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CHALLENGES FOR ACTIVE PARENTAL INVOLVEMENT IN EDUCATION SYSTEM

Annotation

The article under review deals with parent-teacher-student partnership issues in educational institutions, namely schools in modern society. This issue is very topical today, because there is a gap between school teachers and parents, whose common aim is to impact to students' well-being and education progress. The aim of this research article is to define the key terms related to the topic, to analyze in-depth the barriers and factors that challenge the effective partnership, and to suggest possible improvement ways and techniques to solve the study problem. Moreover, the authors characterize several key aspects of parental involvement in school activities.

The research methods are descriptive, analytical and pragmatic analysis. The research methodology is analytical research review of existed ideas on the described topic, and professional and personal viewpoints on the research problem. The article is fully practical and the authors give practical recommendations and pragmatic viewpoints to improve the involvement between school-teachers-parents-students.

The results of the research show that the research topic is still relevant, it needs exact solutions and recommendations to improve school-family partnership. And the authors suggest a number of key activities to involve parents to school, analyze the experiences of developed countries, and give practical recommendations to improve school-family partnership in Kazakhstan. The practical implication of the research is the list of self-observation checklist for school teachers to work well with parents and children which are suggested by the authors of the article. The authors have concluded that the world experience on school-family partnership states the positive impact of parental involvement in school life, everyone benefits from it, and well-being of children can be improved.

Keywords: parental involvement, schooling strategy, cooperation, professional knowledge, school-family partnership, parent-teacher conference, educational institutions.

Introduction. In modern world school-family partnership is considered to be one of the effective methods to involve the parents and other family members in the work of school and in the education of their children. Parental involvement is defined as “parental participation in the educational processes and experiences of their children”. Parental involvement includes works such as supervision of homework, attending parent education workshops, trainings, parent-teacher conferences and many more. The use of the term “parental” denotes any person who is in a parenting role with children. This includes mothers, fathers, grandparents, carers, and other members of the extended family, foster parents and others who are acting as guardians [1].

“Parental involvement” is defined as practices that entail parent communication with their children about education, beliefs or behaviors parents hold or engage in with the exclusive aim of increasing academic outcomes, and parental engagement with schools and teachers [2].

The terms “parental involvement” and “parental participation” have tended to be used synonymously. Involvement means range from a parent being a member of a school's parent-teacher association, to turning up to parents' evenings, to representation as a parent governor, to direct collaboration in the learning process and the curriculum. Parental participation is an umbrella term to describe all the models and types of collaborations between parents, schools and other community institutions that provide for children [3].

The President Barack Obama in his address to a joint session of Congress, February 24, 2009 stated the importance of the role of parents in children's life and education: “In the end, there is no program or policy that can substitute for a mother or father who will attend those parent/teacher

conferences, or help with homework after dinner, or turn off the TV, put away the video games, and read to their child. I speak to you not just as a President, but as a father when I say that responsibility for our children's education must begin at home."

Not only researchers or academics state on the positive impact of parental involvement, but also policy makers believe in it and state its positive outcomes.

For example, as then governor of Tennessee, Phil Bredesen stated, "Parents are a child's first teacher and we must encourage strong interaction between families, communities and schools. Family involvement in a child's education can only lead to success and higher achievement" [4].

Statements that parental involvement "can only lead to success, "has a huge impact," and plays "a critical role" are often supported by the views held by high-ranking officials within the education sector. For example, the Department of Education of West Virginia states that "when families take an active interest in their children's schoolwork, students display more positive attitudes, behave better and learn more. Parent involvement is critical for children from diverse cultural backgrounds, who tend to do better when families and school staff join forces to bridge the gap between home and school cultures" (West Virginia DOE, 2010).

Parents hold the position as the prime educator in their child's life throughout of their social years and beyond. Parental involvement is a combination of commitment to and active participation with the school and the student on the part of the parent.

When schools engage families in ways that improve learning and support parent involvement at home and school, students make greater gains [5].

