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## ORGANIZATION OF INTERACTION BETWEEN PARENTS AND THE PRIMARY SCHOOL AS A BASEMENT FOR DEVELOPING MANAGEMENT EDUCATIONAL STRATEGIES

The article justifies the relevance of studying the problem of the family and the school interaction for improving the efficiency of management in primary education. The crisis in family education and trust between the family and the school determines the search the means and methods of improving the management of education in primary school.

**Key words:** primary education management; family-school interaction in Chinese culture; Chinese family.

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## ОРГАНИЗАЦИЯ ВЗАИМОДЕЙСТВИЯ С РОДИТЕЛЯМИ В НАЧАЛЬНОЙ ШКОЛЕ КАК ОСНОВА ДЛЯ РАЗРАБОТКИ СТРАТЕГИЙ УПРАВЛЕНИЯ ОБРАЗОВАНИЕМ

В статье обоснована актуальность изучения проблемы взаимодействия семьи и школы для повышения эффективности управления в начальном образовании. Кризис семейного воспитания, доверия между семьей и школой обуславливает поиск средств и методов улучшения управления образованием в начальной школе.

**Ключевые слова:** менеджмент начального образования; взаимодействие семьи и школы в китайской культуре; китайская семья.

**Introduction.** As early as more than 100 years ago, at the end of the 19th century, the cooperation between school and family has attracted the attention of relevant countries. Although quality education is strongly advocated, most of them still implement examination-oriented education system, but education is inseparable from the joint cooperation of family and school. At this stage, students' performance in school cannot be fed back to parents in time. Some ways of involving parents in the process of educating their children are just the opposite to the school, resulting in no connection between the two, invalid communication, poor educational effect, etc. The crisis of trust between home and school is becoming increasingly acute, and the relationship between them needs to be improve urgently.

The growth of students is inseparable from family education and school education. Especially at the elementary level, school and family must maintain close contact to lay a good foundation for children's physical and mental growth.

This research will help to determine the current problems in interaction between school and family.

**Main part.** According to General information about the education system in [1] the education system in China is constantly developing according to the fundamental requirements for the quality of education, and shows the deepening of various reforms in the field of education, the desire to move towards the modernization of education, the creation of a powerful educational system and the offer of education that meets the needs of the people, and also shows the achievement of new successes in all types of education for all levels (*www.moe.gov.cn*; June 16, 2020). Under this situation, the system of primary education in China consists of compulsory education, the examination-oriented education and quality education, urban primary schools and rural primary schools, private primary schools and public primary schools.

The priorities of deepening the reform of the compulsory education management structure, as well as to increase the level of modernization of the management capabilities of compulsory education are described in Several Opinions on Integrated Reform and Development on The State Council on the overall promotion of urban and rural compulsory education in the county [2].

Management of strategies for primary school students are described in different state documents such as: Punishment Rules for Primary and Secondary Education (for Trial Implementation), Primary and Secondary School Education Punishment Rules (Trial), Opinions of Ministry of Education promoting the Reform of Comprehensive Quality Evaluation for primary and secondary education [3—5].

In addition to state regulation and management at the school level, the organization of interaction between parents and the school is considered very significant in pedagogical science.

The school, being the most important social institution, is called upon not only to educate and educate the child, but also to pedagogically manage family education. The crisis of family education turns for the school not only in changes in pedagogical work with children, but also in the complication of work with parents.

Vasily Sukhomlinski believes that the effect of education depends on the consistency of school education and family raising. Home-school interaction requires teachers to conduct in-depth contact with students' families and parents to participate in school management, so that parent and teacher, home and school can be united. Regulating management strategies is effective for the promotion of family-school relations and the overall quality of primary school education from the perspective of parent involvement education [6].

At present, there is a large number of research on the home-school cooperation can be found in the academic field both at home and abroad, but only a few articles or researches on the management strategies of primary school can

be found in CNKI [7]. This situation indicates that the study on the ways and strategies to enhance the management quality of elementary education based on parent and teacher interaction is actual for China society.

The Chinese family has always been distinguished by a commitment to compliance and preservation of intra family and community traditions. The special value is represented by social relations, identification with a group, sharing of the lifestyle and the pursuit to common goals. It is in the family that children developed the experience of parental responsibilities, with the requisite skills to establish and maintain a certain atmosphere of interpersonal relations, habits of intergenerational interactions and family behavior.

Parent-teacher interaction in elementary school level means that families and schools share the responsibility for primary school students' learning and growth. Since primary school students are mostly children aged 6—12, they do not yet have a strong sense of responsibility. Therefore, home-school cooperation in primary schools is an essential part of building a responsibility system for primary school students' education. Home-school cooperation refers to the interaction and mutual influence between the family and the school in terms of the specific situation of young children, the characteristics of elementary schools, the educational needs and the family education methods. It can works out an education plan in order to give full play to the advantages of modern education, realize the all-round quality development of students, and maximize the educational effectiveness.

