

Structure, Criteria and Levels of Student Self-Improvement

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Abstract: *The article reveals the areas of work of the family with the school. The school and the family are called upon to ensure the unity of teachers and parents. The learning process is a complex work of the school, the student and his family. Interacting with the family is a difficult, relevant work of both the school as a whole and each teacher.*

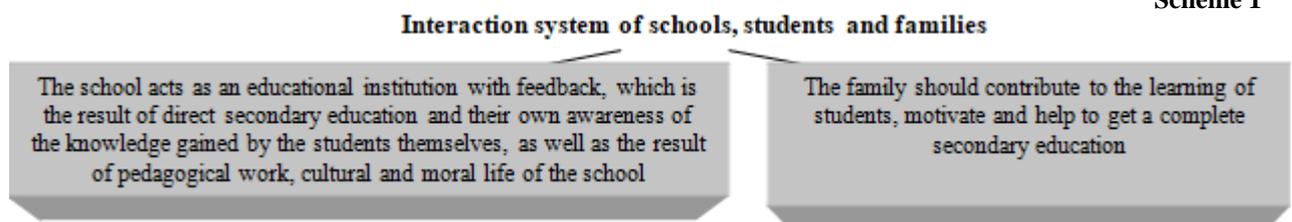
Keywords: school, family, student, interaction, system

School, like any other educational institutions of the state, must be considered as one of the most important educational stages in the social development of a young person. In contact with the educational environment, all conditions are created for the professional, intellectual and moral development of the student. In the learning process, from the first to the last year, the consciousness of students is constantly changing and developing from adolescence to mature, contributing to the formation of a young specialist who is ready to become a full-fledged member of society. Before proceeding to consider the interaction of the family and the general education school, let us define the concept of a family in the concept of those aspects that we are considering.

The family is a small social group based on marriage, consanguinity, or the individual needs of people in union with each other. The family is distinguished by a single economic foundation, a common way of life, a mutually dependent lifestyle of its older and younger members, a certain structure of roles and norms of interaction, emotional and moral ties, relations of help, support and protection. Interacting with the family is a difficult, relevant work of both the school as a whole and each teacher.

The learning process is a complex work of the school, the student and his family (Scheme 1).

Scheme 1



If we identify in more detail the directions of organizing work with the family, they will look like this (Table 2).

Table 2: Areas of work with the family of a secondary school student

No	Characteristics
1.	Compilation of characteristics of the families of students (parents, their sphere of employment, educational and social level, etc.)
2.	Organization of diagnostic work for the study of families
3.	Use of optimal forms and methods in differentiated, group and individual work with the family
4.	Organization of psychological and pedagogical education of parents
5.	Creation of a system of mass events with parents, work on the organization of joint socially significant activities and leisure time for parents and students (pupils)
6.	Revealing and using in practice the experience of family education
7.	Introduction of folk pedagogy traditions into family education
8.	Providing assistance to parents in the formation of a moral lifestyle of the family, in the prevention and diagnosis of drug addiction, in the prevention of other negative manifestations in students
9.	The use of various forms of cooperation with parent-fathers, their involvement in creative, socially meaningful activities jointly with students, increasing their authority
10.	Creation of conditions for ensuring the rights of parents to participate in the management of an educational institution, organizing the activities of public parent groups (Council of the institution, board of trustees, parent committee, etc.); associations of parents on family issues (school for young parents, union, association, club for young families, single fathers, single mothers, disabled parents, family clubs)
11.	Active involvement in work with the family of a teacher-psychologist, social teachers, teachers of additional education, a curator, teacher-organizers, a librarian
12.	Assisting parents in developing students' social experience, communication skills and abilities, preparing them for family life (electives, special courses in the programs "Ethics and Psychology of Family Life", "Fundamentals of Family Education")
13.	Development of a thematic design (a hall, a corner for parents, a museum of family traditions, etc.)
14.	Expansion of the scope of additional educational and leisure services.

Volume 10 Issue 6, June 2021

www.ijsr.net

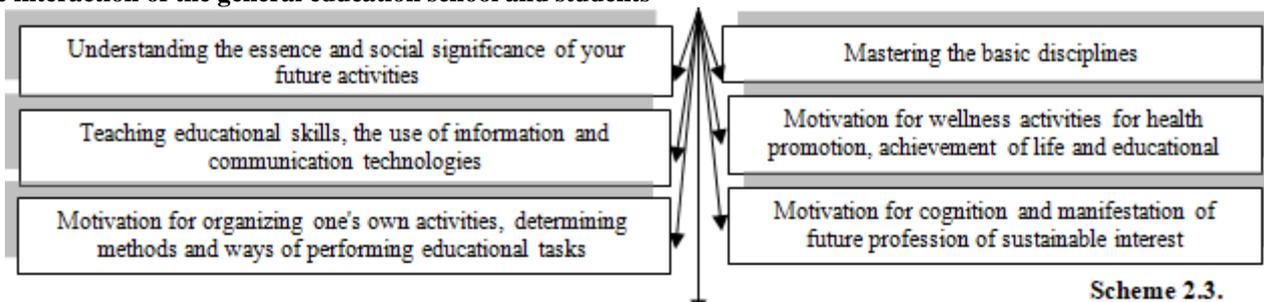
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The main goal of all forms and types of interaction with the family is establishing trusting relationships between students, parents and teachers, combining them into one team, fostering the need to share their problems with each other and solve them together.