Parental interest in the education and development of their children was stimulated in various practical ways, one main impetus of which was to establish direct links between parents and their children's schools. Education is wider than schooling and that schooling needs to be more community oriented – not simply in terms of curriculum but also in terms of participation and control. In bringing teachers and parents closer together and suggest that the teacher's role should include a home-contact brief [6].

In the history of parental involvement in education shows that parents took part in choosing curriculum, teaching their children at home for reading and writing or literacy, in the role of mother or father-helper in helping the class teacher in the classroom organizing something, meeting with the school teacher or governor to discuss children's progress or behavior, taking part in joint sportive games or contests or summer play-scheme jointly organized by teachers and parents.

According to experts, psychologists, scientists' parental involvement in education process is vital for all ages. There is no definite idea or judgement that parents should involve in education when children are younger. Parental involvement is needed in all ages and grades. There are common reasons of it, for example, to influence on children's studying, well-beings, development and communication; to impact and support their children on their future careers; to take part in social life as citizens of the society or their land; to teach certain skills or to form competences that they need in modern world. The role of parental involvement begins from 1990th as official data that parents began to have interest and involve in their children's education process and is now acknowledged by governments in many countries. The next policy or documents show the role of parental involvement in improving educational outcomes: The "No Child Left Behind" policy in the USA, which encouraged the establishment of parent partnership with schools. The "Children's Plan" in the United Kingdom, which shows the key role of parents in children's education. The "Schooling Strategy" in New Zealand, which highlights improving parent and family involvement in children's education as one of three priority areas, along with improving the quality of teaching and increasing evidence-based practice. "Instructions for Pedagogical Support of Parents in Educational Institutions" in Kazakhstan, which aims to support parents' pedagogically and to develop positive parents' methods or skills to improve well-being of young children in Kazakhstan. From 2023-2024 academic year all secondary schools of Kazakhstan have opened support centers for parents, which link parents, communities and teachers. The aim of the centers is to develop the positive parents' culture in order to support children's security, health and psychological well-being. At the same time, Kazakhstani

schools run “School of wisdom” club, which uses national heritage, traditions and older generations experiences and wisdom to up-bringing of young generation [7].

In today’s school system, parent involvement is much more that attending parent-teacher conferences and joining the parent teacher organization. Successful parent involvement can be defined as the active, ongoing participation of a parent or primary caregiver in the education of his or her child. They may demonstrate involvement by reading with their children, monitoring and helping with homework, and discussing daily school activities on a regular basis. Successful parent involvement improves not only student behavior and attendance but also positively affects student achievement. Being involved in your child’s education does not mean doing the work for your child. It means being an involved advocate for your child’s future. One of the best ways for parents to be involved in education is to communicate regularly with teachers. Monitor your child’s homework and school projects, making them a top priority in the schedule. Another way parents can be involved is to volunteer at the school, such as helping in the classroom, conducting fundraisers, assisting with extracurricular activities. Both students and schools benefit when parents are involved in education. Academic achievement and standardized test results are higher, students have a more positive attitude toward school, and their behavior is better [8].

Researchers have identified ways or reasons that parents and school cooperate and parents involve in schools. They are: to establish a supportive home environment; to communicate with families regarding school programs and student progress; to enable volunteers to participate productively in education process; to enable parents to be parent leaders; to build partnerships that match school goals; to provide mutual support; to make joint decisions; to enhance learning at school and at home; to create two-way communication [9].

As Russian pedagogist V.A. Sukhomlinsky stated, pedagogy should be a science that belongs to the teacher and the parents. One more Russian pedagogist Makarenko emphasizes that education is a social issue, everything starts with education, but first of all, education of parents and teachers is important, however, school cannot replace education at home, everything should start from the family.

Due to the social problems, it is a problem today to create joint environment of teachers, students and parents, to create successful and effective pedagogical system, to create teacher-parent-student partnership. Social issues as time pressure, lack of money, modern parents do not really understand that parents have a role in the development of a child’s personality, parents are busy and do not pay real attention to child education. It is difficult for teachers to find a common language with parents of students.