From current Punishment Rules for Primary and Secondary Education (for Trial Implementation), when a school formulates school rules and disciplines, it shall extensively solicit the opinions of faculty, students and students' parents or other guardians (hereinafter referred to as "parents"); if conditions permit, a hearing may be organized with the participation of representatives of students, parents, and relevant parties. School rules and disciplines shall be submitted to the parent committee and the staff representative assembly for discussion and shall be implemented after deliberation and approval at the principal's office meeting, and shall be reported to the competent education department for the record.

Teachers can organize students and parents to jointly formulate class rules or class conventions in the form of democratic discussions, which will be implemented after reporting to the school for the record.

Schools and teachers should attach importance to home-school cooperation and actively communicate with parents so that parents can understand, support and cooperate with the implementation of educational discipline and form a joint force. Parents should perform their education duties to their children, respect teachers' educational rights, and cooperate with teachers and schools in disciplinary actions against students who violate regulations and disciplines.

Parents who have objections to the educational disciplinary actions implemented by teachers or believe that the teachers' behavior violates the provisions of Article 12 of these rules may file a complaint or report with the school or the competent education administrative department. Schools and education administrative departments shall investigate and deal with them in a timely manner in accordance with the relevant requirements for the construction and management of teachers' morality and style. Where parents threaten, insult, or harm teachers, schools and education administrative departments shall protect teachers' personal safety and safeguard teachers' legitimate rights and interests in accordance with the law; in serious cases, they shall report to the public security organs in a timely manner and cooperate with the public security organs and judicial organs to hold them accountable.

At present, Chinese primary and secondary schools and kindergartens have made relevant construction requirements according to the guidance of the Ministry of Education on the establishment of parent committees for primary and secondary schools and kindergartens [8]. Communication helps children develop in an all-round way, makes home-school cooperation closer.

Let us consider in more detail the role of parent committees in modern Chinese primary education.

1. There is a clear understanding of the importance of establishing a parent committee in Chinese primary school. The healthy growth of primary and secondary school students and kindergarten children is the common goal of school education and family education. The establishment of a parent committee is of great significance for giving play to the role of parents, promoting home-school cooperation, optimizing the educational environment, and building a modern school system. In recent years, with the promotion and support of the education departments, some local primary and secondary schools have mobilized and organized parents to participate in the school's education, teaching activities and management through parent committees, and have achieved positive results. Faced with the new situation of educational reform and development, it is necessary to promote successful experience on a larger scale and establish parent committees generally. All local education departments and primary and secondary schools and kindergartens understand the importance of establishing parent committees from the perspective of running a satisfactory education for the people, and regard parent committees as an important part of building a modern school system with legal education, self-management, democratic supervision, and social participation. Establishing parent committees is an effective way of involving parents in education reform and development with close cooperation between schools, families and society in modern Chinese primary education.

2. The basic responsibilities of the parent committee. The Parent Council performs its duties under the direction of the school. It participates in school management. The Parent Council provides opinions and suggestions on school work plans and important decisions, especially matters concerning the vital interests of students and parents. It supports and actively cooperates with school education, teaching and management. The Parent Council can supervise the educational and teaching activities carried out by the school and helps the school to improve its work.

Participation in educational work of the Parent Council can be in several ways:

- play to the professional advantages and experience of parents and provide support for school education and teaching activities;
- play to the resource advantages of parents and provide educational resources and volunteer services for students to carry out off-campus activities;

– play to the advantages of parents’ self-education, communicate and publicize correct educational concepts and scientific educational methods.

The Parent Council helps to communicate school and family. They inform parents about the school’s recent important work and measures to be taken, and listen to and convey parents’ opinions and suggestions on the school’s work.

3. Formation of parent committees. To establish a parent committee, schools play leading role. The strategy how to implement the school’s organizational responsibilities together with parents, and incorporate them into the school’s daily management builds on such rules as:

- it is necessary to respect the wishes of parents;
- fully listen to their opinions, and arouse the enthusiasm and creativity of parents;
- according to the development of the school and the actual situation of parents flexible measures should be adopted.

Parent committees can be established in qualified public and private primary and secondary schools and kindergartens. Various organizational methods ensure that the work of the parent committee is effective. The school organizes elections of parents of students who can represent the wishes of all parents in the parent committee in accordance with certain democratic procedures and the principles of impartiality, fairness and openness, and on a voluntary basis. In particular, the leader of the parent committee should be selected. There are some requirements for candidates in parent’s committee members. Members of the parent committee should have correct educational concepts, master scientific educational methods, be enthusiastic about school education, have dedication, have certain organizational management and coordination skills, be good at listening to opinions, handle affairs fairly, and have a strong sense of responsibility, so as to win the trust of parents.

