

Features of Family-Teacher Interaction in the Formations of Students' Socio-Economic Value Orientations

Características de la Interacción Familia-Maestro en la Formación de la Orientación de los Valores Socioeconómicos de los Estudiantes

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ABSTRACT:

The aim of the article is to study family-teacher interaction in the formation of students' socio-economic value orientations, to create an effective model of formation of students' socio-economic values of a successful person by means of family-teacher interaction. A positive dynamic system of socio-economic value orientations enables young people to realize their professional potential successfully in the context of socio-economic transformations of modern society. They determine the expectations of the society and the employer and, therefore, the objectives of secondary vocational education. An effective family-teacher interaction is one of the major factors in the formation of socio-economic value orientations of a successful person. The study has developed and tested the universal correctional-development program for students, teachers and parents, which consists of training sessions with methods of play therapy, psychological jogging and group discussions, as well as methodological recommendations for parents. The

RESUMEN:

El objetivo del artículo es estudiar la interacción entre el profesor y la familia en la formación de las orientaciones socioeconómicas de los estudiantes, para crear un modelo eficaz de formación de los valores socioeconómicos de los estudiantes de una persona exitosa mediante la interacción entre el profesor y el profesor. Un sistema dinámico positivo de orientación de los valores socioeconómicos permite a los jóvenes realizar con éxito su potencial profesional en el contexto de las transformaciones socioeconómicas de la sociedad moderna. Ellos determinan las expectativas de la sociedad y del empleador y, por lo tanto, los objetivos de la educación profesional secundaria. Una interacción eficaz entre el profesor y la familia es uno de los factores principales en la formación de las orientaciones de valor socioeconómico de una persona exitosa. El estudio ha desarrollado y probado el programa universal de desarrollo correccional para estudiantes, maestros y padres, que consiste en sesiones de entrenamiento con métodos de terapia lúdica, jogging

effectiveness of the developed program is confirmed by experimental data that show optimizing family education, increasing psychological and pedagogical competence of parents, as well as the positive impact of the program on the formation of effective students' socio-economic value orientations. The experimental results confirm the practical importance of the developed correctional-development program and its practicability in the educational practices in order to optimize the communication between the family and teaching staff in the process of students' economic socialization.

Keywords: Personality development; family-teacher interaction; vocational education; economic socialization; vocational preparation.

psicológico y discusiones en grupo, así como recomendaciones metodológicas para padres. La eficacia del programa desarrollado se ve confirmada por datos experimentales que muestran la optimización de la educación familiar, el incremento de la competencia psicológica y pedagógica de los padres, así como el impacto positivo del programa en la formación de orientaciones socioeconómicas efectivas de los estudiantes. Los resultados experimentales confirman la importancia práctica del programa de desarrollo correccional desarrollado y su viabilidad en las prácticas educativas para optimizar la comunicación entre la familia y el profesorado en el proceso de socialización económica de los estudiantes.

Palabras clave: Desarrollo de la personalidad; Interacción entre la familia y el maestro; educación vocacional; Socialización económica; Preparación profesional.

1. Introduction

Student-centred education is a perspective direction of modern education system development, the purpose of which is to create conditions for students' maximum self-realization (Larimer, Kilmer, & Lee, 2005, pp. 431-456). Establishment of socio-economic value orientations is an important step in the process of socialization, which can be realized in different ways within the educational pedagogical practice.

The problem of formation of socio-economic value orientations in technical and vocational education institutions is of particular importance and special complexity in a drastic reassessment of political and socio-economic beliefs. Thus, the level of students' economic culture affects their ability to find solutions to economically relevant issues and orientation in the socio-economic processes, which is a necessary part of economic socialization in modern society.

Principles of family education and the influence of parents on the socio-economic value orientations of children are significant variables in this process.

Thus, the main objective of the study is to create an effective model of formation of students' socio-economic value orientations based on family-teacher interaction.

The results of this research will find their practical application in the field of education in the process of educational work, including the elements of psychological training aimed at developing students' productive value orientations.

