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SCHOOL-FAMILY PARTNERSHIP ON THE DEVELOPMENT OF PRIMARY SCHOOL STUDENTS' PERSONALITY IN TERMS OF VALUES

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The article presents the theoretical and praxiological benchmarks on education for national values of primary school children; there are presented the strategies that can be applied in the practical activity in order to improve the relations between the school and the family regarding the education for the national values of primary school children.

Keywords: *collaboration, partnership, family, primary school, primary school students, development of integral personality, culture, socialization, value, national traditions.*

PARTENERIATUL ȘCOALĂ-FAMILIE PRIVIND DEZVOLTAREA PERSONALITĂȚII ȘCOLARULUI MIC DIN PERSPECTIVA CADRULUI VALORIC

În articol sunt prezentate reperele teoretice și praxiologice privind educația pentru valorile naționale ale copiilor de vârstă școlară mică; sunt prezentate strategiile ce pot fi aplicate în activitatea practică în vederea îmbunătățirii relațiilor de colaborare dintre școală și familie privind educația pentru valorile naționale ale copiilor de vârstă școlară mică.

Cuvinte-cheie: *colaborare, parteneriat, familie, școală primară, școlar mic, dezvoltarea personalității integrale, cultură, socializare, valoare, tradiții naționale.*

Introduction

All the steps taken in education aim at creating a personality model. The personality prototype pursued is projected from the perspective of the ideal, the purpose and the educational objectives. The educational ideal anticipates the type of desirable personality that a community wishes to form.

In this respect, the Education Law of our country mentions: "The educational ideal of the Moldovan school consists in the formation of an initiative spirit capable of self-development, which possesses not only a system of knowledge and skills necessary for employment on the labor market but also independence on opinion and action, being open to intercultural dialogue in the context of the assumed national and universal values" [1, art.6].

Education has the mission of: a) meeting the educational needs of the individual and the society; b) developing human potential that will ensure quality of life, sustainable growth of the economy and people's well-being; c) the development of national culture; d) promoting intercultural dialogue, tolerance, non-discrimination and social inclusion; e) promoting lifelong learning; f) facilitating the reconciliation of work and family life for men and women [ibidem, art.5].

National consciousness, ethnic identity is formed from the earliest age, being defined in the formation of character and the development of norms of behavior. The development of an integral personality of small school age requires the inclusion of elements of popular creation in the educational process.

In this respect, the increasing demand for education forces the school to review its principles, objectives, structure, methodology and working style to respond adequately to the growing demands that society faces.

It is currently difficult for the family to be solely responsible for educating the young generation. Since there is a multitude of other external factors that influence the child's psyche, which parents and teachers need to identify and see how they can be harnessed from the perspective of adjusting to the value education opportunities.

The role of the teacher always remains at the forefront of the student's personality training. Although the influence of other factors has increased in the process of education, the teacher retains many prerogatives in this area, being the main modeling of pupils' personality, starting from imprinting external conduct, to formulating their aspirations and life ideals.

Conceptual landmarks of the school-family partnership

In the Republic of Moldova, the collaboration between family and school is provided by law and is reflected in regulatory documents. The Education Code of the RM (approved in 2014) stipulates in Article 135 (f) the

obligation of the didactic, scientific, didactico-scientific and leadership staff to work with the family and the community, thus creating unidirectional commitments [ibidem, art.135].

The partnership between school and family, according to L.Cuznetsov, should have the same purpose of forming the child's personality, integral and harmonious. Between these two educational factors there is a partnership report coming together to complement each other [2].

Defining the notion of educational partnership is proposed in the literature at the level of an operational concept. In this sense, S.Cristea mentions that the partnership in education defines a pedagogical reality of education systems open to non-formal education, family and local community, to all social actors [3, p.54].

E. Batranu mentioned that the family must be the first school in which children learn, together with the rules of behavior in life and society, the appreciation of work and the devotion to the homeland and the people. Through the models it makes available, the family is a true school of personality training, it establishes the child's behavioral moral culture [4].

Prerequisites and principles of successful partnership are: the existence of a common goal; equality of partners; the existence of a set of common values; clear rules for each partner; transparency; trust and mutual support; gaining mutual benefit; bilateral and permanent communication; the existence of an operational working plan, etc.

