

# HUMANE PARENT-CHILD RELATIONSHIPS: PEDAGOGICAL CONDITIONS OF THEIR FORMATION IN EXTRACURRICULAR ACTIVITIES OF THE SCHOOL

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**Annotation.** The study reveals the theoretical and applied aspects of the work of the educational institution on the formation of humane parent-child relationships. Based on the analysis of scientific views on the essence of humane relations, the essence of the «humane parent-child relationship» concept is actualized.

Pedagogical conditions of humane parent-child relationships formation in extracurricular activities of secondary schools are substantiated (enrichment of cognitive, emotional-value and behavioral-activity components of humane mutual relations of Junior students, teenagers and their parents in extracurricular activities of GEI; increase of parental competence with the goal of humanization of parent-child relationships in family; focus of form masters in elementary and primary schools on the formation of humane parent-child relationships; coordination of teachers' and parents' educational items in shaping a humane parent-child relationships on the principles of partnership; organization of cooperative cultural and leisure activities of parents and children of younger and teenage age, aimed at optimization of humane relations between them).

The article reveals the content and methodological support for the implementation of these pedagogical conditions in extracurricular activities of GEI.

**Key words:** humane parent-child relations; general educational institution; teachers; parents; younger students; teenagers.

# ГУМАННІ БАТЬКІВСЬКО-ДИТЯЧІ ВЗАЄМИНИ: ПЕДАГОГІЧНІ УМОВИ ЇХ ФОРМУВАННЯ У ПОЗАУРОЧНІЙ ДІЯЛЬНОСТІ ШКОЛИ

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**Анотація.** У дослідженні розкрито теоретико-прикладні аспекти роботи загальноосвітнього навчального закладу з формування гуманних батьківсько-дитячих взаємин. За результатами аналізу наукових поглядів на сутність гуманних взаємин актуалізовано сутність поняття «гуманні батьківсько-дитячі взаємини».

Обґрунтовано педагогічні умови формування гуманних батьківсько-дитячих взаємин у позаурочній діяльності загальноосвітнього навчального закладу (збагачення когнітивної, емоційно-ціннісної та поведінково-діяльнісної складових гуманних взаємин молодших школярів і підлітків з батьками у позаурочній діяльності ЗНЗ; підвищення батьківської компетентності з метою гуманізації батьківсько-дитячих взаємин у сім'ї; орієнтація класних керівників початкової та основної школи на формування гуманних батьківсько-дитячих взаємин; узгодження виховних позицій вчителів і батьків у формуванні гуманних батьківсько-дитячих взаємин на засадах партнерської взаємодії; організація спільної культурно-дозвілєвої діяльності батьків і дітей молодшого шкільного і підліткового віку, спрямованої на оптимізацію гуманних взаємин між ними).

Розкрито змістово-методичне забезпечення реалізації означених педагогічних умов у позаурочній діяльності ЗНЗ.

**Ключові слова:** гуманні батьківсько-дитячі взаємини; загальноосвітній навчальний заклад; педагоги; батьки; молодші школярі; підлітки.

**Relevance of the research.** The acceleration of the pace of social dynamics, transformation of social ideals, globalization challenges and orientation to the common European space, which are observed in modern Ukrainian society, put forward increased requirements for the formation of models of intra-family interaction, in which the person appears to be the subject of real relationships in process of establishing and developing on the basis of humane moral values. At the same time, the modern family, being on the verge of different value concepts and moral ideals, is experiencing transformational changes that often cause the destructiveness of its educational function, the erosion of established educational traditions, the reduction of parental responsibility, the growth of alienation between parents and children. The number of divorces and single-parent families with children born out of marriage is growing, and the traditional structure of the family is being destroyed (the number of alternative, distant, marginal families is increasing). In this context, the relevance of addressing the problem of humanization of parent-child relationships, particularly the coverage of pedagogical conditions of their formation, is undeniable.

