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PARENTAL EDUCATION APPLYING PRINCIPLES OF ADULT TRAINING

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ABSTRACT: *The article discusses the involvement of parents in the environment pedagogization through andragogical systems. Priority education accrues to the family as the overriding social institute where people suffer first and most important socialization. Other public structures, socialization is a little later. Families with no auxiliary Institute, seeking to create and maintain the existing structures and relations in the country, while the main condition for realizing human potential, is an institution which has unique features, a significant impact on personality formation and social development.*

The family, as the first social institutions, has a major impact on children's education, but the child started attending an educational institution care for the child's education and upbringing are reduced. Parents stop to be interested in their child problems, achievements, then disposing of education and training to function in an education institution. Is commonly observed that few parents communicate with teachers, educational institutions are reluctant to participate in community life. The family as an institution leads to pre-school children's education office complexity. Development of parental rights and obligations appears from the need for them to find a qualified educational assistance to children's education area. Therefore, educational institutions are addressing both issues of parental education, development of formal models micro studying. In this way, it allows parents to learn the same environment in which nurtures and their children. This is consistent with parents' needs, helping them with teachers to address children's educational development issues. At the same time pre-school institutions is

enhanced by both parents, as adults group, a personal interest in education in general, as well as orientation to the pre-school modernization.

This article deals with andragogical system provided to parents to parents' engagement in school life, suitable for a child learning to create a climate, the motivation to maintain in order to make appropriate learning and life conditions. Andragogical means of encouraging parents to become involved in community activities in educational institutions as being of its members are active not only contributes to children's education institutions in management, but it will be acquired from the planning, coordination, organization and evaluation skills.

KEY WORDS: *andragogues, environmental pedagogization, educational institution*

Introduction

Twentieth century, the intensive pace of development of the system leads to “man and society” in a permanent change, and thus dictate a new educational dimension of thinking and an opportunity to review difficult “child - adult – education” for the links. This involves multi-integrals and the child and childhood education and understanding of nature - which involves continuous development of the child's socio-cultural conditions of society change. Children's education has long been seen only in adult human aspiration - and protects their children. These processes often have been based on the child and adult natural interaction, the development of childhood education as adult only process-based efforts. At the end of the twentieth century “a new social image of the child and childhood, which is based on personal childhood experiences with adults, and the desire to seek this experience sense in the children educational process and to build upon basic characteristics of childhood, referring early child social-cognitive access to self-knowledge and active the surrounding world.

Priority education accrues to the family as the overriding social institute, where people suffer first and most important socialization. Other public structures, socialization is a little later. Families with no auxiliary Institute, seeking to create and maintain the existing structures and relations in the country, while the main condition for realizing human potential, is an institution which has unique features, a significant impact on personality formation and social development.

However, the parents of the child's education begin to pay less attention to him after school, as all education, training, and training functions transferred educational institution. But we understand that the school without parental participation in community life, they are not interested in, or very little interested in stay on the achievements of children can not properly and fully implement the objectives entrusted to fully develop and personality. The purpose of Article-analysis of parental participation in the ways and means of environmental pedagogization through andragogical systems Object-pedagogization parental involvement in environmental systems using andragogical Methods-analysis of the scientific literature, logical conclusions

Parental cooperation with the pedagogical educational institution

Education and particularly social assistance is the family-based systems approach. C. Petr (2004), B. Thomlison (2002), argue that substantial changes to the family, one of the most effective strategies is a systematic approach to the family. This means that the family is treated as a monolithic, single unit and whole. Educational and social difficulties experienced by one member, operates, and any other family members (Varga, 2001; Walsh, 1998). O. Monkevičienė (2000) argues, “that parents are not encouraged to send their children to educational institutions begin to be introduced at the age of just one or two years. The age of puppy growth medium is most favorable to a loving, sustainable, responsible family. However, different - social, material, jobs - the reason, families education institutions in service “.