Scientific works analysis in this field confirms that two public institutions have a specific impact on the system of students' socio-economic value orientations – the family and the teaching staff (Moscovichi, 1995, pp. 3-18).

Modern training requirements require graduates' vocational preparation of technical and vocational education institutions to participate in market relations. This entails a rethinking of goals that vocational education provides (Salamatov, 2013).

European and US scientists agree that the stage of formation of teenagers' valuable orientations depends on the psychological climate created by the college, which is an important factor in professional and personal development of a person (Nemov, 2003).

In this context, Value education acquires particular importance, traditional objectives of which are physical, emotional, mental, spiritual and aesthetic personality development. Value education involves not only mastering the skills of social behavior (Jones, 2003), but also the formation of ability to commit their own moral choices based on their personal position. It is not only the condition of social success, but self-acceptance, self-esteem, openness to inner experience, ability to psychological autonomy, acceptance of others, acceptance of love and friendship (Larimer, Kilmer, & Lee, 2005, pp. 431-456).

Economic value orientations are of particular importance among value orientations, as they are regulators of human behavior, namely the conditions of personal internal position implementation in the activity aspect of economic behavior (Dembitskaya, 2008, pp. 53-67). The relevance of the study is related to the contradictory of economic value orientations in a modern society, where market values are assimilated in the value structure of the post-Soviet society.

In particular, the economic basis for personality development is the property attitude, which is mainly money that meet the status and hedonistic needs.

Representations of economic value in the mind of a person can be in the form of cognitive (knowledge of economics and regulations, resulting in the understanding of various aspects of economic reality), emotional (attitude and evaluation of various manifestations of economic processes) and connotative components (aims and objectives of certain behavioral model implementation) (Dembitskaya, 2008, pp. 53-67).

In studies of Belokon I.V. & Maksimenko S.D. (2007), there are four types of economic systems: ambitious, implicit-anxiofearful, dreamy-funded and rational- anxiofearful. Positive settings include only a first type, while other settings are based on the principles of an acceptable minimum and may be negative factors in the context of capabilities' development for business and market activity.

Thus, it is very important to develop such valuable economic values that will a prerequisite for the productive personal fulfillment. That is of particular importance in the context of the education policy implementation in a developing society. Namely, formation of productive economic value orientations in the process of value education and their subsequent implementation will enhance the level of society as a whole and, consequently, a positive impact on the quality of life of each person.

The realization of these objectives is possible only by means of personal active inner attitude in the referential environment values' internalization, the most important among which is the family.

Thus, family influence on personality development and socialization is 70%, educational institutions – 20%, while the remaining 10% represented the influence of society. (Burns, 2016)

Therefore, the teaching staff should help to ensure the academic environment to be more approximate to the family (Clarke et al., 2005, pp. 321-340).

Thus, the education received in the family is an important factor in the intellectual and social development of the child (Ramirez, 1999).

The family is an indispensable social environment, where personality development and socialization, foundations of morality, worldview, value-motivational sphere (Moscovichi, 1995, pp. 3-18) largely determine the style of family education, pedagogical culture of parents (Ilnytskaya, 2013). The College challenge is not only the educationally appropriate, psychologically correct vocational preparation, but also to provide professional assistance in the use of moral and educational potential of the family (Clarke et al., 2005, pp. 321-340; Foote et al., 2013, pp. 126-136), the creation of family-teacher interaction.

However, in adolescence, students often much distance themselves from their parents aiming at greater autonomy, (Moscovichi, 1995, pp. 3-18). This significantly complicates the process of family values' transmission (Moscovichi, 1995, pp. 3-18). On the contrary, parents sometimes solving problems of economic nature dismiss themselves of educational and personality development of their children (Graue, & Brown, 2003, pp. 719-735).

Scientific literature analysis allows concluding that the major of studies are directed only to the formation of students' economic value orientations, and the issue of family-teacher interaction in this regard is not disclosed.

Pedagogical practice shows that the family-teacher interaction is often strained, difficult or non-

existent (Moscovichi, 1995, pp. 3-18; Graue and Brown, 2003, pp. 719-735), and in most cases (Moscovichi, 1995, pp. 3-18) teachers' call is ignored by parents.