**Analysis of recent research and publications.** The researches on the problems of interaction between family members with each other and with the environment, establishing the system of family values were made by Y. Azarov, A. Kononko, V. Kuz, S. Ladyvir, V. Postovyi, R. Serezhnikova,

A. Suhomlinska. The questions of pedagogical culture formation of parents were considered by T. Alekseenko, O. Dokukina, O. Zvereva, V. Kravchenko, L. Povalii, S. Tolstoukhova, O. Khromova; problems of conscious parenthood formation were researched by L. Bunina, V. Kravets, V. Kikineji, O. Kiz, G. Laktionova, R. Ovcharova, J. Petrochko and others.

In pedagogical discourse some aspects of interaction of parents with children of different ages were investigated, namely: the culture of family relations (V. Kosareva, I. Kulik, I. Sidanich, etc.), organizational-methodological issues of pedagogical education and self-education of parents (A. Dobosh, A. Dokukina, I. Dubinets, etc.); peculiarities of socio-pedagogical work with family (V. Bezludna, O. Bezludnyi, Z. Petrochko, T. Fedorchenko, etc.).

**Formulation of the article purposes.** The purpose of the article is to highlight the essence of the concept of «humane parent-child relationship» and the justification of pedagogical conditions of their formation in the interaction of educational institutions with the family.

**Research result.** The leading idea of the study is the statement, according to which the humane father-child relationships are such bilateral dynamic subject – subject interpersonal relationships, the basis of which is the synthesis of moral knowledge, motives, feelings, which causes a conscious mutual emotional-value attitude of parents and children, which is manifested in real behavior.

The presence of the humanity trend in parent-child relationships depends on the formation of the value system of reference points of the subjects of interaction. Humane interaction can be established in their minds, accompanied by a variety of experiences, emotional and sensual reactions and manifested in interpersonal relationships as kindness, responsiveness, care, mercy, empathy, mutual assistance.

The efficiency of formation of humane relations between parents and children of different ages depends on the participation of family and school in

this process the two equitable educational partner institutions that codetermine and co-enrich each other.

The Concept «New Ukrainian school» developed by the Ministry of education and science of Ukraine (2016) provides for a new content of education based on pedagogy based on partnership between students, teachers and parents. This is one of the key components of the new school formula. The understanding of the family as a subject of self-development and self-regulation, and not as an object of pedagogical influence is primary. This, first of all, aims to improve its subjective position, socio-pedagogical and psychotherapeutic activities.

Understanding the family as a system that has its structural, functional and genetic links, taking into account the commonalities and differences of educational pedagogical influences, on the basis of consistency and voluntariness, mutual interest of the participants of interaction (parents, children, teachers), the school, represented by the form master, initiates and coordinates educational work with students and their parents to form humane father-child relationships. Humane-value approach to the organization of such work in the educational environment of the family and extracurricular activities of the school, on the one hand, provides self – realization of the individual, on the other - contributes to the development of society.

Analysis of the source base and the actual state of the problem under study gave the opportunity to identify and substantiate *pedagogical conditions* of humane parent-child relationships formation: enrichment of cognitive, emotional-value and behavioral-activity components of humane mutual relations of Junior students, teenagers and their parents in extracurricular activities of GEI; increase of parental competence with the goal of humanization of parent-child relationships in family; focus of form masters in elementary and primary schools on the formation of humane parent-child relationships; coordination of teachers' and parents' educational items in shaping a humane parent-child relationships on the principles of partnership; organization of cooperative

cultural and leisure activities of parents and children of younger and teenage age, aimed at optimization of humane relations between them.

According to the first pedagogical condition – *enrichment of cognitive, emotional-value and behavioral-activity components of humane relationships of younger students and teenagers with parents in extracurricular activities of secondary school* was due to the implementation of the program «Steps to humanity in relationships» (separately for younger students and teenagers). These programs consisted of four stages (steps) according to the selected components of the concept of «humane relationships» in relation to children (cognitive, emotional-value, behavioral-activity).

Step 1. «What is humanity». Objective: the realizing the terms «humanity, «humane qualities», «humane relationships» by the younger students and teenagers; awareness of humanity as the highest value, the norms of humane interaction between people, especially children and parents.