Parents-the largest and most influential directly connected with the school, or inside, interest group (Želvys, 2003). Educational institutions work depends very much on parental involvement in its activities. K. B. Walsh (1998); K.A. Hansen, R. Q Kaufmann, S. Saifer (1997); P.A. Caughlin, D. Heller, J.L. Stolberg, K.B. Walsh (1997), A. Juodaitytė (1999, 2000, 2001) and others indicate that a successful pedagogical co-operation can take place only in the dialogue where parents and children are as indivisible unit of education and training institution is inseparable from education at home. Human socialization begins in the family, which formed the grounds of personality, which establishes the more education institution.

The researchers (Stoll, Fink, 1998; Hoppkins, Ainscow, 1995) highlights that the successful cooperation between the teacher and parents have a positive impact on the child's educational performance, so parents and teachers must work together, and the interaction between teachers and children to keep a strengthening of the parents. S. Payne, P. Townsend and J. Williams (Gerulaitis, 2007) children's education and training in the context of the proposed partnership period. The partnership, according to the authors, necessarily implies two-way exchange. Such international instruments and documents as the UN Children's Convention (1989), a partnership is treated as a central principle.

The Partnership for the daily interaction between parents and professionals give meaning to (Erchul, 1993; Thomlison, 2002; Turnbull, 1997), allows

the participants to a common decision-making by consensus, they offer real choice, information sharing and joint responsibility.

Partnership and communication school can be formal and informal (Cook, Friend, 1991). There is importance of communication and informal educational institutions and parents, between parents and teachers (Usher, Bryant, Johnston, 1997). V. Gevorgianienė (1999) that suggests that the trips, general holidays, sporting events and other activities are conducive environment for parents to communicate informally with teachers, other children's parents, the child's friends. Parent teacher communication important to a reduction in a structured activity more pronounced parental relationship with the child, he claims the validity, relevance and nature of the assistance.

Morgan and Morgan (1992) points out things that need to be considered for the benefit of parents and educational institutions from the partnership: Partnership program and activity should be given considerable attention, if you want it to be useful, time savings will, strengths and resources. Cooperation has to be humane. Many partnership programs stuck in bureaucratic structures. Participating people want to get all the necessary information to recognize and feel a certain influence;

Educational institutions, the community is micro model society in which the children's quality of life for every community member assuming certain responsibilities and obligations. Parents and teachers are united by one common goal-the child's welfare (Jorutytė, Budreikaitė, 2005). A child-oriented horizontal issue when the harmonious family, and agree to an educational establishment, some of children in the family and kindergarten are complementary (Litvinienė, 2000). An educational institution is a community where intensive establish social relationships with different adults and peers, it affects the child's further integration into society. So this community is to create maximum conditions fostering cognitive, social, spiritual child development.

Lithuanian scientists (Gražiene, Rimkienė, 1993; Kalvaitis, 1995 and others.) Recognizes the tremendous parental role in creating an effective educational institution management system. Parents are encouraged to be involved in the educational institutions in the community, being active as its members are not only contributes to the nursery school of management, but it will be acquired from the planning, coordination, organization and evaluation of competencies (Jorutytė, Budreikaitė, 2005). Kalvaitis (1995) have shown that 81

per cent. Teachers evaluate and seek cooperation with their parents, but these are not the various forms of cooperation. In particular, parents are rarely involved in the organization of children's education process. Everard and Morris (1997) argue that managers must maintain close relationships with parents CSPE, because only in partnership for parents and educators can better control the education (learning) process.

School and family encouraged to cooperate On the civic - humanistic, social, education, publicity, openness, trust, self-care, a good climate of psychological development, the overall objective of the identification, optimization of educational process and other principles (Dobranskienė, 2002).

Environment pedagogization. Family-and child-raising authorities Cooperation rate

The school in order to foster the virtuous man, citizen, patriots of their homeland, must not close themselves from society, but to establish any possible links with the various social institutions and use them active work. According to I. Leliūgienė (1994, 1997) environmental pedagogization is a personality development/self one of the most important conditions. Micro-pedagogization condition is an educational institution of the family in the village and the development of cooperation. The main aspects of cooperation to be considered as follows: Child, developmental characteristics, capabilities and knowledge of talent; Educational goals and targets; Educational process for establishing the content; Exchange of information about the content of the process; Social role of children's environmental education; Educational efforts of the adjustment on the basis of educational impact analysis of the results of child development and suavity level assessment.

