

Modern Parenting Process and Environmental Approach

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Abstract: At developing a school parenting system, a school needs to presume that it is characterized by having an idea, a set of goals, orientation on the development of personality, outlet to interact the environment, cooperation of people of different age. Consequently, organization of the parenting process presumes accounting for the influence of all factors of the social parenting system. Based on the environmental approach, the article analyzes the performance of parenting measures at schools of the City of Almaty, brings to the readers the results of questionnaire and several recommendations on achieving the parenting goal – socialization and development of the general or particular vision of a personality.

Key words: Parenting goal • Perception of school environment • Parenting process strategies • Parenting measures.

INTRODUCTION

When recollecting his childhood, each of us often replays the events that are related to his school life. It is a known fact that the key socialization skills, the core personal qualities are formed during the school age. The success of their formation mainly depends on building the parenting process properly and selecting parenting technology by a teacher adequately.

The content of the parenting process has always been determined by current tasks, which are assigned to the school by the world community, government and parents – maximum development of each child, maintaining his uniqueness, unveiling his talents and providing good environment for his normal spiritual, mental and physical perfection.

However, we can notice that not all people have such good recollections; developing a parenting system does not always take into account interest, abilities and desires of children.

As practice shows, in this environment, schools usually deal with schoolchildren without any systemic approach and do not start with setting goals, objectives and education content and methodology that are subordinated to these goals and objectives, but with particular forms of education, the selection of which is mostly occasional. A system, which has such deviation from integrity, is not capable of ensuring development of the required personal qualities.

Body of the Work. The Research Problem: Following the remark made in the introduction to this article, we find worth mentioning the conclusion of A.N. Basov [1] about the pedagogical potential of environment in the personality establishment. "Environment, while having certain compulsive force, versatile niches and activities, creates opportunities for a child to follow certain paths that require mastering and applying respective sets of social deeds, included in versatile interaction options [1; pp: 16].

Next, he identifies such types of environment as *friendly environment*, in which schoolchildren feel themselves subjects of activity; *formalized environment*, in which the living space is arranged by adults for the children and children are mostly treated as a parenting object; *amorphous environment*, which does not have connections and relations between people, types of activity and the whole situation and *aggressive environment*, in which the current situation pushes a child out of the school environment.

Within the framework of the social, environmental pedagogy, the vision of the English sociologist M. Shipman was formulated: "Schools cannot ever be completely democratic. First of all, they are not quite voluntary. Besides, teachers never delegate real authority to pupils. Management and dominance inevitably exist in schools [2, pp: 82]. In fact, here we are discussing the question about "the authors of environment" (or "the school space") and the passive role of schoolchildren in

it. But the conventional parenting puts teachers in a passive position, too, thus turning them into mere performers of the social order and they cease to be the subjects of parenting and form equally passive performers.

The junction of the theory of systems with pedagogy of environment opens the challenge of studying integral environment and building technological schemes of environmental approach at parenting.

Foreign studies have accepted the "*hidden curriculum*" term to describe the parenting environment. Hidden curriculum also includes "such practices and education results, which are not expressed in the education programs or rule of education arrangement, but, nevertheless, are an important part of the education experience" [3]; differentiation by abilities; structure of the real power at school; the language of a class; the necessity to tell a teacher exactly what he is expecting to hear; rational time management, ability to pass exams; differentiation of schoolchildren [4], or methods of managing them [5]. These organizational conditions actually set the forms of activity that are not formally adopted by anyone [6].

The educational system of a school, according to L.I. Novikova and N.L. Selivanova, "includes a set of parenting goals; a community of people who make efforts to achieve the goals; their activity oriented to achieving the goals; a network of relations that exist between the partakers of this activity as well as *that part of the environment, which has been adopted by the school in order to achieve the set goals*" [7, pp: 62].

The idea of the parenting space as a coordinating social environment does not provide a method of complete solution of the parenting crisis, but, what is most important, it shows that striving to increase the degree of parenting integrity always results in closer attention paid to each child and his individual cultural existence.

Theoretical Grounds: The contemporary pedagogical science includes multiple theories and concepts of parenting; their difference is determined by different understanding of a human and formation of his personality, as well as the role of a teacher in parenting and developing a child.

