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The Parents' Attitude towards an Organized Social Pedagogical Assistance at School

One of the main aims of contemporary education is to train a responsible, independent, patriotic personality, capable to compete successfully in this ever changing world (Nesėkmingo mokymosi mastai ir priežastys, 2003). When evaluating the challenges of the modern world, the mission of education turns into assistance to help a person to understand the contemporary world and to educate a person who is willing and can learn constantly (Psichologinės pagalbos mokiniui teikimo tvarkos aprašas). Thus, the school seeking to guarantee the main educational strategy development aims, such as realization of accessibility continuity and social justice ought to take care of the process quality. As it is described in the State educational system's strategies, the quality of the educational process is defined by implementation principles of consistency and continuity and formation of social and pedagogical conditions to teach every schoolchild. The student who has experienced failures to learn needs help not only studying the subject. Pedagogical and psychological assistance is very important to him (her), but he (she) gets it very rarely. The research shows that out of 10 percent students with learning difficulty only 0.6 percent (Nesėkmingo mokymosi mastai ir priežastys, 2003) received help from a psychologist, speech therapist or social pedagogue. In S.L.Belikova's opinion, a greater impact on a person has the influence made by a specially organized group. S.B.Rimm has constructed a model of psychological assistance to overcome learning difficulties which consists of evaluation, communication, changes of expectations, identification of roles model, correction of shortcomings and changes of reinforcement (Rimm 1998).

In order to help the student who faces learning failure it is important to organize his (her) activities in such a way that at least minimal feeling of success would be guaranteed. The organized learning process will give strength, self confidence and will encourage for further activity. A.K.Markova states that in order to strengthen students' motivation to learn, it is necessary to pay attention to the level of students' motivation (Столяренко 2003).

D.Steipek suggests that students' desire to learn and their progress depend on how teachers themselves imagine students' learning and what results they expect (Steipek 1988).

Psychologists (Fonagy 2001 and others) state, that aggressive children more often play truant, do not attend school and this directly determines failure to learn. This leads to conclusion that assistance offered to overcome failures to learn can be identical to specific features of assistance given to aggressive children. According to D.Nasvytiene's statement, while providing assistance to aggressive children first of all it is necessary to cooperate with their parents. Cooperation will be effective only if parents are prepared in a proper way; if they know which model of behavior is the

most appropriate in educating an aggressive child and which principles to follow looking for a desirable result. The scientist emphasizes that aggressive behavior can be changed into a desirable one with the help of reward for proper behavior expression on the one hand and no reinforcement for their bad behavior on the other (Nasvytienė 2005).

Research proves that the microclimate at school, teachers' support, love, encouragement and preoccupation with student's learning results make students learn more seriously and seek advancement (Gage 1993).

So, we can define the effectiveness of pedagogical-psychological assistance as teachers' efforts to notice schoolchildren's failures to learn, overcoming learning difficulties. In organizing pedagogical assistance, it is important to follow the principle that the assistance provided will be useful, effective and properly assessed by school children only when a pedagogue accepts student's problems as drawbacks of his personal work, when he notices rudiments of failure to learn.

Great importance is attached to student's family when social-pedagogical assistance is being organized. The necessity of family and school cooperation was stressed by R.Civinskas (2006). He stated that the mechanism of organized support does not function if the mechanism of parents and school cooperation does not work. So parental involvement and voluntary participation in organizational process of social-pedagogical assistance is one of the main criteria for assistance effectiveness.

Aim of the research: To reveal parents' attitude towards special features of pedagogical, psychological and social assistance provided to their children. **Methodology of the research.** Quantity research was carried out following the order of the Ministry of Education and Science. A closed type questionnaire for parents was used in the research. The research data was processed with the help of SPSS computer software. Volume of the research: 666 parents.

Conclusions

1. In parents' opinion, the most important pedagogical-psychological problems at school are such as fatigue due to heavy loads of teaching, improper behavior of schoolchildren during lessons, inter-conflicts with schoolmates and teachers' unwillingness to explain the teaching material additionally.
2. Parents most often ask class teacher for help. It was ascertained that parents are well informed about the assistance provided by class teacher, social pedagogue and psychologist.
3. Most often parents ask specialists assistance in relation to: catering free of charge, behavior problems, school attendance – social pedagogue; communication, behavior problems and conflicts – psychologist; learning difficulties - special pedagogue; problems of behavior and education, conflicts - class teacher; language, speech defects - speech therapist; teaching material incomprehensibility and problems of behavior – teacher's assistant.
4. The parents, who participated in the research, are satisfied with the quality of assistance provided by class teachers, social pedagogues and psychologists. They are less satisfied with the quality of assistance provided by teachers' assistants and special pedagogues.

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