The family-school partnership has a special role in the functioning of the school because: the beneficiaries of the collaboration are, first of all, the pupils.

Children's benefits: Children feel the love and closeness of their parents not only through the attention and goodwill they are offered at home, but also through the interest they have in their activities at school; children are safer with them, the feeling of safety being absolutely necessary for achieving the inner balance and the harmonious development of the personality; children have the pride to see their parents in moments important to them.

Family Benefits: Parents have the chance to become participants in education through affective and effective involvement, through emotions lived with their children; parents have the opportunity to stay very close to children, to better understand them, to have the opportunity to observe them, to see how they behave in the team; parents know each other better and can collaborate easier when asked or a problem arises.

The advantages of the school: by getting closer to our parents, working with them, we can know the parent-child relationships; knowing the situation and the financial possibilities of the school, parents can contribute financially to the realization of some activities; by actively participating in the life of the school, parents will realize that it carries out a well-founded and organized educational and educational process.

Dysfunctions in the school's relationship with the family are: seldom the students' parents, are hardly attracted to the educational process in the school; attending, occasionally, parenting sessions organized by the supervisors or the director of the institution are considered by them to be sufficient to be aware of what the child does at school; some parents discuss with teachers only in critical situations for their children; others consider the school to be the only institution responsible for educating children; and worse the situation when the parent goes to work abroad and basically loses any connection with the school.

Operational objectives for a school-family partnership can be listed: conscious involvement of pupils and parents in their proposed activities according to their psycho-physiological capabilities and aptitudes; identifying and removing communication barriers; combating school failure, school dropout; improving the material basis of the school; counseling students and parents to become frequent and effective; improving relationships between school and parents, teachers and students, parents-parents, etc.

Ensuring a lasting relationship with parents can succeed by involving them directly as volunteers in various school activities. Thus, parents can participate in joint activities with their teachers with children: games, cultural events, excursions, etc. It is up to teachers, psychologists and the whole school to encourage parents to do this.

The school should become a center of educational activity for pupils and their parents. The partnership encompasses pedagogical and psychological lessons, initiating parents in education issues, scientifically grounding their pedagogical training.

Therefore, working with parents is crucial to creating an environment in which children feel happy and protected, feel attached to the family, and develop to their full potential.

Value education: theoretical aspects

Young school age is a favorable period of education for children's values. Education for national values in traditional practice is a source of unprecedented pedagogy.

In literature we find a wide range of definitions of education value, for example: education involves the formation of children's civic conduct based on the daily knowledge of the rules of social, democratic life in a state of law. At the same time, it aims at: initiating children in active, responsible behavior, able to tolerate and respect themselves and the others, are aware of their rights and duties, are free and open to other cultures. It also presupposes cultivation such as diligence, self-control, spirit of abnegation, self-restraint, mutual help, honesty, punctuality, social justice, etc.

Education has a national character. On the one hand, it stems from the experience of every nation, it is carried out within state and national boundaries on the background of a social life and traditions that have developed and perpetuated along the development of the people and nations concerned, and the other hand it is the expression of the social requirements of the respective society. Education, as a child's introduction into culture, means introducing it primarily into national culture.

National education is not a mechanical imitation of models that other people have set up as society is a living organism that changes and evolves, educational systems are constantly adapting not only to national specificities but also to the requirements of each given stage. Through its character, national education introduces the child into the culture of the people and exploits its creative potential.

From P.Andrei's research, we find the gnoseological moment, from the perspective of the knowledge of cultural creation, precedes and condition the axiological moment, its appreciation. Cultural creation crystallizes knowledge and expresses it in values. Notions, judgments, scientific theories, plastic and literary imagery, material productions are sensitive to valorization and become cultural facts. In turn, the valorisation of creations is important for knowledge insofar as they permeate the essence of things, processes, or relationships. So any value, the author finds, is an objectified content in a certain form. It becomes value, because it is subjected to an act of appreciation, of individual or social recognition of it. Without this appreciative approach, creation has no value. The value is given by the unity between the intrinsic qualities of the work, on the one hand, and the attitudes and appreciative approach of the subject, on the other hand [5].

According to the researcher N.Silistraru, the school facilitates the pupils' intrusion into culture and, at the same time, by forming their capacity to receive culture and creativity, prepares them for self-education through the reception of cultural values. Consequently, the school focuses on the empirical/spontaneous influences exerted on the child by the family, community, informal groups towards the formation of its value guidelines [6].