Child assessment is important for parents seeking to understand their child's behavior, self-education, success, failure causes. N. Dale (2000) has the following practical guidelines for professionals seeking the inclusion of parents and the child's evaluation of information sharing: Launching a dialogue, taking into account the parents' emotional state; Caution is needed, because teacher's communication style is direct participants in the communication process; Invite parents to share their thoughts, expectations, and to ask questions. This is fully developed dialogue; Login User

Content must be clear and concise. Need to avoid technical jargon and complicated lingo, the report use short sentences, simple and clear words; If message content is extremely complicated, it can be categorized (Fiske, 1990).

Basic parents (of) listening elements concentration and accuracy, empathy, and feedback. Often the family and pre-school institutions are based on the concept of human relations philosophy of conduct in support of family building, grounds (Hobbs, Dokecki, 1984). Such a philosophical position reflects the eco-family as a social system model and the prospects for empowerment (Zimmerman, Rappaport, 1998). It reflects the outlook of families is treated as the knowledge, skills and children's educational and training resources. Emphasis is placed on knowledge and skills to help parents make decisions, choosing and acting on a voluntary basis, the acquisition (Dunst, Trivette, Deal, 1996). Custom and family reflecting the individuality of the program encourages parents and teachers to achieve a common goal.

Education authorities must worry about how to involve parents in their lives. Epstein (1995) suggests the following list of practices to show how the educational organization is to implement:

- Fatherly- every household to create a supportive learning environment;
- Chat t, y clearly and directly informing parents about their activities;
- A voluntary basis, namely by means of voluntary parental and community support and promote it;
- Advice, namely advising parents how to participate in education and other children with the education-related activities;
- In its decisions, namely decision-making process involving parents and encouraging them to participate in the garden covers important matters;
- In collaboration with the community, namely through its resources and by using services that help families and children.

Teachers and parents of children with co-shaped Kontautienė (2006) divided into 2 main groups-the individual and collective. In today's educational establishment, usually subject to the following individual teachers' cooperation with the parents the following forms:

- Individual pre-scheduled interview with the child's parents at an educational establishment;
- Correspondence letters;

- Telephone calls;
- Daily from early unplanned conversation coming from the child's parents educational institutions;

Hargreaves (1992), Redding (2000) identifies key educational co-operation with parental principles: confidence, optimism, respect, and awareness. The researchers draw attention to possible errors and problems to be avoided in order to guarantee the success of parental involvement in school activities. First, that is too narrowly construed parental involvement is a simply formal meetings or other events visit the educational institutions. Second, the school is too small expectations. Often, it is considered that single mothers or low social class parents might not be able to provide any assistance and not be able at least as far as participation in school life. Third. There is an academic staff's lack of preparation. Teachers are able to mobilize parents so that their involvement would enrich the education process. Fourth. There is an inadequate time for planning. On employment parents are often unable to meet with teachers at a time that is favorable to the staff. Fifth, parents experience negative psychological and provisions for which they are to avoid contact with teachers and educational staff.

When working with families and parents it must take into account all the various context and environments that surround the child and his family (Winton, Baileyir, 1998). According to (Weiss, Kreider, 1998), a family-nursery program is effective only when they focus on interactions between the family (parents and children) and formal (educational institutions) and informal (friends) communications. It grows and the child and family. It is also increasing and educational institutions as a favorable environmental development, expertise.

Program to include parents in school community life and child development processes, objectives should be reflected in the principle of family support (Dunst, Trivette, Deal, 1996). The latter allows them to strengthen the competencies of the family. Family support is based on a unique family situation, reflects the values of cultural specificity and social characteristics of communities where the family lives (Dunst, 1995). Active communication and cooperation between all participants in the education process, it is important to organize the work so that everyone feels that they are equivalent to those team members together towards the objective.

The family as an institution leads to pre-school children's education office complexity. Development of parental rights and obligations occurs from the need

for them to find a qualified educational assistance to children's education area. Therefore, educational institutions are addressing both issues of parental education, development of formal models micro studying. In this way, it allows parents to learn the same environment in which nurtures and their children. This is consistent with parents' needs, helping them with teachers to address children's educational development issues. At the same time pre-school institutions is enhanced by both parents, as adults group, a personal interest in education in general, as well as orientation to the pre-school modernization.