4. The positive role of the parent committee in supporting the school’s work. Usually the parent committee focuses on the outstanding problems of school and family education, especially on moral education, ensuring the safety and health of students, promoting the reduction of schoolwork burdens for primary and secondary school students, and resolving conflicts between home and school. Parent committee plays an important part in work with the school to do a job of moral education.

The main activities of parent committee in this way are:

- communicating with the school in a timely manner the students’ ideological status and the collective situation of the class;
- interviewing parents about the students’ performance in the family and their views on the school and teachers, and work with the school and teachers to affirm and praise the students’ progress, and solve and resolve the difficulties encountered by the students;
- assisting schools with safety and health education, cooperation with schools to improve students’ safety awareness and self-protection ability, and support schools to carry out sports and social practice activities.

5. Providing interaction between parent committee and local school administration. Local education departments at all levels try to strengthen the role of parent committees, by establishment of parent committees on the work agenda and collection specific implementation opinions and measures.

The establishment and organization of parent committees is one of the training contents for educational administrative cadres and principals of primary and secondary schools. Timely summarizing and promotion the good experience and good practices of the establishment, improvement and development of the parent committee is popular in Chinese primary schools. Local education departments are responsible for providing the necessary conditions for the parent committee to carry out its work. The main direction of educational management is to improve the school’s scientific and democratic decision-making mechanism to ensure that the parent committee effectively participates in school management.

Another way of cooperation the school and the family is the open education and teaching activities to ensure the participation of parent committees in educational work. It helps in establishing a joint meeting system between the school and the parent committee to regularly report the situation, ensure smooth communication channels, and ensure that the parent committee works in a lawful, standardized, orderly and effective manner.

At the same time interaction between families and schools is becoming more and more relevant and in demand. Both sides present their often fair claims. So, teachers complain about the lack of parents for the school life of their children, often poor education, lack of moral characteristics, passivity. Parents, in turn, are dissatisfied with excessive workloads, the indifference of the teacher, and coverage in the children’s team.

**Conclusion.** By analyzing the current situation of home-school interaction and the official documents on this topic in the system of education in China allowed to determine to a low level of home-school cooperation in primary school education. Problems of primary school education management and home-school interaction can be solved on the basis of applicable pedagogical strategies which are to be analyzed and developed in the context of Chinese family traditions and culture.

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## TEACHING CHINESE DIALECTS AS A PEDAGOGICAL PROBLEM

The article justifies the relevance of studying the problem of Chinese dialects language education in primary school.

**Key words:** standard Chinese; Chinese dialects; language education.

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## ОБУЧЕНИЕ КИТАЙСКИМ ДИАЛЕКТАМ КАК ПЕДАГОГИЧЕСКАЯ ПРОБЛЕМА

В статье обосновывается актуальность изучения проблемы обучения диалектам китайского языка в начальной школе.

**Ключевые слова:** стандартный китайский язык; китайские диалекты; языковое образование.

**Introduction.** China has a vast territory, a large population, and many kinds of languages. Up to now, the history and culture of China continues. However, Standard Chinese had long been in common usage. This trend maybe led to some dialects die out, at last to simplify the language.

In fact, Chinese dialects and standard Chinese are important communication tools for modern people. In essence, standard Chinese is formed through processing and standardization based on Chinese dialect, which is the source of standard Chinese. For example, we have studied classical Chinese since primary school. In fact, the expressions of dialects in many areas are very similar to classical Chinese. In teaching, making full use of these dialect resources is conducive to enhance the effect of learning and grasp the connotation of Chinese more comprehensively.

At present, although some colleges and universities have set up elective courses of Chinese dialect, there is a serious lack of Chinese dialect education in primary and secondary schools. Chinese dialect is a very important language resource and a very important material for language research. Therefore, it is necessary to study the teaching conditions and characteristics of Chinese dialects and bring this course into primary schools and widely usage.

**Main part.** Modern Chinese has the distinction between standard Chinese and Chinese dialects. Different regions have different cultures and languages. The Constitution of the People's Republic of China provides for the use of standard Chinese as the common language in China. According to statistics, there are at least 1.5 billion people in the world who use standard Chinese, accounting for 20% of the world's total population.

There are 55 national minorities in China. The Constitution and other legislative acts of the country not only define the equality of all nationalities, but also clearly state that the state provides assistance to national minorities and areas of national autonomy in the development of the economy, culture, etc., honors their national traditions and customs of social life. This is the root cause of the long-term close unity and cooperation of all the nationalities of China. The state invariably respects and guarantees the right of national minorities to use and develop their national languages and scripts. On June 19, 1991, the State Council approved and sent out the "Notice for the Report on the Further Improvement of Activities Concerning the Languages and Writings of National Minorities", which contains a requirement to strengthen the legal framework for the use of national languages, its proper standardization and information support, in order to promote the development of translation, publishing, educational, information activities, radio and television broadcasting, cinematography, the systematization of old publications, to advance