understanding of the need for targeted work to involve the parent community in the educational process in the classroom model of teaching using the Step by Step technology. Therefore, at the second stage of the experiment, we developed and tested various ways of involving parents in the educational process using the Step by Step technology. These methods, in our opinion, will contribute to both improving the quality of interaction between the teacher and parents and students.

We believe that when developing local history literacy for students with different educational needs, the main thing in working with parents is to involve them in the educational process, and for this purpose it is necessary to diversify the forms of differentiated work with them in order to awaken interest in the life of children in primary school and to increase parental participation in various activities. For successful work, it is necessary to know well the family where the pupil is being raised. Therefore, teachers visit children at home two or three times during the year and provide qualified assistance to parents if necessary. Primary schools hold such technological contests as "Handicrafts made of natural material", "Homemade toys", "Dolls - fairytale characters", "Best play corner", "Manufacturing of non-standard equipment for physical culture corners". They help to know better the families of pupils [6].

Practice has shown that if a teacher prepares creatively for a meeting, actively involves parents in it, at the meeting gives examples of the organization of children's life and activity in families, it passes lively, interesting, effective. Teachers do not make up long speeches-monologues, but talk skilfully, using pedagogical situations, summoning parents to talk. They record children's stories on a tape recorder, prepare slides, show lessons on the subject of the meeting, and organize various exhibitions. In Step by Step classes, "club of humor" meetings are popular, where parents are given the opportunity to participate directly in various competitions, as a result of which they acquire pedagogical knowledge and skills. For example, on the theme "The game is serious", parents were divided into two teams and given homework cards. All the material they wanted to present at the meeting was put into various tasks and contests: parents explained the teachers' statements about the role of play in children's education and upbringing, and played different pedagogical situations. Leisure evenings are held in the form of competitions, for which parents are invited to participate. For example, primary school class leaders, with the support of the parent community, have held a competition for children and parents to do their daily homework. The jury of the contest, consisting of teachers and parents, evaluated the

pedagogically correct way in which the father and mother manage the children's activities and apply certain pedagogical methods and techniques.

Based on Step by Step technology, classes use active forms of working with parents. Welcome days were organized: each parent could attend any lesson, meet specialists. The first sprouts of mutual understanding with the family manifested themselves in a parent-teacher meeting called "Over a cup of tea". Parents told about the problems they have in teaching and raising their children. The school psychologist helped to understand difficult situations, offered to read the relevant literature [7]. It was interesting to meet with parents on the topic "Get to know yourself as a parent".

Questionnaires were offered, a video was shown where children talked about their family. The psychologist conducted a test "Family" and commented on the children's drawings, organized a game-experiment "Get to know your child" [8]. At the parents' meeting on the theme "Psychological features of children of primary school age", a video film with various pedagogical situations was shown with the participation of teachers, children with different educational needs, and parents; the questionnaires were analyzed together with the psychologist [9]. The following practical seminars were also held: "Doing homework", "Mastering with children", "Handicrafts made of natural material", "Growing up healthy". It was interesting to meet with parents on the theme "Purity is beauty". Children will remember "Bird Festival" for a long time, where parents read poems, sang songs, played musical instruments and told interesting stories about birds, and then built birdhouses together with children. Mothers and fathers showed their knowledge, erudition and ingenuity in the game "Out of the mouth of a baby". Adults gladly participated in games, sang in musical pauses, told funny stories. It became a tradition to hold "Collector's Day" with an invitation of grandparents: children together with their parents tell about their collections. Themes of such days-exhibitions: "Soft Toy", "Postcards", "Kinder Surprises". An interesting form of work with parents is holding holidays in class: "Daddy, Mom, and Me are a friendly family" (parents showed wit and imagination in fun contests), "Miss Sentiabrina" (moms demonstrated imagination, talent, creativity).

To make the younger students feel in class calm, comfortable, confident, on the central wall (behind the backs of students, in front of the board) there is a stand with photos of each child's family. The youngest pupil rejoices when he sees people close to him in the pictures, tells about his beautiful mother, strong and brave father, etc. Schoolchildren and parents of the evenings like very much: "New Year's Eve Meeting", "Christmas Fun", "Nauryz", "Our Dear Moms", "Best Daddy", etc. Each family tells something interesting about the culture and traditions of its family or people. Such evenings bring parents, teachers and students closer together and help create emotional comfort in the classroom.