Modern families are developing in a difficult economic and social situation in the countries. Family problems at the state level are getting worse. This leads to family conflicts and often family breakdown. Today's family has changed radically. Often, parents prefer not to think about who they want to raise and what their child will be like. The work of the school with parents and the community of parents is relevant today, because the school can provide real help to parents in raising their children.

Family is the main generation where the formation of a child as an individual begins. What a child learns in his or her family when he or she is young, they keep it throughout of their later life. Achievement of children’s certain abilities or skills, certain outcomes from school depend on not only from school community but also from parents as a family and students themselves too. Why school-family partnership was and stays as problematic in modern world, how to improve this relationship, how impact students’ education as three triad are important issues in the given research article.

Methods and materials. The materials that served for analysis have been based on literature review of different world-popular academic textbooks, research articles, which are written to school-family partnership topic from Sussex University Library (UK), Nazarbayev University textbooks (KZ), Special issues and Instructions of National Institute of Development (KZ). The research materials have taken into consideration the research works on school-family partnership interest of the following Kazakhstani, Russian and Western scholars: E.I. Baldissina, E.K. Kashlenko,

E.U.Rogacheva, I.F. Smirnova, A.H. Mukhtarov, A. Abkenova, A. Zhumanbayeva, Gillian Hampden-Thompson, Claudia Galindo, Patricia Maureen, J.L. Epstein, A.T. Henderson, M. Wages, Hickman, Sh. Wolfendale, Gill Crozier, Diane Reay, Philip Garner, Peter Clough, Garry Hornby, E.H. Berger, M. Blank, and others.

A number of policies, instructions and general provisions on the improvement of cooperation between educational organizations and family participation in children and young people's education in Kazakhstan have been analyzed to write the given research article.

The research methods are descriptive, analytical and pragmatic analysis. The research methodology is analytical research review of existed ideas on the described topic, and personal viewpoints as the specialist in the given field. The article is fully practical and concerns on the importance and currentness of the research ideas and authors have given their professional points of view on the given topic. And the authors give practical recommendations and pragmatic viewpoints to improve the involvement between school-teachers-parents-students.

The research questions to write the scholarly article are devoted to describe factors, barriers that exist in preventing from ineffective school-family partnership; to find out benefits for parents, teachers and children to improve the cooperation; to analyze some activities that help to improve the cooperation; to give practical recommendations for teachers and parents to improve barriers and factors described in the article.

Results and discussion. When schools provide ideas to parents on how to help support their children and inspire parents to take steps to learn more about the school, everyone benefits. The benefits for parental involvement are to be important throughout 11- or 12-years schooling. For children, involvement of parents helps to understand children's attitudes, behavior, supports attendance at school, develops mental health and well-being, it facilitates to reduce school delinquency, improves discipline. For teachers, effective parental involvement improves relationship with teachers and children, helps to work well with students, improves school climate. Teachers gain more time to concentrate on teaching, as communication with parents provides valuable insights about students, helping them address individual needs more effectively. For parents, involvement in their children's education has been linked to increase parental confidence in and satisfaction with parenting, as well as increased interest in their own education. Parents who are active participants in their child's education are thought to promote children's social emotional, and academic growth. Parents benefit by participating in decisions regarding their child's education and can clearly express their expectations for school programs and staff. Helping children with their homework also benefits families. It provides a way for families to learn more about what their children are learning in school and also opens communication with both children and the school [10].

When teachers, parents and students work together, everyone benefits, leading to improved student performance, higher test scores, better attendance, fewer behavioral problems, and more positive outlook. Many traditional forms of parental involvement, like fundraising, attending PTA meetings or volunteering in the classroom, tend to benefit teachers and schools more than parents and families. For parental involvement to be truly effective, it's essential to go beyond these activities and focus on creating a genuine partnership. This includes fostering meaningful parent-teacher meetings and establishing strong two-way communication.

