Articles and Statements

Developing Pedagogical Culture of Parents in Kharkiv

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Novelty:
This paper contributes to the existing knowledge on the effective development of pedagogical culture of parents from Kharkiv.

Abstract

This article explored the essence and components of parents' pedagogical culture development using a mixed-methods approach. One hundred and eighty-two parents whose children study at secondary schools of Kharkiv were sampled randomly for this study. At the initial stage of the pedagogical experiment, parents were interviewed and subsequently made to fill questionnaires. At this stage, participants had low scores for all indicators. Subsequently, participants were subdivided into experimental and control subgroups. In the experimental subgroup, a methodology for parents' pedagogical culture development was administered while traditional knowledge on parenting was discussed among the control subgroup. Post-test results following this phase indicated that the experimental subgroup performed better than the control. This study has implications for policy, research and social interventions for parents.

Keywords: Child Development, Parenting, Pedagogical Culture, Pedagogical Experiment, Pupils, Teachers.

Introduction

The family is the primary medium for child development and competency formation. It also prepares children for life in the modern social conditions (Cudjoe, 2017). Generally, it is from the family that a child acquires first practical skills and builds regulatory norms for everyday life. The family is the major social institution which influences a person morally throughout life. It should be noted that the direct function of the family as a social institution is to teach a child the

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social experiences and cultural norms accumulated by humanity. Nonetheless, this socialization is possible only with sufficient level of pedagogical culture of parents. Also, it involves their continuous and multistage preparation for the performance of educational functions at home (Nikitina et al., 2015).

Pedagogical beliefs of parents help them avoid traditional mistakes in family education. Additionally, it makes them find the logical explanation and way out for non-standard situations and gain a certain amount of knowledge in pedagogy, psychology and physiology of children. Parents, in accordance with the Laws of Ukraine - "On General Secondary Education" (together with teachers and pupils) are equal participants in the educational process (Burlaka et al., 2018). Assuming all teachers have a higher professional education, then parents (except parents who are professional teachers) need appropriate pedagogical and psychological training. Teaching parents is an urgent need and challenge for modern society and schools.

The purpose of pedagogical education of parents depends on the level and quality of mastering a certain kind of knowledge by parents. Thus, providing them with assistance in organizing self-education and developing their educational skills and abilities. As a result, various social institutions like school, mass media, and special services are required to increase the pedagogical culture of parents (Wall, 2018).

Additionally, analysis of scientific literature (Doh et al., 2016; Holloway et al., 2014; Wall, 2018) shows that pedagogical culture of parents includes their pedagogical preparedness and maturity as educators, which gives real positive results in the process of family and social upbringing of children. The content of the pedagogical culture has the following components: knowledge of psychology, physiology, medicine and law; pedagogical knowledge and abilities and methods of communication, programs of development and methods of education, the value-moral consciousness of parents, their understanding of their role, responsibility in education and their pedagogical beliefs. If parents do not possess such vital knowledge, family education is carried out blindly. This affects the development of the children and their level of their education (Rowe et al., 2016).

According to Zakirova and Nikitina (2016), pedagogical culture is an integral part of the general culture of the parents. It equips parents with requisite experience for raising children in the family. Consequently, pedagogical culture of parents is embodied in creative educational activities. This serves as the basis for spiritually rich and fully developed personality. Also, it provides a complex and integrative educational approach to parenting behavior. Within the pedagogical culture of parents, sufficient preparation is made available for the upbringing of children in the family. Pedagogical preparedness of parents is characterized by knowledge in areas like psychology, pedagogy, physiology, hygiene, and other skills in raising children (Fonagy et al., 2007; Gerich et al., 2017).

The main parameters of pedagogical culture of parents are moral culture, culture of thinking, culture of speech, communicative culture, didactic culture, culture of labor, culture of gestures, physical culture, aesthetic culture and ecological culture. Moral culture reveals the level of parents' observance of moral norms. The culture of thinking involves the presence of critical reasoning. Likewise, linguistic culture is connected with the ability to speak modern literary language, which corresponds to the norms of literature, good diction, expressiveness and imagery, emotionality and richness of intonations. The communicative culture manifests itself in the ability to attract a child's attention, build trusting relationships with him/her, benevolence in communicating with others and be able to control oneself. Regarding didactic culture, it is the ability to optimally organize the educational process, provide the necessary motivation, and the possession of modern forms and methods of education (Fonagy et al., 2007).