The child approaches culture from the earliest age, a process that continues throughout life. The family helps the child and offers protection in the first step he makes in life and without which he cannot do the other.

The influence of the family on the formation and development of the integral personality of children, from the perspective of the traditions, L.Cuznetsov argues, is exercised in three main ways: (1) through explicit, intentional education (it is a direct way); (2) by transmitting models of values, attitudes and behaviors (is an indirect way); (3) through the family climate (it is done through a path).

All this is done differently, from family to family, depending on variables such as: family type, socio-economic and cultural status, etc. Thus, a particular purpose of the family is the child's education that parents offer the child through family traditions [7].

Presentation of the project "Strengthening the school-family partnership on the development of primary school students personality from the point of view of values "

"Project – plan or intention to do something, to organize, to do a thing" (DEX) [8].

"Project – a set of integrated activities designed to achieve a predetermined goal within a determined timeframe and following an established action plan" [9].

Argument

Family and school are educational agencies with an overwhelming influence on the formation and development of the child's personality. An equally important factor is the relationship between the two educational instances, the reciprocal attitudes they develop, the position each of them adopts in the school-family relationship.

In the family and at school, the child acquires the cultural-national values, transforms them into own goods, learns to regulate their life according to their own. In this sense, this school age is the age of maximum

receptivity to the requirements of the integration of the child into social life. However, the social environment must be organized in such a way as to promote values, reject non-values and prevent deviations from compliance.

Presentation of the project "Strengthening the school-family partnership on the development of primary school students personality from the point of view of values "

Goal of the project: creating conditions for the organization of effective social and pedagogical interaction of the school and the family for the development of the personality of pupils of the lower grades on the basis of national values

Expected results:

- an increase in the number of people attending parent meetings, matinees, and individual counseling and assistants for events by – 10%.
- raising the pedagogical culture of parents, revealing the creative potential of parents, and improving family education.
- increasing the level of knowledge, valorification of value and the use of knowledge about folk art /popular creation by pupils

The objectives of the project:

- to stimulate the attention of parents to the problem of reviving national and family traditions, raising children's responsibility, pride in their people and family
- to apply various forms of psychological and pedagogical education of parents (cooperation pedagogy) in order to increase their cultural and educational level;
- to expand the parents' knowledge about the psycho-physiological features of children of primary school age;
- to teach parents to use in family the practice of effective forms and methods of education from the the positive experience of folk traditions and family pedagogy.
- strengthen school traditions of cooperation in working with families of students;
- provide methodological assistance to class leaders in improving the forms and methods of organizing work with parents

Type of activity: Practical-applicative.

Target group: direct beneficiaries: 56 students from "Dragoș Vodă" Theoretical High School, of which 29 children from the first grade and 27 children from the 4th grade; 56 parents / legal representatives of pupils\ guardians (with a diverse social status: servants, housewives and graduates); 50 students from IP "Universum" Theoretical High School, of which 25 children from the 2nd grade, and 25 from the 3rd grade; 50 parents / legal representatives of pupils\ guardians (with a diverse social status: servants, housewives, and graduates)

indirect beneficiaries: students, parents, teachers from other forms, or different schools from another geographical region.

Project duration: 6 months 2018-2019 (november to april), finalized with matinee, exhibition.

Venue: 1. Theoretical High School "Dragoș Voda", com. Staceni, mun. Chisinau

2. IP "Universum" Theoretical High School, Sarata Galbena, Hancesti rayon

Human Resources: Primary Teachers, School Psychologist, Methodist of the Institution.

Skills: Effective use of communication and specialized language; applying appropriate principles and methods to address historical sources; the relationship of elements and phenomena in society; written and oral argumentation of opinions in various communication situations; capitalizing on cultural heritage features; the use of elements of cultural and artistic language.

Monitoring and evaluation methods. During the course of the project, the technique of identifying the resources, their selection and interpretation, the way of organizing the activities through: a) visits to school and assistance to activities organized by the teacher; b) observation sheet; c) free discussions with project beneficiaries; questionnaires, tests, interviews; focus groups; evaluation of products made together by students and parents; video, audio and photo recording of activities, etc.