Despite the benefits that teachers, parents and children have in building effective school-family partnerships there are some barriers that challenge this relationship. These barriers depend on *parent factors* (life contexts, ethnicity, gender issues), then *child factors* (age, learning difficulties, disabilities, gifts and talents, behavioral problems), *parent-teacher factors* (agendas, attitudes, language used), *societal factors* (historical and demographic issues, political, economic issues). Let's analyze these beliefs, barriers and factors:

1. Parents with a low level of belief in their ability and competence to help children in school progress do not want to be in contact with schools because of their belief and view that such involvement will not bring anything positive for their children.

2. Some parents are not satisfied with the level of explicit and implicit invitations for involvement. If parents feel that their involvement is not appreciated by teachers or schools, they are

less likely to engage. Teachers should be open in order to avoid misunderstandings and misconceptions with parents. Schools that are welcoming and clearly show they value parental participation tend to develop more effective practices than those that do not make parents feel invited.

3. Parents who do not have degree or did not complete the university or high school face difficulties in helping their children with homework. Lack of education or because of negative school experience, some parents believe they do not have an ability to help their children do better in school.

4. Parents who do not have degree or did not complete the university, again do not believe in their strengths and competences, they avoid in helping their children with school subjects, they believe in subject teachers and rely on their competence to teach their children.

5. Because of their caretaking responsibilities, some parents are not involved in school life. Young families, solo families, large families, single-parents might face difficulties as they are busy with their own things, other children in the family or earning money.

6. Parents' work situations can be a factor. Lack of money or unemployment can be an issue, as they cannot pay for a babysitter or afford a car, or take a taxi to participate in school meetings.

7. On the contrary, parents who have busy job sometimes cannot afford themselves to be involved in school partnership. The reasons might be they are busy all the time or they are tired after a long day at work and cannot help their children to work at home.

8. Parents psychological well-being can be a barrier to their involvement in their children's education. For example, parents who have poor physical or mental health, or lack of strong social support system, such as extended family, may struggle to actively participate in their children's learning.

9. Cultural and language differences, and religious matters can be also an issue of barrier, because some parents think that they are not welcomed at school or encouraged to become involved at school life (Michele Wages, 2016).

10. Some parents believe that if their child has bad behavior or lack of certain skills at school are not welcomed or are not valued or respected by teachers. Teachers or school governor involves only parents who are active, whose children are considered to be the best students.

11. The number of divorced parents also can be a factor. The most divorced parents do not live together, and only one parent will be responsible to child's education.

12. Some parents believe that school teachers invite them to take part in school life in order to collect money, to fundraising, and they do not help in this. They do not live well socially and economically.

13. Sometimes, children themselves do not want their parents to come to school and be involved in their school activities.

14. For some parents, lack of confidence in helping their children may be because the language of instruction is not their first language and they feel they cannot communicate effectively with teachers.

15. Parents can feel intimidated by staff and the school in general.

We have indicated the common reasons and barriers that family-school partnership lacks from different perspectives, as personal, social, economic, and cultural. Next, we would like to analyze the factors that make difficult to develop parental involvement in the education of their children, and why these barriers take place.

Parents who believe that their role is only to get children to schools, nothing more, and teachers at school must take care and give quality education. Such parents do not take responsibility for them, and do not take active part in school life and children's education. One more reason, according to some experts is that parents who live low-income conditions do not care much on their children's education because they must think about how to earn money, how to buy clothes or school things for their children than thinking on their education process.

Teachers do not work well with parents and cannot find approach to work effectively with parents as they are lack of time, lack of experience, or lack of professional knowledge, that is why psychologists come to help them to form a close relationship with parents. The reason can be that

both parents work from morning till night and could not find time to go to school and ask on their children's education.

Age factor is also crucial as some parents think that when their children become older there is no need to attend school or contact with teachers. They consider that only children who are on their primary years should need parental involvement.

One reason might be when parents have children with difficult behaviors are not eager to attend school as they are afraid to get more bad news. Because of the development of new technology and the effective impact of information-communication technologies everything is acceptable by electronic devices, parents and teachers can contact by smart phones, internet, and social media. It is also a modern way of communication, but not lively one. One factor we consider is important is that parents would not like to attend schools is that they think schools only call or see parents as fund-raising sources. Teachers call parents in case if only they need money for purchasing some needs for school or children.