According to A. Juodaitytė (2001) pre-school education institutions through the development of socio-educational parents of connecting families and the educational community. Providing opportunities for parents is practically participated in the development of child education. New parents' educational ideology is maintained in certain ways: creating the stakeholder groups and they offered non-formal education programs, which expresses the general change in public education ideas, and in particular a sustained, continuous training (learning). In this way, is supported by the new ideology of education is ensured in formal and informal adult education access. New socio-educational parents' conceptions of the early pre-school institutions are up to help them to overcome old stereotypes and the traditional approach to pre-school education. Through socio-educational development of pre-school institution functions better integrated into public education and adult education (learning) direction. At the same time it focus on realization of democratic and humanist children's development patterns. Emphasis is placed on constructive interaction with the adult children of a new, valuable context: The child's autonomy, freedom, independence, etc. In particular, great attention is paid to community - the democratic culture of adult life with a child to foster.

Note that these parents' educational emphasis of education:

- focus on a small child as a person, to the complete individual, his/her social competence characteristics;
- Activation of parents, encouraging them to focus on the early pre-school educational opportunities for institutions to interact with teachers, continuously offering them focus on the diversity of situations in a child's life.

A. Honing (1990) tends to emphasize the importance of parental involvement in pre school life of the community from the earliest possible age.

N. Haynes and J. Comer (1996) appointed by the three parental involvement in educational institutions the standard of living: 1) parental involvement in schools to support activities only when it is considered that this will enrich the child's educational skills, 2) universal parental involvement when parents respond to teachers' inquiries, and educational institutions involved in promotional activities, and in another, such as parents' meetings, creative afternoon, etc. 3) parental involvement in local body activities. This is time-consuming process, but parents know how the pot body, and what challenges it faces.

Parental involvement in children's education would increase the child's academic achievement, says Weiss, Kreider (1998). Parents shall give the institution new ideas and approaches are not only educational but also in other fields, as artistic, sports and education. (Comer, Haynes, 1996). However, according to scientists (Garriott, Wandre, Snyder, 2000; Turnbull, Turnbull, Ervin, Soodak, 1997) despite the favorable legal context, the parents still feel deprived of all rights and distant education system, providing assistance to their children: teachers are often reluctant to listen to their concerns, parents often took a passive role of observer and listener.

A. Juodaitytė (2002) according to communicating with teachers, friends and other people close to him see the child as it grows and expands social experience. According to the researcher, children's education is based on communication training plan is constantly changing and is improved because it is enrichment in other people's experiences. Children, teachers and other adult education promote communication with the following principles:

1. develops between the sphere of exchange of views between the adult and the children;
2. teachers have to keep an interest in collaboration as a key tool to stimulate communication interaction;
3. didactic education on the basis of unity of socialization can be seen as a process focused on the development of the child's social competence;

This education plan is tantamount to the process of the development depends on the communication interaction of the people who participate in it. Acquired a new teacher and children's communication competence is a measure for the new building plan for the development of experience-based and contain as equal partners involving children, teachers and adults, parents.

Conclusions

From the scientific literature analysis, it was found that the parents-the largest and most influential directly connected with the school, or inside, interest group. Educational institutions work depends very much on parental involvement in its activities. Successful pedagogical co-operation can take place only in the dialogue where parents and children are as indivisible unit of education and training institution is inseparable from education at home. Human socialization begins in the family, which formed the grounds of personality, which establishes the more education institution.

The school, often accusing the parents of children passivity education, most often unable to pay, and parents in community activities, encourage children's interest in learning and creative achievements. Parental involvement in community life programs is often not a time of parental expectations and interests. Parents are often still feel deprived of all rights and distant education system, providing assistance to their children: teachers are often reluctant to listen to their concerns, parents often took a passive role of observer and listener.

During andragogical systems in parents can be properly prepared to participate in community life education institutions, educational institutions included in community activities, being active as its members are not only contributes to the educational institution's management, they also gain from the planning, coordination, organization and evaluation of competencies and able to take the environmental pedagogization.

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