Azerbaijan Diplomatic Academy
master, Aliyeva Shabnam Sehran
sebnem_aliyeva@yahoo.com

EFFECTIVE COMMUNICATION BETWEEN TEACHERS, PARENTS AND STUDENTS IN SCHOOLS

SUMMARY

Only societies that achieve quality education can keep up with the dynamic development in the rapidly globalizing world. The creation of school communities is the demand of the day in the establishment of modern educational work. Every parent should understand well that the changes in education in recent years, the positive results achieved, and a number of innovations implemented in schools are aimed at their child receiving high education and upbringing.

Student motivation and parent-teacher relations are one of the fundamental factors in the development of education. Problems in the working relationship between schools and parents, difficulties in pedagogical and psychological cooperation and their direct impact on student motivation are relevant in modern society. The article also summarizes ways to increase student motivation, factors that cause discouragement in students, and the role and results of parent-teacher cooperation in this regard.

Keywords: *teacher, interaction, cooperation, school, parent.*

INTRODUCTION

The results obtained as the impact of the correct establishment of school-parent cooperation on the stimulation and academic results of students characterize the scientific novelty of the article. The emergence of interaction between teacher and student also creates conditions for the establishment of traditionally new content of relations between school and parents. It is especially important to establish such relations with parents of students studying at the middle stage of education.

The combination of teacher-student relations in a creative field, their formation in the context of interesting discussions and debates, turning into social relations, realizes the psychological aspects in achieving quality in a positive direction.

MAIN PART

Strong cooperation between parents and school plays an important role in the education and development of children. This relationship not only improves the quality of education, but also directly affects the emotional, social and spiritual development of children. The parent-school community is a platform where both the family and the school work together in the educational process [1].

The student's attitude to school and education begins, first of all, with the teacher's example. In general, pedagogical activity consists of professional activity aimed at the formation of the quality of the personality of schoolchildren in accordance with the order put forward by society during the training, development, and education of students. The class teacher is the person who first receives students in the schoolyard and enters into communication with them. Thus, he will be engaged in the education and upbringing of the student for a long time. It is also known that it is impossible to educate without communication.

In teacher-student relations, the teacher, in addition to acquiring deep scientific and pedagogical knowledge, must have such knowledge, skills and habits that can help him influence students. He must also be able to actively manage mutual relations in the student community. Life has repeatedly proven that the school alone has difficulty in coping with the education of students at a high level. In this matter, the help of parents and the community as a whole is needed [2]. Regular close contact between the school and parents is the main condition for the successful outcome of the child's education. The joint work of the school and the family is a decisive factor for the child to grow up as a happy person. The enthusiasm, dedication and active help of parents in both school and extracurricular activities are very important. Parents should familiarize themselves with the school's activity plan and lesson schedule, and try to coordinate the work of the home with the school. The school should regularly discuss the successes and

problems of students with parents. Parent-teacher meetings and gatherings, parent-teacher activity help to analyze the general situation of students in detail, to regularly familiarize themselves with the work and concerns of the school, and ultimately to resolve important issues in a timely manner [3].

Continuous motivation and incentive measures are organized in the school environment to increase the motivation level of students, to show a responsible attitude and to make the learning process more interesting. These measures are important for creating favorable conditions for students and increasing their productivity.

The awards presented to students are selected according to their knowledge and skills, and the achievements they have achieved. Various awards are presented, such as honorary diplomas, letters of appreciation, gold or silver medals, valuable gifts, awards, scholarships, certificates of distinction and other incentives. These awards play an important role in thanking students for their work and encouraging them to realize their potential [4]. Also, organizing subject Olympiads, competitions and competitions in schools can be given as examples of motivation and incentive measures. These measures give students the opportunity to demonstrate their skills at a higher level among students and encourage them to work harder. Through Olympiads and competitions, friendship, cooperation and competition logic are formed among students, which helps them to take the learning process more seriously and show their potential to the maximum. All these stimulating measures help students to be more motivated and have a more solid learning process in the school environment. Students can use their potential to the maximum by increasing their motivation and show a more responsible attitude in the learning process. According to Aliyeva, all this helps students to achieve better results and realize their potential at a higher level [5].

In addition, the school administration or class teachers can convey the achievements and successes of students to their parents through letters, disseminate news about this in the school press, on the school website, as well as write encouraging letters to the student's family and parents' workplace, and express gratitude to teachers who have played a role in their success.

Parent-teacher cooperation is one of the strongest factors in the success of students. This cooperation helps to achieve the best results at school and to use students' potential to the maximum. Anonymous surveys are one of the best ways for parents and teachers to assess the current state of parent-teacher cooperation at school. Anonymous surveys are effective in assessing parents' perceptions of student behavior and teachers' perceptions of school and family [6]. These surveys use parents' interactions with teachers to identify students' behavior in the learning process, their performance in accordance with learning objectives, and their current problems. Accordingly, parents and teachers can assess the current state of parent-teacher collaboration and create a supportive environment for students to achieve higher levels of success. The most important thing for successful parent-teacher collaboration is to work as a team. Parents and teachers must work together to build an effective collaboration with each other. This is the most powerful tool that students have for achieving greater success in school. As parents and teachers value collaboration, they can create an environment that supports the potential for success of all students. This collaboration helps create an environment that helps students achieve better results in school and realize their potential to the fullest [7].