Typically, each of the parties shift the responsibility for personality development at each other (Anderson-Butcher, & Ashton, 2000, pp. 39-53). Recriminations create additional barriers to initially difficult family-teacher interaction. (Chengfeng, 2014) In most cases, the reason for interaction is students' bad behavior, while more effective would be family-teacher interaction in the context of formation of the socio-economic value orientations as a prerequisite for effective professional and personal realization.

Consequently, we have the lack of trust and active communication in a teachers-parents system.

Thus, the formation of economic value orientations is the result of valuable patterns' assimilation of referential groups, namely, there is the perception, testing in terms of behavioral repertoire and the subsequent digestion of certain value orientations. In this context, the lack of incongruence between declared and implemented values is very important as that can lead to the "double standard of value".

Thus, the main factors of economic value orientations' formation are values of significant environment: parents, age mates and teachers. Only a productive synthesis of these three factors can provide the conditions for the full personality development at this age.

Family education is an important variable determining the extent and modality of family influence on personality development, namely, democratic family education is the most effective strategy for family values' transmission, whereas authoritarian family education can lead to antagonistic trends and updating the polar value orientations.

Thus, the study of family-teacher interaction in the formation of students' socio-economic value orientations is an important task of educational psychology, practical solution of which is to create an effective model of economic values of a successful person, namely a constructive dialogue in the "teachers-students/students-parents" system.

The study developed a method to optimize family-teacher interaction in the context of the formation of students' socio-economic value orientations.

Elements of the developed method can be used in educational training for parents, parent-teacher nights, university pedagogical knowledge, in planning educational-bringing-up process.

2. Method

The methodology of the study contains theoretical and empirical methods – analysis, synthesis, interpretation, compilation, observation, interview and testing.

Among psychognostic and psychocorrective techniques, there were used:

The Rokeach Value Survey (RVS), Disclosure Questionnaires "Family-teacher interaction," "Interpersonal relationships in the family", Parent Attitude Questionnaire (PAQ) by Varga A.Y., Questionnaire "Styles of parental behavior" by Stepanov S., play therapy, psychological jogging and group discussions.

3. Data, Analysis, and Results

The first stage of the study was to determine the degree of influence of family education on the formation of valuable orientations. 1050 students took the study.

According to the results of the survey "Interpersonal relationships in the family," we have revealed the following:

On the question about distribution of households 52% of students said that they are brought up in a two-parent family, 36% - only by mother, 12% - only by father, that is, on average, 48% of respondents are brought up in single-parent family. The second question reveals that 36% of parents have higher education, 60% - secondary-special and 4% - have no education. 54% of

respondents speak about peaceful relations in the family, 80% consider that the relations between parents and children are trust-based. Parents constantly provide any possible help – 78% of respondents.

50% of teenagers consider the most significant figure in the family to be a mother, 40% of respondents prefer the father, other relatives - 10%. Consider their family happy – 56%, perfect – 70% of respondents.

In order to determine how the teenager raised in a family, which styles of family education are typical for the majority of families of studied respondents, the study was conducted according to the Parent Attitude Questionnaire (PAQ) by Varga A. and questionnaire "Styles of parental behavior" by Stepanov S. (Rakhymbekov et al., 2015, pp. 164-166).

The obtained data show that half of surveyed families adhere to democratic style of parental behavior. Equally, there are authoritarian and liberal styles (111 and 109 respectively). And 218 people use the permissive style of behavior in the family.

60% of 980 surveyed parents in family education considered "Child Acceptance" as priority. Considering the scale of social importance – 65% of parents are interested in business and plans of the child, trying to help the child in all, felt to feel with him; 35% of parents appreciate the intellectual and creative abilities of the child, felt a sense of pride.

Interpreting the scale of interpersonal distance of parents in their communication with the child – 45% of parents seek a symbiotic relationship with the child.

Analyzing the scale on form and direction of child's behavior monitoring, 40% of respondents are clearly authoritarian.