Above we have discussed possible barriers that challenge parental involvement in children's education process and teacher-parents relationship. Now we would like to suggest or to recommend some interactive activities that help to strengthen the relationship and make school-family partnership more effective and to encourage parents into school.

Activities we can categorize as formal and informal. Informal activities are more effective than formal as it does not require official topics, official dressing or official way of communication. Informal activities help teachers and parents communicate well, discuss interests, common topics, general information together, to build further relationship, to better understand each other, to get introduced with the teacher, staff of school. Informal meetings can guarantee to achieve maximum attendance of parents. Examples of informal activities can be "*open day or open evening*" (parents come along to look around the school and see classes in progress, to do excursion or tour to school rooms, facilities, curriculum), "*outings*" (outings to such places as local parks, museums, exhibitions, special city or village events), "*extra-curricular tasks*" (poems evening, reading books together with children, doing performances, watching films, concerts), "*role-play tasks*" (parents will be teachers or governors of school for one day), "*meetings or conferences with professionals*" (special trainings, seminar classes for definite school topics, socialization with psychologists, doctors), "*sports events*" (sports competitions with family members and school staff, races for children and adults), "*family contests or festivals, celebrations*" (celebrating together special dates or holidays, festivals), "*school fairies*" (selling homemade food and raise the funds of school).

Karther and Lowden (1997) suggest that "Events at the school will draw more families if they are of an informal tone; if food, child-care, and if necessary, transportation is provided; and if the students participate in some way for or with their parents".

Other suggestions for making informal occasions successful may be individual invitations to parents; providing assistance on child-care and organizing transportation to pick up parents; organize events for evenings; to make the school entrance and foyer welcoming to greet the parents or children; to pay attention to seating arrangements; to provide food and drink or little snack.

There are many activities parents can engage in to help their child academically, but there is no single mode of parental involvement. Studies focusing on involvement generally consider seven aspects of involvement: parents as (1) communicator, (2) supporter of activities, (3) learner, (4) advocate, (5) decision maker, (6) volunteer, and (7) home activities teacher (Hickman, 1996).

Parental involvement can vary widely depending on the family's resources, cultural practices and the specific needs of the child, but in any case, these aspects can help to enhance both academic and personal growth. And table 1 indicates the characteristic features of these parental involvement suggested by researchers, and at the same time we suggest some other aspects of parental involvement and role in school activities.

Table 1. Aspects of parent involvement and its characteristics

Aspects of parent involvement	Characteristics
communicator	communicates with their children about school, behavior, assignments, moral; encourages in communication process; shares their own thoughts and feelings with their children
supporter of activities	encourages to do activities, to take active part in events; supports to be involved in different activities to form certain skills; acknowledges their children's successes
learner	takes part in different trainings on young people's issues; studies together with children to do home assignments; read to or with children to form or improve certain skills
advocate	participates in the child protection process; promotes positive working relationship between the parents, community and educational institutions; promotes a good communication; helps to clarify the specific concerns about their child; works with school leaders and local authorities to influence policy decisions and address issues that affect the school
decision maker	makes correct decisions on students' education, curriculum, future orientations; suggests solutions when students or teachers confronted with challenges in education issues
volunteer	offers the best possible educational experience for pupils; holds events and other activities to build the school community; helps parents have a voice at school, enhances communication between parents and school
home activities teacher	supports with fulfilling home tasks, to be engaged in something useful at home; helps to revise subject topics or assignments
advisor	helps keep parents engaged proactively with their child's schooling; gives recommendations or solutions to solve certain problems arisen between school, parents and children
teacher	teaches her/his child basic skills; helps to develop social skills; teaches the rules of some subjects to better understand the content
social worker	delivers safety and stability for children; listens and supports children; helps to improve lives of their children
encourager	motivates children to achieve certain degrees; helps to go further; praises, gives rewards to their children; empowers their children to thrive and gain a competitive advantage
model	leads child; shows good behavior, emotions, knowledge; teaches children to good things
decision-maker	makes decisions on child's needs; chooses correct alternatives for any cases

Source: Compiled by the author

Smith (1980) and her team invoke Gordon's five-point scale of parental involvement: parents as supporters; parents as learners; parents as teachers of their children; parents as teacher aides and classroom volunteers; parents as policymakers and partners.