Step 2. «I am a humane person» Purpose: formation of the ability of younger students and teenagers to assess their own emotional states and manifestations, to realize and to feel the needs and experiences of others (especially parents), to manage their own emotions; education of the desire to be a humane person and to show humanity in relationships with family.

Step 3. «The manifestation of humanity in relations with relatives». Purpose: mastering moral norms of communication and behavior in the family by younger students and teenagers, the acquisition of skills to apply them in real life; the formation of skills to adequately assess their own actions and the actions of others in relation to their «humanity»-«inhumanity», to express value judgments, to prevent conflict situations and peacefully solve them.

Step 4. «Rules of humane conduct in the family». Purpose: observance of the rules of humane behavior in the family by younger students and teenagers, the formation of skills to show cordiality, sensitivity, care, mercy, compassion, empathy for others, parents in particular; skills to help parents in various situations, the ability to make moral decisions.

To process the theme of the named blocks four topics for each grade (1 through 9) were given, conformable topics for teacher-parent meetings were set.

Selecting topics for educational hours with younger students and teenagers, the principle of continuity was adhered, which provides for the rational use of previously acquired knowledge and habits in the study of the proposed material and preparation for a conscious perception of subsequent topics, and also aims to timely increase the requirements for students in the subsequent stages of the formation of humane relationships of children and parents. This approach contributes to absorbing strong, deep knowledge and skills by the students.

In the process of implementation of programs used both traditional forms and methods of educational work with younger students and teenagers (conversations, messages, homework, etc.), and the forms and methods of problem-search character (role-playing games and exercises, staging situations, discussion of fairy tales, moral and ethical stories, reflection, game situations, discussions, situations of moral choice, drawing up a mini-program of development and others).

In parallel with educational hours reflexive training for teenagers «Parents and children» was introduced. Training sessions in the experiment were models of various life situations of interpersonal interaction, in which students mastered communication skills, learned to understand the reasons for the choice of behavior in different situations, defending their own opinion, refusal, expression of gratitude; they learned constructive ways out of conflict situations.

Training sessions covered the following stages: the first stage – organizational (acquaintance of group members, primary diagnostics of participants, clarification of their psychological problems and expectations); the second stage – self-determination of the individual in the group (distribution of positions and roles, development of rules of group interaction); the third stage – rethinking and expansion of knowledge about themselves, about the reasons for their actions against the background of others, correction of their own ways of

behavior and communication, awareness of their stereotypes and attitudes; the fourth stage – design of the desired image of themselves, clarification of their ideals and guidelines, development of strategies and tactics of effective interpersonal communication; the fifth stage – diagnostic (understanding the changes that have occurred with the participants of the group training) for reflection.

During the reflexive training dialogical interactions, information technologies, narrative techniques, various active exercises («Let's play family», «Family sculpture», «Family stories», «Connected by one chain», «My family now and in the future») and others were used. Also meetings of «Analytical club» with teenagers were held, the Internet technology «Family tree» was used, individual consultations «the Response to the appeal to the psychologist» and group discussions about the execution of game tasks were held.

Considering *the increase of parental competence* on the problem under study as one of the pedagogical conditions we have identified, we understand this new formation as a sufficient psychological and pedagogical willingness of parents to form humane relations between them and children of primary school and teenagers. This willingness is characterized by: 1) a certain amount of knowledge: the essence of the concepts of «humanity», «humane relationships»; knowledge about the age and individual characteristics of young children and teenagers, awareness and recognition of the independent value of each child, knowledge of their rights; knowledge of optimal methods of education and educational strategies and tactics (indicators of cognitive component); 2) manifestation empathic ability, the desire to show humane feelings (kindness, responsiveness, care, mercy, compassion, empathy) to the child; the desire to recognize the self-worth of the child and to provide the necessary and timely assistance in his personal development (indicators of emotional and value component); 3) the ability to educate children on humanistic principles, the ability to recognize the value of the child and to provide the necessary assistance in his personal development, the ability to independently search for optimal

educational strategies and tactics and settlement of conflict situations (indicators of the activity component) [5, p. 219].