In scale, reflecting the peculiarities of perception and understanding of the child, 10% of respondents desire to infantilize their child, attributed him with personal and social inadequacy.

We also conducted a survey among 650 teachers to find out the main challenges in working with parents. According to them, the main problems is the lack of call and activity on the part of family, poor attendance at meetings, lack of interest in matters of child and low pedagogical culture, which blocks the formation of value orientations and is not conducive to students' economic socialization.

In this context, diagnostic results are the results of value orientations' study by The Rokeach Value Survey (RVS). Thus, the high value of material welfare is combined with high scores on "productive life» ($r=0,38$; $p<0,01$), «social esteem» ($r=0,38$; $p<0,01$) and «entertainment» ($r=0,44$; $p<0,01$). Material welfare is also combined with the severity of such instrumental values as «high demands» ($r=0,46$; $p<0,01$), «rationalism» ($r=0,36$; $p<0,01$), «strong will» ($r=0,32$; $p<0,01$) and "efficiency in work» ($r=0,45$; $p<0,01$).

Questionnaire results of teachers on priority areas of family-teacher interaction identified the following trends (Figure 1).

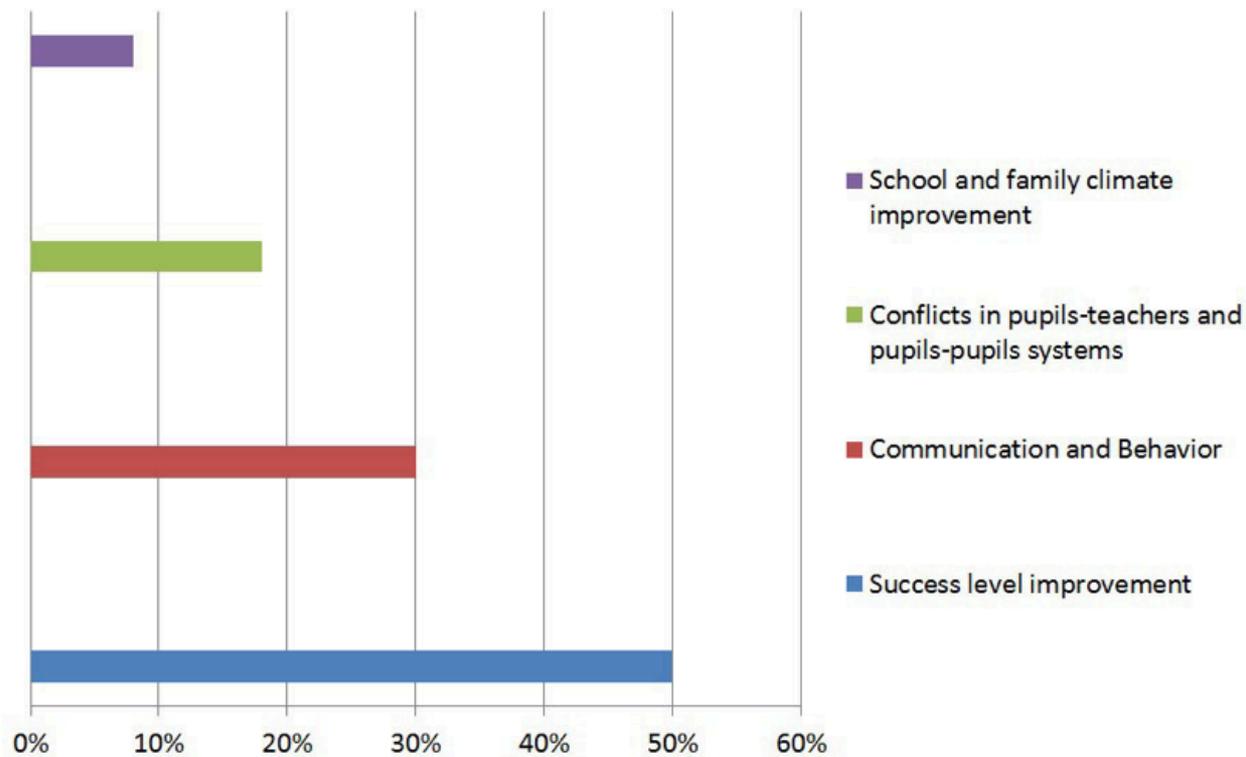


Figure 1. Main directions in family-teacher interaction.