In the course of our research, we took as one of multiple definitions the one, which says that while managing the process of personality development of children, we can no way ignore existence of the environment, in which they are, the niches, in which they feel comfortable and the powers that they can face [8-9].

In certain environment, we permanently defend children of something and use something intentionally in the school parenting process.

Functionally, we determine the *environment* as what surrounds an individual, or by means of what his vision is formed, or what mediates his development and averages his personality. According to our understanding, the environmental approach determines in parenting the necessity of forming the "Life style of a human, his line of behavior, activity and thinking.

The environmental approach to the contemporary vision of the young people. If we concern systemacity, logic and consistency of judgments, education, life etc. according to traditional theories of parenting, the young people find figurativeness, discretization of the life fixation, situatedness or newsworthiness of the life closer to them. Social networking systems are a vivid example of that. Pupils share their pictures by events, interminently, visually (representatively) and in an interesting manner there. This approach is close to existentiality of "living here and now".

Another important theoretical point for us is building a strategy of schoolchildren parenting. The new paradigm of education forces us to look farther in future and think and act strategically. The parenting strategy determines lines of parenting, style and tools, technology and methods. At the same time, it can integrate historical peculiarities and the genetic code of a nation. For environment, the important issue is co-directionality of the vectors of personality development, influence of teachers, mentors, the society, etc.

At that, the strategy of the parenting process presumes the following points:

- Design of "living" one's school life, education, knowledge, values;
- Interesting "Living" through an event now and here;
- Strategy of charging with positive mood, positive attitude to life;
- Strategy of emotional parenting – "uniting lessons in feelings and relationship with other topics being taught";
- Strategy of success.

Research Tooling: According to the identified problem and in order to study the school parenting environment, an interrogation of schoolchildren of 7-11 years at the secondary schools of the City of Almaty was carried out. The interrogation was carried out within the framework of implementation of the project research of the Academy of

Pedagogical Sciences of Kazakhstan. Teachers and graduate students of Al Farabi KazNU took part in the research implementation [10].

The poll allowed compiling the description of real attitude and assessment of parenting influences; developing recommendations on improvement of the parenting influence on schoolchildren of 7-9 years.

In the result of the poll, the information by the following directions of the research was received: general vision of school and school life; analysis of various aspects of parenting activity at school; social well feeling of Almaty schoolchildren; value-related commitments of schoolchildren; problems of schoolchildren and ways of their solution.

RESULTS AND DISCUSSION

The results of the questionnaire showed that the majority of schoolchildren perceive the school positively in terms of the school environment. Schoolchildren associate this with presence of their classmates (57.8%) and favorite teachers (30.8%). When entering the school, almost 25% of the respondents look at the clock first. Some 3% pay attention to the timetable or look for their friends and classmates. The majority of interrogated children (24.8%) when asked this question said they paid attention to the persons on duty. A slightly less number of schoolchildren pays attention to the outward appearance, namely "cleanness of the corridor" – 20.3% and "appearance of the teachers" – 12.7%.

When asked, "What do you like in the school appearance?", the majority of schoolchildren pointed at the "Our pride" board (37.5%). The next important element of school exterior, which attracted particular attention of schoolchildren, was the "Life of the School" board (23.3%). External attributes (wall paint – 10.5%, timetable appearance – 6.7%, classroom – 5.2%) were in the third place. The total result was 22.4%. 12.8% of responders could not answer the question.

Analysis of the answers to the question "Why do you go to school?" confirmed the assumed conclusion that the majority of the schoolchildren were consciously motivated to study.

The following results were obtained among the answer options for this question: "To communicate my friends" – 27.1%, "It is just interesting to be at school" – 37.6%, "I like the school" – 18.8%, "I like the teachers" – 3.7%, "I am forced to go by my parents" – 1.5%, other answers ("to study", "to obtain knowledge", "education") – 18.8%.

According to the self-assessment of the schoolchildren, their participation in the school life was rather intensive – 80.5%. 19.5% could not answer the question and did not specify any activity, in which they participated.

Various events in the school life, interesting for the schoolchildren, can be represented in the following descending sequence: Competitions – 30.1%, School parties – 29.3%, Volunteer Saturday works – 18.8%, Classroom meetings – 10.5%, Campaigns – 2.3%. One of the aspects of off-hour work with schoolchildren is organization of hobby groups. The total percentage of schoolchildren who said they participated in the operation of hobby groups was 68.1%. Slightly more than 33% of the interrogated persons did not answer the question.