Two-way, constant communication between the school and the family is one of the most important factors contributing to the development of the child. For effective communication, it is important for the teacher and the parent to share information with each other. Effective methods have been developed in schools for the dissemination of information, such as newsletters, websites and school information boards. Relevant information and notices are placed on the mentioned tools. When communication between parents and the school is systematic and effective, the involvement of parents in the educational process develops, their assessment of the school increases, and they develop a positive attitude towards the school. Naturally, the strategies used should be developed in the interests of the school community.

It should be noted that, as part of a pilot project implemented by the Ministry of Education with the financial support of the World Bank and the organizational support of the Allianz Consult company, school communities have been established in 54 general education institutions of the country since September 2015. Two of these educational institutions are in Ganja, 52 in Baku. School communities, which include students, parents and class leaders, operate under the motto "We learn, relax, develop together". The new format assumes the active participation of all participants in the school life. The basis of success and achievements in a modern school is the unified interaction of students, parents and teachers [8]. School communities convey several important messages to society: school is a second home, school prepares students for life. At the same time, not everyone can be excellent, but everyone has talent. If we summarize all this, we can say that school communities will show that the school is an environment for comprehensive development. The main purpose of creating a school community is to expand relations between the school and parents, to identify and develop students' abilities along with their knowledge skills, to increase attention and care for students for their personality-oriented formation, and at the same time to involve other classes in this project. ve The newly created institution - school communities - is characterized as a union of students, parents and teachers created to better manage school life together. According to the project, within the community, parents, teachers and children will act on an equal footing and make decisions together [9].

In world practice, school communities have been operating for more than 100 years. Iema means tripartite cooperation - school, society and family. In Parent Committees, there was talk of cooperation between school and parents. However, there is already a third party in the community. The presence of society is important in the establishment of modern educational work [10]. Together, these three pillars will be able to replace the existing parent committees in schools at a sufficiently high level. Therefore, the creation of school communities is a requirement, a social order. Without its adoption, the solution to the problems of schools will not be effective.

CONCLUSION

The joint activity of the family and the school in education is a jointly organized activity to coordinate the goals, forms and methods of education. Such interaction ensures the creation and preservation of conditions for personal development, learning motivation, physical and mental health, and social adaptation of students.

The article identifies the direct impact of the correct establishment of school-parent cooperation on the stimulation and academic results of students. The creation of interaction between the teacher and the student also creates conditions for the establishment of traditionally new content of relations between the school and the parents. The establishment of such relations with the parents of students studying at the secondary stage of education is especially important.

Thus, stimulating student activity, motivating them to study and gain knowledge, creating an intellectual environment at school, and at the same time ensuring their close participation in this process through proper cooperation with parents should be one of the main areas of activity of a comprehensive educational institution. Using the strategies in the article, teachers and parents can further increase the internal motivation of students, ensure their interest in the lesson, and directly influence their academic achievements.

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MƏKTƏBLƏRDƏ MÜƏLLİMLƏR, VALİDEYİNLƏR VƏ ŞAGİRDLƏR ARASINDA SƏMƏRƏLİ ÜNSİYYƏT

XÜLASƏ

Sürətlə qloballaşan dünyadakı dinamik inkişafla yalnız keyfiyyətli təhsilə nail olan cəmiyyətlər ayaqlaşa bilər. Müasir təlim-tərbiyə işinin qurulmasında məktəb icmalarının yaradılması günün tələbidir. Hər bir valideyn yaxşı anlamalıdır ki, son illər təhsildə gedən dəyişikliklər, əldə olunan müsbət nəticələr, məktəblərdə tətbiq olunan bir sıra yeniliklər onun övladının yüksək təlim və tərbiyə almasına yönəlib.

Şagird motivasiyası və valideyn-müəllim münasibətləri təhsilin inkişafının əsaslı amillərindən biridir. Məktəb və valideynlərin işgüzar əlaqələrindəki problemlər, pedaqoji və psixoloji əməkdaşlığındakı çətinliklər və bunun şagird motivasiyasına birbaşa təsiri müasir cəmiyyətdə aktuallıq kəsb edir. Məqalədə həmçinin şagird motivasiyasının artırılması yolları, şagirdlərdə ruh düşkünlüyünə səbəb olan faktorlar və bu yolda valideyn-müəllim əməkdaşlığının rolu və nəticələri ümumiləşdirilmişdir.

Açar sözlər: *müəllim, qarşılıqlı münasibət, əməkdaşlıq, məktəb, valideyn*

ЭФФЕКТИВНАЯ КОММУНИКАЦИЯ МЕЖДУ УЧИТЕЛЯМИ, РОДИТЕЛЯМИ И УЧАЩИМИСЯМИ В ШКОЛАХ

РЕЗЮМЕ

Только общества, обеспечивающие качественное образование, могут идти в ногу с динамичным развитием быстро глобализирующегося мира. Создание школьных сообществ является насущной необходимостью в организации современной образовательной работы. Каждый родитель должен хорошо понимать, что изменения в образовании за последние годы, достигнутые положительные результаты и ряд нововведений, внедренных в школах, направлены на получение их ребенком высшего образования и воспитания.

Мотивация учащихся и отношения между родителями и учителями являются одними из основополагающих факторов развития образования. Проблемы во взаимоотношениях школы и родителей, трудности педагогического и психологического взаимодействия и их прямое влияние на мотивацию учащихся актуальны в современном обществе. В статье также обобщены способы повышения мотивации учащихся, факторы, вызывающие у них демотивацию, а также роль и результаты сотрудничества родителей и учителей в этом отношении.

Ключевые слова: *учитель, взаимодействие, сотрудничество, школа, родитель*