On the basis of this structure, in order to improve parental competence in the formation of humane parent-child relationships, the programs «Educate humanity in relationships with younger students» (for parents of students in grades 1-4) and «Educate humanity in relationships with adolescents» (for parents of students in grades 5-9) were introduced in the work with parents. In the process of developing these programs we based on the results of the theoretical analysis of our study, which allowed to identify the main characteristics of humane parent-child relationships, to determine the psychological and pedagogical conditions of their formation and to choose the most effective and correct psychological and pedagogical assistance to parents in building certain relationships with children. The main tasks of these programs are: acquisition of parents of children of younger school and teenagers psychological and pedagogical knowledge on the problem of humane parent-child relationships formation, development of skills to build such relationships with children, correction of existing violations in parent-child relationships based on the interactive approach; the organization of the complex psychological and pedagogical assistance to parents in the formation of the humane relations with children; content improvement of cognitive, emotional value and behavioral activity components humane parent-child relationships.

Familiarization of parents with the theoretical provisions in the framework of the implementation of these programs is accompanied by a specific analysis of educational work in the family, the joint search for the best ways to solve a specific pedagogical situation, the use of practical training on the problem of humanization of parent-child relationships, provides tasks for independent work of parents and recommended literature on family education of children.

In preparation for teacher-parent meetings, it is necessary to prepare their program and a list of issues for discussion in advance, which aims to help avoid



unnecessary questions from parents and save time to cover the planned topics for consideration.

In order to reveal the essence of certain theoretical issues on the problem of research parents were not sufficiently aware of, form masters use mini-lectures, the theoretical provisions of which are revealed in close connection with the practice of family education. During the lecture or at its end parents are involved in a reflective conversation, which aims not only to find out the degree of understanding of the proposed topic, but also to specify the essence of the provisions.

The successful implementation of these programs predetermines the consideration of such principles as: *awareness*, which provides for the possibility of parents' awareness of their parental positions, attitudes, methods of educational influence in terms of their correctness and appropriateness in the family education of the child; through awareness of the dependence between the problems in the relationship with children and their own attitudes, parents can change their style of behavior towards children and develop a more effective in terms of humanity. This, above all, concerns the parents' understanding of their own ineffective ways and stereotypes of interaction in relations with the child with the subsequent rethinking of their educational tactics and changing it to a more appropriate one; *volunteerism*, which in the process of the program implementation adjusts parents to a conscious desire to be guided by humane forms and methods in their relationship with the child; the desire to communicate and interact with the child, moving away from authoritarian dogmas, instead gaining new experience of constructive and humane interaction, and supports the natural interest of parents in finding effective ways to interact with the child; *systematism* and *consistency* – suggests that psychological and pedagogical support of parents by teachers in the formation of humane parent-child relationships is carried out consistently and systematically, because in compliance with the logical links the assimilated material is remembered better.

Therefore, it is important that knowledge and skills concerning the building of humane parent-child relationships were assimilated by parents consistently and in a particular system, provided that the following knowledge and previous contact are the basis for the assimilation of new knowledge; *activity* – is that the internal position of the parents, which is the result of their own activity, serves as the systemic element forming humane parent-child relationships. So the creation of conditions is important for the parents' acquisition of conscious desire to change their inhumane behavior towards the child (in case of presence of such behavior), desire to learn new and effective forms of interaction with the child, taking to the account ones age and personal characteristics; *relying on internal potential* – provides for the organization of psychological and pedagogical support of parents while building their confidence in their educational opportunities in terms of building humane relationships with children that helps parents to use their internal resources more confidently to establish their importance, self-efficacy; the principle of *regular feedback* allows parents to easily obtain information and advice on humane interaction with the child from the form master (school psychologist, school social pedagogue). The purpose of providing such information is to help parents adjust their behavior, forms and methods of communication and interaction with the child.

In addition to traditional forms, such as the mini-lecture and discussion, various creative discussions, tasks, games, exercises, discussion of problematic situations, interactive lectures, informational discourses, e-mails, listening to audio recordings of the children's answers to the questions of the psychologist (anonymous), listening and active discussion audio explanation radio and television («My family is my fortress», «Parent clock», «Shkolada»), watching television («Ukraine speaks», «Honey, we're killing our children»), familiarization with cultural sites («The Internet encyclopedia of family», «Ukrainian family resource», «Child psychology for parents»), conducting individual and group consultations were used in working with parents.