Sport groups were the most interesting for the schoolchildren – 29.3%. They are followed by artistic hobby groups and various creative hobby groups (including dancing, music and singing). Their total share is 24.7%.

Interrogation showed that 55.6% of senior schoolchildren believed the parenting measures taken by the school influenced on them positively.

In the course of the questionnaire, the schoolchildren were asked a series of questions aiming to reveal the nature of the parenting measures and their perception by the pupils. Analysis of the pedagogical documentation showed that the most popular lines of the social parenting work at school are topical classroom meetings; measures on prevention of drug addiction; propaganda of healthy living; organization and holding of culture tours, events (including visiting theaters and movie theaters, guide tours and museums); and, in a lesser degree, organization and holding of meetings with writers, scientists, public persons; organization and holding of nature trips.

Within the framework of the research, among the multiple timely topical lines of schoolchildren parenting, the schoolchildren highlighted the subjects of formation of the basic principles of tolerant behavior and culture of communication, interrelation with peers, conflicts with parents, etc.

Analysis of the questionnaires gives reasons to say that 81.9% of senior schoolchildren are interested in holding cultural events and show very positive attitude to them. However, the most popular answer to the question "When did you teacher take you to a theater last time?" was "Last year" (51.1%). It also is to be noted that 33.8% of schoolchildren said that they had never visited a movie theater with their teacher. Guide tours had been arranged for 66% of the interrogated schoolchildren. The most frequent answer according to the analysis results was "Last year" (49.6%). The results of the questionnaire give

reasons to say that at least one visit to a museum was arranged within the school year for 48.8% of schoolchildren. Over 40% of the responders mentioned that their school regularly arranged meetings with writers and popular public persons. Where meetings with scientists, according to senior schoolchildren, were held less often (30.1%) Finally, it is to be noted that 57.1% of schoolchildren would like to make a nature trip with their classmates and the supervising teacher.

CONCLUSIONS AND RECOMMENDATIONS

Generally, the results of the research give reasons to conclude that schoolchildren mainly perceive the school environment positively, as a safe one and as the one encouraging them to communicate peers and forming certain subject knowledge and skills. However, we need to emphasize certain dissatisfaction of the responders with the quality of organization of the parenting process. Taking into account the positive assessment and interest of the schoolchildren in holding cultural events, we cannot ignore the fact that there are some lines, in which schools need to intensify their social parenting work. Namely, this refers to formulation of the agenda of modern classroom meetings and parenting events and their arrangement. According to senior schoolchildren, social life in the school consists of not only the education itself, but also communication, joint organizational and practical events with classmates, the supervising teacher, teachers and parents.

In this view, we have generalized the opinions of schoolchildren regarding the important skills of a supervising teacher – the mentor. These are:

- The ability to perceive properly the processes, which take place in the world of children and of each individual child in various pedagogical situations; - the ability to analyze the "goal – principles – means – results" ratio as it can be applied to selection of a situation; the ability to require and to trust; the ability to promptly orient oneself and change the focus of attention; the ability to play with children; the ability to assess a situation from various viewpoints; the ability to identify significant points among multiple pedagogical facts; the ability to see the whole substance in something occasional; the ability to use versatile methods of influence in the same situation; the ability to precisely express one's mood, feeling and thoughts by mimicry and gestures.
- The ability to build rapport with children;
- The ability to approach them individually;
- The ability to develop initiative;
- The ability to help a child in a difficult situation;

- The ability not to harm the self-esteem of schoolchildren, to protect the weak, shy children against the mockery of their peers;
- The ability to trust the schoolchildren group and ask their advice;
- The ability to use various forms of self-management;
- The ability to seek and find positive qualities in a pupil's personality;
- The ability to form the skill of defending one's viewpoint etc. with schoolchildren.

Thus, the new stages of development of the educative and parenting structures must be mainly designed so that their content, methods and style of activity would help a pupil adapt quickly to the surrounding reality, to form his personal potential intensively based on free choice and ahead of the processes of socio-economic establishments being cognized.

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