Also, the culture of labor is manifested in the habit of caring about the qualitative and quantitative results of labor and in the ability to work efficiently and productively. Parents demonstrate the culture of gestures through the optimal use of gesticulation; the ability to choose a posture, signs and other motions. Aesthetic culture is ensured by the presence of aesthetic taste, adherence to the ethics of communication, aesthetic appearance of a human and environment. Likewise, ecological culture entails human's ability to behave properly in the environment and maintain personal hygiene while physical culture is associated with a healthy lifestyle. Based on this structure, pedagogical culture of the family can be seen as the interaction between parents and children, through the inclusion of different mechanisms, factors and activities (Nikitina, et al.,

2015; Zakirova et al., 2016). The purpose of this article is to reveal the content and components for developing pedagogical culture of parents.

Methods

We conducted a pedagogical experiment with parents (182 persons) whose children study at secondary schools of Kharkiv (Kharkiv Gymnasium № 116 of Kharkiv City Council, Kharkiv Gymnasium № 107 of Kharkiv City Council, Kharkiv Pedagogical Lyceum № 4 of the Kharkiv City Council of Kharkiv Oblast).

A pre-and-post design was chosen for this study. At the pretest stage, parents were interviewed and made to fill 42-item questionnaire. The 42-items consisted of 4 blocks: the first block was aimed at revealing knowledge about the pedagogical culture of parents, its levels, types and stages of development. The second – envisaged the diagnosis of skills to apply practically and the forms and methods of interaction with children. The third one – was aimed at determining the levels of self-confidence of parents with respect to the knowledge and skills necessary for the development of the pedagogical culture. The fourth – was intended to find out the difficulties that parents encountered in their interaction with children and teachers. It also identified possible ways to overcome these difficulties.

Consequently, the group was subdivided into 2 subgroups following the pre-test phase; experimental (EG) [n=92] and control (CG) [n=90] subgroups. A methodology for developing pedagogical culture of parents was administered to the EG. These included round table discussions on topics like: "How to help children learn" and "Peculiarities of bringing up children in the family". Also, consultation on the theme - "The child should grow healthy", seminar on the topic – "Methods of education in the family" were held for them. Finally, parent-pedagogical conference on the theme - "The Role of Books and Reading in Your Home" was constituted for the EG. However, the CG was offered traditional parenting concepts for discussion without formal guide.

Results

Pretest phase:

Findings at this stage showed a low level for all indicators among all respondents. Also, 78 % and 69% of respondents did not answer the questions - "what is the pedagogical culture?" and "what forms and methods of interaction are used in the process of education when communicating with children?" respectively. Summarising the results at this stage, we came to the conclusion that majority of respondents did not have sufficient knowledge about the basics of parents' pedagogical culture. Also, 78% of respondents believed that school headmasters, administration and teachers should organize the interaction between family and comprehensive educational establishment and only 18% of parents believe that each parent should be able to do this.

Posttest phase:

Following the pedagogical experiment, the arithmetic mean value $\overline{X_{K\Gamma}}$ (CG) is significantly different from that in $\overline{X_{E\Gamma}}$ (EG) [t = 2.69 > t = 1.96], indicating significant shifts that occurred in the process carrying out the methodology for the developing pedagogical culture of parents. The highest results were obtained for components like content (t = 7.33) and motivational (t = 6.36) criteria. However, there were positive changes (in particular, constructive (t = 5.87) for all three components (see Table 1).

Table 1. Levels of the developed pedagogical culture of parents (increase in %)

Components and levels	EG			CG		
	Pre-test	Post-test	Variance	Pre-test	Post-test	Variance
Motivational						
• high	1.62	75.08	+73.46	1.87	5.96	+4.09
• medium	35.92	24.92	-11.00	39.18	66.04	+26.86
• low	62.46	-	-62.46	58.95	28.00	-30.95
Content						
• high	2.91	64.08	+61.17	5.97	25.00	+19.03
• medium	32.04	35.92	+3.88	33.96	47.00	+13.04
• low	65.05	-	-65.05	60.07	28.00	-32.07
Constructive						
• high	11.00	78.96	+67.96	10.07	17.91	+7.84
• medium	42.07	21.04	-21.03	42.16	61.19	+19.03
• low	46.93	-	-46.93	47.77	20.9	-26.87

Discussion

The study showed that parents' pedagogical culture was best developed through active formal processes instead of traditional methods. The EG experienced significant increase in the motivational component, compared to the CG. Motivational component of pedagogical culture of parents is made up of a set of parental needs, interests, desires, plans and programs. Formation of this motivational component involves stimulating interests and desires of the parents, taking into account their individual settings (Movkebayeva et al., 2016).