The third pedagogical condition – *orientation of form masters in elementary and primary schools on the formation of humane parent-child relationships* was addressed through implementation of the seminar program «Optimization of the humane parent-child relationships formation» for the teachers of the pilot institutions (form masters, school psychologists, etc.). The theoretical basis of the seminar were works of domestic and foreign researchers of humanistic education problems (T. Alekseenko, S. Amonashvili, I. Bekh, O. Boyko, M. Boryshevskyi, A. Wyshnevskyi, T. Demianiuk, V. Kirichok, O. Savchenko, O. Sukhomlynska, V. Sukhomlynskyi, K. Chorna, and other). During the seminar the teachers' attention was focused on the features of cognitive, value and behavioral-activity spheres of humane relations of children of primary school and teenagers with their parents. An important place in the content of seminars is devoted to methods of diagnosing the humane relations formation (children and parents separately) for their studying by the form masters with the purpose of the analysis within their classes. This helped to strengthen the motivation of class teachers to carry out research and educational activities in student groups.

To activate the formation of humane parent-child relationships in the content of work with class teachers such forms of education were introduced: the debate conversation, consultation lecture, business games, round tables, briefings, individual full-time and part-time (online) consultations. The appropriate literature was recommended for self-study.

In order to optimize *the coordination of the family and the school educational positions on the formation of humane parent-child relationships on the principles of partnership* (fourth pedagogical condition) the technology of attracting parents and teachers to such interaction was developed. This technology covered such stages: diagnostic (carrying out pedagogical diagnostics), target (definition of the purpose and tasks of school and family partnership concerning formation of humane relationship between parents and students of primary school and teenagers), organizational (the organization of

teachers' work (form masters of primary school, school psychologists, social teachers) with parents on the basis of partnership interaction), activity-correcting (activization of parents' participation in educational activity of school, rendering psychological and pedagogical help to parents concerning construction of humane relationship with students of primary school and teenagers), reflexive (awareness and parents' self-analysis of knowledge and actions).

The form master as the main organizer of interaction previously planned to involve parents in joint activities to form humane parent-child relationships based on trust, openness, compliance with ethical standards of communication. In the process of such partnership interaction, the existing disagreements and contradictions within the conditional triangle «parents–child–teachers» were manifested and settled. The positions of parents and teachers on the goals of educational activities for the formation of humane parent-child relationships in the family and school environments were coordinated; various types of joint work were planned by taking into account the interests of all participants in the interaction. It was also taken into account that the basis for the implementation of this technology is a mature subjective position of parents who consciously take responsibility for the upbringing of children.

The introduction of such pedagogical conditions as *the organization of joint cultural and leisure activities of parents and students of primary school and teenagers, aimed at optimizing the humane relationship between them*, is explained by the absolute importance of joint leisure activities of parents and children (gaming, educational, working, entertaining, etc.). In the process of such activities (of course, in case of its proper organization) a favorable psychological climate for the harmonious development of each family member is being easily and naturally created, mutual understanding and respect are being developed, marital, parent-children and children's relationships are being strengthened.

Family leisure, according to I. Petrova, performs various functions in the life of the individual and the family: communicative, which is implemented in

various kinds and forms of family communication and activities (family holidays and entertainment, family tours, family vacation); educational, carried out in the effective organization and regulation of free time, the right choice and use of forms and means of family leisure; recreational, which is to restore the physical, mental, spiritual strength of family members; value-orientation, which is manifested in the formation and development of the system of family values (moral, cultural), rules and norms of behavior in children's first social experience [14, p.267].

In the process of the forming stage of the experiment, the joint activities of parents and children were organized in various forms.

This, above all, applies to carrying out the joint training for younger students and parents «Happy family» (4 classes). The purpose of the training: to promote the humanization of relations between parents and children, enriching the behavioral sphere of parents and children. The main objectives of the training include:

- establishment of humane interaction in families where younger students are brought up;
- acquisition of emotion management skills by the participants of training;
- consolidation of previously acquired theoretical knowledge of primary school students and parents on the humanization of relationships with each other.