The results show that the main reason for the family-teacher interaction is the students' success level, while various aspects of communication and personality development are not the subject of discussion.

There was a parent-teacher night for parents of teenagers on styles of family education to explain the features and possible consequences of each of them, to enhance the effectiveness of the relationship between the child and parents.

In accordance with objectives, there was developed a mindset-training program of two stages aimed at formation of socio-economic value orientations of a successful person.

The aim of the first stage is to harmonize relations in "student-parent-teacher" interaction. The second stage contains the work with monetary facilities and programs, the purpose of which is the transformation of money programs towards financial abundance and prosperity, creating conditions for the full personal fulfillment.

All stages of mindset training involve the participation of students, parents and teachers.

First stage: "Personality harmonization" (program)

Mindset-training class: "Understand Me"

Exercise: "Do you know how to listen to what other people say?"

Purpose: formation of ability to listen to each other, learning the technique of "active listening."

The question may seem strange, since when we talk to someone, we hear him. However, are you able to listen thinking about him, not about yourself?

At the request of the group, there are selected two teenagers. One is invited to tell an interesting story. The task of another is to listen without interrupting. Listening, to think, "Why is he telling it? Is he happy or pretending to be so? Is he sad or is he in interest in the subject of speech? And if he is pretending to feel something – what is the purpose?" The task is to imagine that he is you, how you look right now in his eyes.

During the story, the listener must non-verbally praise the collocutor (with a nod of the head etc.).

Mindset-training class: "Conflict"

Exercise: "Claims"

Purpose: formation of some of the skills of establishing good relationships with parents and other adults.

To perform the exercise students need large sheets of paper for drawing and colored pencils or markers.

Each participant divides the sheet into two halves and draws two family memories – happy and unhappy. Both events drawn on a single sheet highlight the fact that both positive and negative events occur within one unit – the family.

When the group has finished drawing, each participant in a circle shows to a group his drawing and comments depicted events.

Second stage: "Monetary Programs' Transformation" (program)

Exercise: "Cash blocks"

Purpose: identification of monetary units, limiting the attraction of money and their transformation into positive cash installation attracting money.

Task: please, read the following statements about money and mark the ones that are inherent in you.

Why should I blow money?

There is always not enough money.

I will never be rich.

Money is not the main thing in life.

Money is hard earned.

I can count, but there will still be no money.

We must live within our means.

I am ashamed to think about money.

Money spoils people.

Honest work will make no money.

Making money is a spiritless way of life.

I am ashamed to receive large sums of money when there are so many poor people.

All people need help.

I am a poor, but proud.

Money is better to save for a rainy day.

It is a shame to rip people.

Money is dirt.

Money is danger.

Silly money – big problems.

Why shall I stick my neck out when everything has been don?

Business requires a large start-up capital.

Education is a guarantee of financial success.

It is a shame to borrow money.

I have to pay for everything.

There is no such thing as a free lunch.

Money is always passing me by.

Now, when you have identified statements limiting your financial space, rephrase them so the statement will contain a positive monetary program.

For example, "Money is hard earned" – "Money can come easily and with pleasure."

Instructor helps participants to change statements if they are difficult for the participant, responds to their questions.

Result: financial programs' selection and transformation; creating positive monetary facilities, attracting financial abundance.

Exercise "Alone in a new city"

Purpose: financial thinking development.

Task: Imagine that you are in a new city with no money. Your task is to earn at least a minimum of money to return home.

Your actions? How can you get the necessary amount of money?

Participants generate ideas for making money.

In case of difficulties with the ideas, instructor asks participants leading questions and suggests possible ways of solving the task, energizes participants' search activity.

Result: increase in non-standard financial thinking.