Together with parents, excursions to the Museum of Fine Arts, visits to theater, zoo, circus, trips to nature are conducted, as it is an integral part of the formation of local history literacy of schoolchildren. A "Whyer Club" has been organized, where children together with their parents watch and discuss TV programmes, films, paintings and books. Pupils are given the opportunity to understand the information they receive. And parents, invisibly for themselves, with enthusiasm pass on their knowledge and experience. Younger schoolchildren start to perceive parents in a new way as allies, because a parent participating in all activities knows the problems and ways to overcome them, trying to understand the child's feelings, his activity,

his point of view [10]. The child, who constantly feels support, understanding of the parents, improves his or her self-esteem.

At the end of the experimental work we measured the levels of parental involvement in the educational process. The diagnostic results are presented in Table 2.

**Table 2.** Forms and degree of parental involvement in the primary school teaching and educational process

Forms of involvement	Results %				
	Very rarely		Very rarely		Very rarely
Take part in class activities	1	2	22	49	24,5
Organize various events	1,4	2,4	24	48	23
Create equipment for games in the classroom	0	3	24,5	49	22
Help with logistics support	0	1,4	26	51	20

These results show that the number of parents involved in the educational process has increased significantly from 1% to 49%. The number of those who took part in organizing various events increased from 2% to 72%. Thus, the obtained results serve as evidence of the effectiveness of using the Step by Step technology and the pedagogical conditions developed within the framework of this model as an organizational and pedagogical basis for the involvement of parents in the educational process of primary school and improvement of the quality of interaction of the teacher with parents and students, as well as parents and students among themselves.

#### IV. DISCUSSION AND CONCLUSIONS

Analyzing the results of our empirical study, we have come to the conclusion that in the formation of local literate students with different educational needs, it is necessary to organize the interaction in the triad of teacher-parent-pupil relations on the basis of the ways and means of interaction through the Step by Step technology. Based on an analysis of pedagogical work and our research, we have identified the main provisions that determine the effective organization and methods of primary school teachers' work with families:

Unity in the work of primary school and family in the upbringing and education of children is achieved when the goals and objectives of education and upbringing are well known and understood not only by teachers, but also by parents, when parents are familiar with the basic content, methods and techniques of education and upbringing of children and have mastered them to a certain extent.

Mutual trust in the relationship between teachers and parents; understanding the needs and interests of the child and their responsibilities as educators; strengthening the authority of the educator in the family and parents in primary school. Establishment of proper relations based on friendly criticism and self-criticism.

Formation of a parent community. Mutual assistance in joint work on education and upbringing of younger schoolchildren. Primary school assists parents in the education and upbringing of their children on a

daily basis and in a variety of ways. In turn, fathers and mothers help the primary school in a variety of educational and economic activities, thus taking care of the upbringing not only of their child but also of other children.

Studying the best experience of family education, promoting it among a wide range of parents, using positive methods of family education in the work of primary school.

The use of various forms of communication between the primary school and the family in their interaction: familiarization with children's life at home, in the family; pedagogical conversations with parents and other family members; consultations; group and general parent meetings; conferences, lectures, question and answer evenings; demonstrative forms of pedagogical advocacy and other forms of interaction with the family based on Step by Step technology. Individual and collective forms of work with parents complement each other. Daily informal communication between the teacher and the father or mother of the child creates great opportunities for individual work, to strengthen the connection between family and primary school.

Thus, the process of involving parents in the work of primary school in the formation of local literacy of students with different educational needs should be continuous and continuous, only then the understanding between teachers and parents will grow and strengthen [11]. The results of the experiment at this stage of the study give grounds to assert that the ways of working with parents within the framework of the Step by Step technology promote the active participation of parents in the life of children and their involvement in the community of an educational institution. The teachers have learned to use effective strategies of interaction with the parent community, various methods for maintaining continuous communication with families.

### Acknowledgments

The reported study was funded by RFBR, project number [19-313-90016](#)

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