In addition, the EG had significant increase in the content component of the pedagogical culture of parents. This part involves providing parents with reliable knowledge of the psychology and pedagogy for raising children. The main tasks in this capacity include care for the child's health, normal development of his perceptions and senses (eyesight, hearing, smell, taste and touch). Also, it includes the care for the child's comprehensive development, the formation of his speech, elementary knowledge and ideas about the surrounding world through the help of tales, songs, scribbles, tricks, riddles, speedboards and proverbs (Cudjoe, 2017). Other tasks like the creation of a favorable working atmosphere of cooperation and the involvement of the child in folk traditions, active participation in national and family holidays similarly aid psychosocial development.

The constructive component of pedagogical culture of parents is a collection of all types of skills and methods used in parents' educational activities. This provides practical skills for the creative realization of family upbringing of pupils. The complex structure and dynamic nature of the parents' pedagogical culture necessitate the following requirements to be met in the course of its formation. First, a holistic approach to the selection of a set of tools that provide the development of all components of pedagogical culture. Second, the levels of pedagogical preparedness of parents and their individual peculiarities. Third, the continuity in replenishment of knowledge and their close relationship with a personal practice of raising children by each parent (Fonagy et al., 2007; Movkebayeva et al., 2016).

Furthermore, it should be noted that the development of separate components of pedagogical culture of parents cannot take place in isolation. This is because each component necessarily leads to the perfection of another. Thus, the effectiveness of the development of pedagogical culture is ensured by a process in which the main attention is given to a structural model that has a programmatic, purposeful, holistic and continuous character. Such a model takes into account the subjective position of parents as carriers of national and universal values and is realized in their personal educational activities. The effectiveness of the development of pedagogical culture of parents is also facilitated by methods of activating the educational process of parents. This includes discussions on the problems of raising children, analysis of pedagogical situations, solving

pedagogical tasks, use of pedagogical games and individual tasks for parents, aimed at forming personal educational activities in the family (Currie, 2001).

Pedagogical culture of parents as seen from the results should be determined by the following indicators: availability and quality of psychological and pedagogical knowledge, views, beliefs, degree of developed abilities and skills in the education of children, and the stability of interest in the process of education in general. From the results, high, medium and low levels of developed pedagogical culture indicators were noted to have different effects of the outcome. Middle and low levels of each component were seen to have different negative difference after the post-test in the EG. High level which is the most preferable, include parents who had deep and conscious knowledge within the framework of family education. They also had high degree of developed basic skills and abilities and were systematically engaged in the upbringing of children, taking into account their age and individual characteristics, maintain regular contact with school and perform public duties (Nikitina et al., 2015).

Unlike the high level, the medium level included parents who generally had some minimum pedagogical knowledge, but they are not appropriately realized. These parents do not have a clear idea of the purpose, means, and methods of education. They are not always able to apply their knowledge in practice, and their educational skills need further development. Parents of this group generally attend classes for parents' teaching but rarely show activity in public affairs of class and school. More often, they perform one-time assignments and use the educational experience gained in the family. With the help of the school, parents of this group satisfactorily educate their children.

Finally, the low level parents lack part or full knowledge about family education, and were indifferent towards their children and their educational outcomes. They are indifferent to the education and upbringing of children. They do not know how to organize the life of children rationally to solve conflicts that may arise in the family. This leads to wrong selection of methods for parenting. Consequently, this group of parents is often a risk group (there are quarrels, alcohol abuse, cruelty, and inadequate love for children). Such families usually require special attention.

Conclusion

The essence of the concept - "pedagogical culture of parents", as discussed in this paper is the pedagogical awareness and maturity of parents as educators. This concept gives real positive results in the process of family and social upbringing of children. Analysis of the study's results led to the claim that most parents are not aware of the essence of the concept pedagogical culture, especially the forms of interaction with children, and this causes their fuzziness and disorientation in choosing the content, forms and methods for organizing interaction with children.

The effectiveness of the proposed methodology for developing the pedagogical culture of parents is demonstrated in this study. The results of the confirmed that, though the indicators contributing to the development of the pedagogical culture of parents in all groups were generally improved, the highest ones were recorded by the EG. Consequently, working with pupils' parents and families should be considered as one of the most important directions in the modern teachers' activities. At the same time, it could also be one of the most complicated tasks. Prospect for further study in the development of pedagogical technology that promotes developing pedagogical culture of parents is vital. This should be based on the organization of comprehensive educational methodology and parents' interaction.

Conflicts of interest

The authors declare no conflicts of interest.

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