Laishley and Lindon (1980) distinguish six identifiable approaches to parental involvement or participation, which are: parents as organizers or fund raisers; parents on management committees; parents as helpers; social contact for parents; information and knowledge for parents; offering help to parents with their problems [11].

As we have indicated parental involvement is necessary for these triad as parents, teachers and students, everyone benefits from this. There are no negative sides or disadvantages of such relationship or collaboration. After analyzing international experience of school-family partnership, we suggest some effective activities or ways to improve this collaboration to take in Kazakhstani system of education. The government declares *one month of the year as the month specially oriented to family* to be involved in many activities organized by schools or other educational institutions. Parents, teachers and students have a chance to meet often to take part in certain activity. Parents have chance to attend at least one or two activities regarding to their time, opportunity.

The government or special educational centers *allocate a number of stipends (grants)* to schools to host a family involvement activity and free parent involvement cards to mark the importance of

parent involvement in the educational process. Even a little financial support might be a help for those parents who are short of money or who are facing other financial problems.

Teachers try to *send acknowledgement letter* to the parents whose children show successful high achievement in their school subjects. Inform parents in a friendly way to thank for their children's success. This help to develop friendly contact with parents. Teachers must involve parents in good and positive activities more than just to inform bad news or misbehaviors to parents.

Teachers must *be active listeners*. They should not argue with parents, avoid conflict and misunderstandings. Great school leaders are often great listeners. It helps to build trust, to encourage collaboration.

Teachers should *organize informal meetings or activities* more than formal trainings or activities. Informal activities help teachers and parents communicate well, better understand each other. Parents feel more relaxed as they realize that it is informal meeting.

The school governors should *set parent center or special room for parents* when they are at school to take their children to home after school or when they come early to parent conferences. It is better to stock with special literature, brochure that help parents to work with their children, to supply with videos, handouts. It is good to organize caring works to look after small babies if there are no opportunities for parents to leave their toddlers at home to visit school or to take part in parent conferences.

The school governors should *involve parents to more volunteering works*. Teachers can ask parent volunteers to communicate with other families or parents to give a hand or organize something easily and on time. When parents volunteer at school it encourages communication with teachers, positive role modeling, and boosts student confidence and performance. Recent studies have shown that students whose parents volunteer at school have better school attendance and behavior, get better grades and demonstrate better social skills [12].

The schools should *organize joint practical conferences or thematic parent meetings* to deal with school and children's issues. Once a month teachers organize in the evenings special meetings for educational purposes involving students too. Every month has its own topic for meeting. It is good opportunity to be at school after a long working day. Teachers and parents organize together to discuss school and students' issues, to be trained by professionals on certain topics that help to work with children.

The schools should *organize "open door" days* to parents to involve parents to school. Open door activities help parents to be involved in school life, to meet school governor and the whole staff to talk on students' progress, to study documents and policy of the school, to understand the needs and hardship of school. Parents can have information on school activities that the staff organizes for parents and students, to take part in discussing curriculum, and other important issues.

School teachers or volunteer parents *organize practical support or trainings to use information-communication technologies for elder parents* to deal with digital instruments to support children at home to control or teach their own children at home. Not everyone is literate to use smart technologies well in their lives. Teacher or parent volunteers, or school staff organize classes to use digital technologies and use them in controlling educational progress of their children.

As the research results and practical concern of the research study we recommend the following list of twenty questions for school teachers to take into consideration to improve school-family partnership, and hope that these questions help to evaluate the climate and condition of parent-teacher involvement.

The list of self-observation checklist for teachers to support school-family partnership:

- 1) How often do I hold parent-teacher conferences per academic year?
- 2) Do I have mostly formal or informal type of meetings or activities with parents?
- 3) What devices or sources do I use to invite or to engage my parents to school?
- 4) How often do I visit the home of my students to see their living conditions?
- 5) Do I ask the parents to give feedback on my work? How do I take feedbacks? More concerning, or more criticizing?