In the work with younger students and parents during the training sessions such forms as role-playing games and exercises, modeling and discussion of life situations (according to the works of V. Sukhomlinsky, B. Ferrero, S. Amonashvili and others), the cast of psychological studies, discussions were used. Such methods as «Change of negative thoughts», «Acceptance of the child», «Active listening», etc. are directed towards activation of the emotional sphere of participants. They taught children and parents to show humane ways of interpersonal interaction, to bring up mutual respect.

These methods also promote unity of the family, saturate with positive emotions, teach effective ways of mutual aid and mutual support, form humane qualities to one another by implementation of such activities of parents and children as: family celebration of the state holidays (Independence Day, Constitution Day, Day of Defender of the Fatherland, etc.); family tours and hikes (Hiking weekend, camping-picnics); the joint celebration of traditional family holidays (birthdays, first days at school, mother's Day, father's Day etc.); the celebration of religious holidays; visits to relatives; going to museums, exhibitions, parks; periodic watching of family videos, photo albums; development of book of family history and «family tree»; collective creative activities (embroidery, knitting, basket weaving, pottery, ironworking modeling etc); collective gardening, etc.

While testing this condition, the attention of parents is directed on relevance of using not only traditional methods in the family education of the child (personal example, instructions, beliefs, conversation, etc.), but also on personally-oriented technologies. In particular, due to the recommendations of teachers and under their leadership, parents in the process of joint activities with students of primary school and teenagers resorted to such methods: creating emotionally enriched educational situations; organization of equal communication between an adult and a child in terms of cooperation on the basis of persuasion; the use of empathy as a psychological mechanism in the education of the individual [4, p. 305].

In particular, such a person-oriented technology as *the creation of emotionally enriched educational situations*, provided for the demonstration of a specific act by adults in the relationship with the child. In this case, the adult showed the child social norms of behavior through the created educational situation, which contributed to the consolidation of moral norms in the consciousness of the subject (child) through the emotional experience of certain events and prompted the child to appropriate actions as a manifestation of ones independent choice, not coercion or demands from the adult.

*The organization of equal communication between an adult and a child in the conditions of cooperation on the basis of persuasion* was due to the need to transfer information, which an adult possesses due to higher psychosocial development, experience, knowledge and so on.

*The use of empathy* as a psychological mechanism in the education of the individual was aimed at the formation of the moral behavior of the child through repeated experiences and emotional reactions of the child. In this case, moral behavior was formed independently, without external help, which gave the child the opportunity to better understand and take into account the emotional state of the adult; while specific ways of behavior were fixed in the appropriate moral concepts.

Turning to such a person-oriented method as *the analysis of the pupil's own and other people's actions*, parents were guided by the fact that the result of the process of moral education of the child is the formation of the set of one's behavioral actions. Facing with other forms of behavior in life, the child must be able to perceive and analyze the results of their own and others' actions. This helps one to better understand the moral norms, a positive effect on the development of behavior skills, and to overcome momentary aspirations, states, desires.

**Conclusions of the study and prospects for further research in this direction.** Consequently, the proven pedagogical conditions of humane parent-child relationships formation (the enrichment of cognitive, emotional-value and activity components of the manifestation of the humane relations between parents, junior school students and teenagers in the process of extracurricular educational work of the school; focusing of form masters in elementary and primary schools on the formation of humane parent-child relationship; increase of parental competence on the issue of forming a humane parent-child relationships in the family; coordination of educational positions of teachers and parents in shaping a humane parent-child relationships on the principles of partnership; organization of joint activities of parents and students of primary

school and teenagers aimed at optimization of humane relations between them) acquired approbation during the formative stage of the experiment. The study does not exhaust all aspects of the problem. Further study is required on: the problems associated with the strengthening of parent-children's relations humanization by means of the educational process; the problem of humanization the relations between parents and children of high school age in the interaction of family and school; the formation of humane relations in different types of families.

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