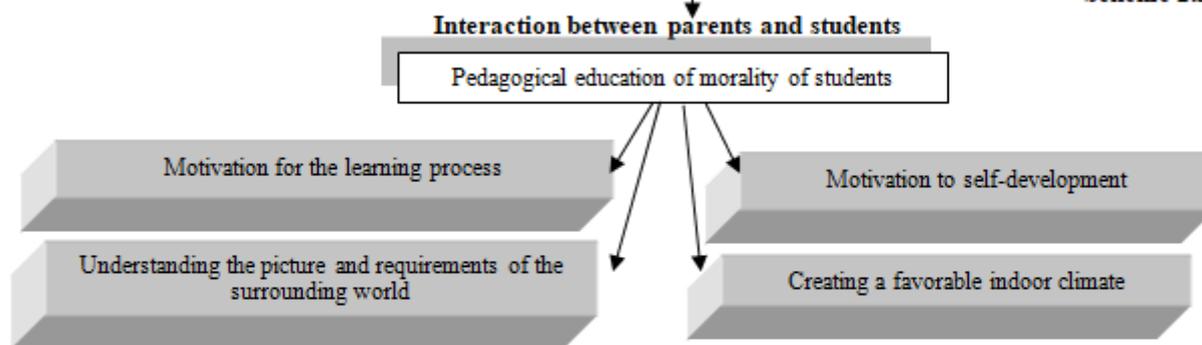
The immediate role of the family in the learning process is directly proportional to the cultural, ethic, moral and intellectual level of development of its members and the higher this indicator, the more favorable the climate will be for the learning process, and vice versa. Sukhomlinsky V.A. argued that it is necessary to strive to develop and educate parents, since the quality of the educational process of students depends on their competence. That is why it is so important to find contact with parents and fill the lives of

students with intellectual and cultural work, provide professional pedagogical assistance if necessary, develop a strategy with parents to motivate students to learn. One of the results of extracurricular activities should be the conclusion that the student receives sufficient support in the family and the absence of burdening factors. If the need is identified, the teacher corrects in the right direction either the individual educational impact on the student, or works with the student's family to develop a common line of interaction with the student, if necessary explaining to the parents the importance of certain actions for motivating or helping the student. The educational process is a certain interaction (Scheme 2.2), (Scheme 2.3), (Scheme 2.).

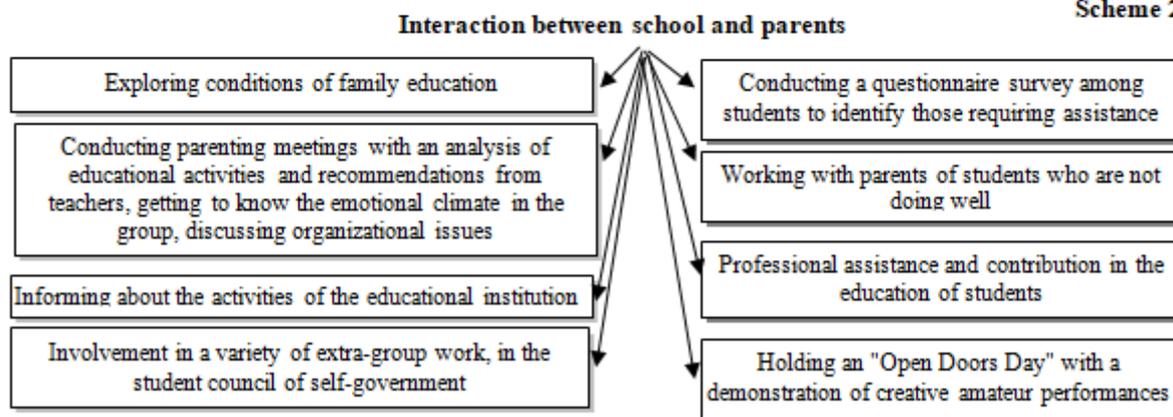
The interaction of the general education school and students



Scheme 2.3.



Scheme 2.4



Also, work for the awareness and interaction of the family, school and students must be carried out in the direction of a correct understanding of the world around, a moral way of life, thoughts and behavior. The most effective way to work is to guard against negative information by increasing areas of interest and encouraging students to improve themselves.

Thus, the parent lecture hall, which is a kind of “University of Pedagogical Knowledge”, contributes to the improvement of the pedagogical culture of parents, their psychological and pedagogical competence in family education, the

development of unified family and college approaches to the education of students. Parents are involved in determining the theme of the events.

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