- 6) What is my attitude or role in parent-teacher chats in social media? Is it domineering or concerning?
- 7) Am I a good listener or an active speaker?
- 8) How often do I send acknowledgements or congratulation letters to parents on their children's achievement?
- 9) Do I ask parents' advice or recommendations on the choice of curriculum or any other issues concerning students and their education?
- 10) Am I interested in mostly mother's or father's or any other members of the family involvement in education of their children?
- 11) Do I organize "open doors" to parents or other members of the family to discuss school issues?
- 12) Do I involve professionals, community to discuss special social issues related to children's well-being in parent-teacher conferences?
- 13) Do I organize special meetings with the parents whose children need special care?
- 14) Do I support the positive school climate to parents and children?
- 15) How often and how urgent do I reply to parents' phone calls?
- 16) Do I give parents and students individual attention?
- 17) Do I give reasonable accurate answers to parents' and students' questions?
- 18) Are my involvements with parents mostly informative or demanding?
- 19) How many different roles do I adopt during the meeting?
- 20) What are the reactions or attitudes of parents on my parent-teacher conferences?

Conclusion. In order to impact the achievement of the students at school teachers as well as parents should interact effectively. Not many teachers can develop positive interaction with parents. As we have indicated in the research article it is a three-way communication, and each participant has their own role and responsibility. It is not a problem of society nowadays, but it was a problem of the past. Our task was to state the problem, to find out its factors, barriers that evoke a gap between this triad relationship, and to suggest possible implications to improve school-family partnership, to create specific strategies, to facilitate to positive interaction between teachers and parents. When teachers and parents work together, students learn easily, show high achievements, reduce behavioral issues, parents try to understand the school work. As we see there are many benefits than disadvantages, for this reason we must improve this relationship and suggest possible way outs.

Parent teacher interaction demands school teachers to develop a certain system or mechanism to work well that help to have advantage for all of them. When we have analyzed the factors, reasons and barriers that confront effective partnership between teachers and parents or family members we have found out that the economic, social and cultural factors are the main reasons. Teachers think that parents should bother about children's education and achievement because everything begins from home, parents think that teachers must be responsible to children's education because it is their job to educate children. In fact, it is a joint work or responsibility for both parents and teachers, because children are the future members of the society and we are responsible that children to be educated, to be become healthy members of the whole world.

The results of the research article show that both teachers and parents should feel their responsibilities, work together effectively, not to criticize each other, but support each other all the time. Informal activities are welcome than formal activities. Communication, openness, positive climate, positive atmosphere are essential for building strong and effective relationships between families and schools in support of children.

Implications for further research. As we have stated, the topic of research is relevant for further research. In the second scholarly article we are planning to publish we must inform the results of the interview of teachers and parents in Kazakhstan and United Kingdom on school-parents partnership, what works well, and what do not. We might suggest a model or outline or activity that facilitate teachers-parents-children work effectively to fill the gap between them. At the same time, the authors are planning to organize meetings with secondary school teachers in Kazakhstan to discuss the problem together, and share the results of research experiencing Kazakhstan and UK. One more

aspect the authors are planning to improve and discuss is the role of not mothers but fathers in parental involvement and impacting on children's education achievement.

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АТА-АНАЛАРДЫҢ БІЛІМ БЕРУ ЖҮЙЕСІНЕ БЕЛСЕНЕ ҚАТЫСУЫНЫҢ ҚИЫНДЫҚТАРЫ

Аңдатпа

Зерттеу мақаласында қазіргі қоғамда білім беру мекемелеріндегі, атап айтқанда мектептердегі ата-ана-мұғалім-оқушы серіктестігі мәселесі қарастырылады. Аталмыш мәселе бүгінгі таңда өте өзекті, өйткені мектеп мұғалімдері мен ата-аналар арасында мәселелер туындап қалады, олардың ортақ мақсаты оқушылардың әл-ауқаты мен білім алудағы жетістіктеріне әсер ету болуы тиіс. Зерттеу мақаласының мақсаты – зерттеу тақырыбына сай негізгі терминдерді анықтау, тиімді серіктестік құруда кездесетін негізгі кедергілер мен факторларды терең талдау және осы қарым-қатынасты жақсарту жолдары мен әдісін ұсыну. Сонымен қатар, авторлар ата-аналардың мектеп ұйымдастыратын шараларға қатысуының негізгі аспектілерін сипаттайды.