After testing of developed educational programs, we carried out re-diagnosis in the study of value orientations and styles of family education.

As a result, there is a significantly reduced number of parents using a permissive style of parental behavior ($t=3,5$; $p<0,01$) by increasing number of families that have a democratic style of parental behavior ($t=4,1$; $p<0,01$). Statistically significant is also the change in the number of parents using authoritarian style of parental behavior ($t=2,3$; $p<0,05$).

There are also significant changes in structural correlation of material welfare and students' value orientation. Thus, in addition to current correlations, material welfare value is now significantly correlated with terminal values such as «development» ($r=0,44$; $p<0,01$), «confidence» ($r=0,49$; $p<0,01$) and «creativity» ($r=0,31$; $p<0,01$), as well as instrumental values «erudition» ($r=0,33$; $p<0,01$) and "independence» ($r=0,40$; $p<0,01$).

4. Discussion and Conclusion

Designed correctional program positively resonates with current formation system of family-teacher interaction, which aim is to transform the antagonistic position of students and parents into cooperation position realized in the course of special events by means of participation of students, parents and teachers (Chengfeng, 2014).

The results can be explained by the conception of Epstein concerning determination of the concept of "parental involvement" in formation of students' educational and socio-economic value orientations (Anderson-Butcher, & Ashton, 2000, pp.39-53). This must necessarily take into consideration the particular style of parental behavior and material living conditions of families. (Achinstein, 2002, pp. 421-455) This concept entails parent communication with their children about education, parent participation in school-related decision-making; parent collaboration with educators and college community (Anderson-Butcher, & Ashton, 2000, pp.39-53).

An important aspect of this program is the availability of teaching staff specialized preparation

to work with parents necessary in professional vocational education system (Miretzky, 2004, pp. 814-851; Rothermel, 2000, pp. 59-54).

These results confirm that the application of developed correctional program increases the number of families using a democratic style of parental behavior, which helps to improve the family climate and creates favorable conditions for successful formation of students' socio-economic value orientations.

Data analysis leads to the conclusion that in the experimental group, there were statistically significant changes in family relations contributing to the formation of socio-economic value orientations. Namely, students' financial welfare values have become more multifactorial and presuppose certain personality manifestations, such as creativity, ability to develop, confidence in abilities.

Positive changes are associated with family relations' harmonization and growing interest of teachers to work with families, which is reflected in the value priorities.

The sample is representative with respect to the categories of studied people, because it was made by means of randomization – based on age, social status and other individual psychological characteristics of respondents. Uniform sample and normal data distribution make it possible to consider the reliability of results.

Methods of correlation analysis (Pearson's Correlation Coefficient) and parametric comparison of average values (Student's Coefficient) prove data validity in the study.

Development perspectives of the research areas are related to modeling and subsequent introduction of practical algorithms for family-teacher interaction in the education system, which is an important contribution to the solution of psychological and pedagogical problems of our time.

5. Implications and Recommendations

Empirical research has confirmed that family-teacher interaction takes place at a low level. That is the cause of unproductive eclectic in formation of students' socio-economic value orientations.

The results of this study make it possible to identify the main ways to improve family-teacher interaction:

1. Awareness of the need in organization of pedagogical cooperation with parents.
2. Differentiation of cooperation with students and parents, depending on the conditions created at home and at college.
3. Increasing level of pedagogical culture of parents, namely their psychological and pedagogical competence and maturity.
4. Organization of socially significant activities and leisure with parents and students, as well as conditions for ensuring parents' rights to participate in management, educational-bringing-up process (assistance in public parent formations' activities (board of regents, parent-teacher organization etc.).
5. The use of developed method as a way to improve family relations and to establish partnerships in "teacher-student-parents" system.

These re-testing data indicate that the developed mindset-training program optimized the styles of family education, improved psycho-pedagogical competence of parents and positively influenced the formation of students' effective socio-economic value orientations.

These data confirm the practical importance of developed correctional- development program and its implementation practicability in educational practices in order to optimize family-teacher interaction in the process of students' economic socialization.

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