Action plan in the project

I. **Organizing the working team:** in one school unit, two teams of primary school teachers, a school psychologist, the methodist of the institution are organized. Participating teachers, psychologist and methodologist were informed about the purpose of the project and the calendar of activities (november 2018).

II. *Organizing the team of participants*: In one school unit, two teams of two-class parents are organized, coordinated by different teachers, which will target unique goals (november 2018). Responsible: participating teachers.

III. Initial, mediation and control *evaluation* (initial – november 2018; control – april 2019)

a) diagnosis of the de facto state of the partnership between the family and the school. Responsible: Project Coordinator/Leader. Tools: teacher questionnaire; parental questionnaire; the focus group.

b) determining the level of family communication, to find out what are the activities most frequently attended by children.

c) determining the level of knowledge by parents of the specifics of the organization of the value education process in the context of popular creation. Responsible: participating teachers. Tools: parental questionnaire; the focus group.

d) determining the level of knowledge, the level of valorisation and the utilization of knowledge about popular creation in pupils of primary classes. Responsible: participating teachers. Tools: student questionnaire;

IV. *Training parenting skills* on children's education for national values through organizing and conducting educational and instructive activities for parents on the following themes: "Full-time learning and development standards for children from 7 to 10 years of age"; "Educational enrichment of family traditions", "Particularities of small school development and national / behavioral values"; "Let's educate children concerning the beauty of Mother-land Natal"; "How to Help Children Use the Beauty in Personal Action"; "Educate a good citizen of our country", etc.

Responsible: participating teachers, school psychologist.

Didactic methods and procedures: *exposure* (mozaic, flash, leave me my last word!); *conversation* (aquarium, Quintilian's grid, Guided reading); *observation* (venn diagram; the reflective journal); *the exercise* (free associations; cinquain, freewriting, essay for 5/10 minutes); *demonstration* (group consultations, tour of the gallery, clustering, four-step argument, the graph T, starburst explosion); *discovery* (pens in the glass, debates, 6 "Why?" / 6 "Cum" / 6 "What purpose", blind hand); *problematization* (brainstorming, brainsketching, brainwriting, FRISCO, mind map, SWOT analysis, lost manuscript); solving a concrete pedagogical situation; shaping a sequence of the educational process; simulating a pedagogical situation; annotation of publications in the field; debating a problem and modeling a response with a common denominator (critical exposure, proposing solutions); assessment of behavioral manifestations of children.

Teaching materials: specialist documentation, worksheets, parent's guides, brochures, historical materials, literary, etc. Learning tools: Intuitive materials (photos, drawings, patterns, patterns, group layout); exercise sheets and parenting skills; evaluation sheets (questions-problems, difficult situations, description of conflicts, solving of didactic problems, etc.).

V. *Organizing and carrying out joint/ conducting common educational activities pupils with parents*:

a) extracurricular with the participation of parents and children: national holidays; popular games; activities, carols, scenes. Responsible: participating teachers and parents. Teaching methods and procedures: didactic games; demonstrate; modeling; group score etc. Teaching materials: brochures, historical, literary, etc.

b) extra-school with the participation of parents and children: visits to the educational museum; tours; watching children's shows with parents; additional reading, etc.

Responsible: project coordinator, participating teachers and parents.

c) the joint creation of handmade things by members of the family; game development; carols; different projects.

Expected outcomes: The development of extra-curricular activity with an educational character highlights the competences acquired at the study hours and outside the school (in the family), values them in a practical framework, freeing the freedom of action and encouraging the creative spirit.

At the same time, the presentation of common works in front of school colleagues ensures better knowledge and collaboration, more effective, more competitive, but also teamwork skills.

Responsible: children and parents. Methods and procedures: teamwork (family), etc.

VI. *Daily conversations and individual consultations*, which have as a message the individual information on behavioral problems of the child, the analysis of the causes that generated these manifestations, the exposure of suggestions to prevent unwanted situations, etc. Responsible: participating teachers, school psychologist, institution methodist, director of the institution.

VII. *Writing* once a week *the parents' newsletter*, which provided parents with information about the schedule, the theme of the week, songs, learned poems, announcements about shows, competitions, and some suggestions, tips for adults involved in the process of educating children in the family, reference to the researched problem.

Responsible: participating teachers, school psychologist.