Зерттеу әдістері - сипаттамалық, аналитикалық және прагматикалық талдау. Зерттеудің әдістемесі тақырып бойынша бұрыннан бар идеяларды талдау, зерттеу мәселесіне кәсіби және жеке көзқарастар беру. Мақала толығымен практикалық сарында және мақала авторлары ата-ана-мұғалім-оқушы серіктестігін жақсарту үшін практикалық ұсыныстар мен прагматикалық көзқарастар береді.

Зерттеу нәтижелері бұл тақырыптың әліде өзекті екенін, мектеп пен отбасы серіктестігін жақсарту үшін нақты шешімдер мен ұсыныстар қажет екенін көрсетеді. Авторлар ата-аналарды мектепке тарту бойынша бірқатар ұсыныстар береді, дамыған елдердің тәжірибесін салыстырады, Қазақстанда ата-ана-мұғалім серіктестігін жақсарту үшін практикалық кеңестер ұсынады. Зерттеудің практикалық маңызы мақала авторларының ұсынған мектеп мұғалімінің ата-анамен, балалармен қарым-қатынасын жақсартып, жұмыс жасауы үшін өзін-өзі тексеру немесе осы байланысты дамытуда көңіл бөлуі тиіс сұрақтар тізімін беруі. Авторлар мектеп пен жанұя серіктестігінің әлемдік тәжірибесі ата-ананың мектеп өміріне араласуы оң әсер ететінін, ол барлығына пайдалы екені және бұдан балалардың әл-ауқаты жақсарады деген тұжырымға келеді.

Түйінді сөздер: ата-ананың қатысуы, мектеп стратегиясы, ынтымақтастық, кәсіби білім, мектеп-отбасы серіктестігі, ата-аналар жиналысы, білім беру мекемелері.

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ПРОБЛЕМЫ АКТИВНОГО УЧАСТИЯ РОДИТЕЛЕЙ В СИСТЕМЕ ОБРАЗОВАНИЯ

Аннотация

В статье рассматриваются вопросы взаимодействия родителей, учителей и учеников в образовательных учреждениях, в частности в общеобразовательных школах современного общества. Актуальность темы обусловлена существующим разрывом в коммуникации между школьными учителями и родителями, несмотря на их общую цель — содействие благополучию и образовательному прогрессу учеников. Цель статьи заключается в определении ключевых терминов по данной тематике, глубоком анализе барьеров и факторов, препятствующих эффективному партнерству, а также в предложении возможных способов их преодоления.

В качестве методов исследования использованы описательный, аналитический и прагматический анализ. Методологическая основа работы включает аналитический обзор существующих концепций, изучение профессиональных и личных взглядов на проблему.

Полученные результаты подтверждают актуальность проблемы и необходимость выработки конкретных решений для укрепления партнерства между школой и семьей. Авторы предлагают некоторые основные мероприятия для привлечения родителей в школу, анализируют опыт развитых стран, а также дают практические рекомендации по улучшению взаимодействия школы и родителей в Казахстане. Практическим результатом исследования является разработка перечня вопросов самонаблюдения для учителей, направленного на улучшение их взаимодействия с родителями и учениками. Авторы пришли к выводу, что мировой опыт партнерства школы и семьи свидетельствует о положительном влиянии участия родителей в школьной жизни, от этого выигрывают все, благополучие детей улучшается.

Ключевые слова: родительское участие, стратегия обучения, сотрудничество, профессиональное знание, партнерство школы и семьи, родительское собрание, образовательные учреждения.

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