Sustainability of the project: Running the project over 2 years can ensure effective partnering at the level of each school unit and, in view of its expansion, at national level by attracting more school units from different cultural areas.

Initial evaluation report/ insertion report:

In this article are presented some results of the surveys conducted by the author and primary school teachers from "Dragos Voda" Theoretical High School, com. Stuceni and IP "Universum" Theoretical High School, Sarata Galbena, Hancesti district, Chisinau mun. The survey was attended by 106 parents / guardians of primary school pupils.

The main findings of the de facto state of the partnership between family and school are:

- the weak link in cooperation with school from the perspective of active partnership;
- lack of active involvement of parents or false involvement in the education of children;
- insufficient knowledge by parents of the specifics of the organization of the value education process in the context of popular creation;
- family collaboration with the school and vice versa suffers from the lack of a clearer mechanism of parental responsibility for the results of their children, etc .;
- it was found that the most frequent ways of involving parents in school activity are: meetings with parents – 84,90%; matinees – 80,19%; individual consultations – 61,32%, assistants for activities – 42,45%.

The main findings in determining the level of knowledge, valorisation and use of knowledge about popular creation by 106 pupils are:

Levels (I – tall, II – medium, III – unsatisfactory)

- level of *general knowledge about folklore*: I (18,87%); II (54,71%); III (29,42%);
- level of *folklore exploitation in practical contexts*: I (16,03%); II (49,06%); III (34,91%);
- the *use of knowledge about folklore*: I (15,10%); II (47,17%); III (37,73%)
- folklore by students is partially known, rarely used by parents as a method of education;
- children's receptiveness to national values, practices of family traditions are low because of insufficient valorisation of their educational potential, etc.

Evaluation of the project "Strengthening the school-family partnership through education for national values in the small school"

At the final stage, correspondents gave totally different answers compared to the answers in the first questionnaire. The changes in the behavior of both parents and children have been profoundly felt.

Parents have changed their minds about the educational partnership, realizing how important it is to the primary school children, convinced that we are pursuing the same goals and we are interested in achieving the same goals.

They are aware that the best investment is in their child from a moral, spiritual, financial point of view. Investing today in his child, you will be able to reap the fruits tomorrow. A large part of parents began to spend more time to their child, to play together, to do various activities together with the child to develop their mental and physical processes.

The behavior of many students has changed well as a result of the ongoing collaboration of parents with school. Children are more friendly, more attentive to activities, more orderly, more confident in their own forces, more open, more motivated, proud that parents live with the child's interests.

The research has shown that parents' attitudes towards working with and changing their activities have changed. It has been found that the most frequent ways of involving parents in school activity are: meetings with parents – 94,34%; matinees – 84,90%; individual consultations – 80,19%; families valuation laboratory – 77,36%; assistants for activities – 75,47%.

The degree of involvement of parents depends on the level of professionalism of the teacher, his skills and his ability to communicate the pedagogical message to the parents, by thoroughly selecting the methods and forms of work, depends on the teacher's ability to motivate the parents.

To highlight the progress made in knowing the traditions, we will present the results with the data obtained at the final stage:

Levels (I – tall, II – medium, III – unsatisfactory)

- level of *general knowledge about folklore*: I (39,62%); II (60,38%); III (0%);
- level of *folklore exploitation in practical contexts*: I (37,73%); II (59,44%); III (2,83%)
- the *use of knowledge about folklore*: I (36,78%); II (59,44%); III (3,78%);

Discussions with pupils on the resumption of school work resulted in the following effects:

- *New knowledge* about: occupations, port, crafts, nature, creative work.
- *Appreciation* of the beautiful nature, of the one created by man, on the behavior.
- *Behavior in new situations*: in public transport, in cultural institutions, in relationships with newcomers, with colleagues.

Conclusions

In *conclusion*, the analysis of the obtained results demonstrates that in the experimental groups the level of education for national values has increased, which shows that some values have been formed in the children as a result of the collaboration of the school with the parents, which were trained by the teachers, the school psychologist and the methodologist institution in order to increase value education.

In this context, research has confirmed that the issue of the influence of school-family partnership occupies an important place in the multilateral development of the child. The results of the project are transferable to other sectors, can be multiplied, extended to a larger target audience, to another geographic region, etc.

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