

classroom. By appreciating representative music works, students can have a general understanding of the composer's era and style, the composer's birthplace and biography facts, some glimpses of a region's style and personal music style.

This can be a first step towards teaching about genres and styles. Students broaden their musical horizons, gain insights and strength from music, and establish a positive attitude towards all beautiful things, so that improving their moral sentiments in the music world [3, p. 10-12].

So, we considered key aspects of planning an effective music appreciation class in primary school. Teachers need to do a lot of homework to design reasonable music teaching content, and help students lay a foundation for music education according to their age and individual characteristics.

Through the study of actual cases and practical teaching we will be able to enhance students' interest in music learning, communicate and interact with students in an equal and friendly manner in the classroom, stimulate students' enthusiasm for learning music, improve their music literacy and ability to appreciate music, and cultivate their personal qualities and abilities.

References:

1. Vidulin, S. Strategies for listening to music and music appreciation in compulsory school / S. Vidulin // Glasbenopedagoški zbornik. – 2020. – Vol. 31. – P. 57-68.
2. Yang, H. Research on Teaching Strategies of Music Appreciation Classes in Primary Schools / H. Yang // Educational Teaching and Management Sanya Forum Collection. – 2022. – № 1. – P. 181-183.
3. 谢琼. 关于小学音乐欣赏课的教学实践与分析:以娄底市第-小学音乐欣赏教学实践为例 / 谢琼. – 北京: 中央民族大学, 2015. – 120 页. [Xie, Qiong. Teaching Practice and Analysis of Primary School Music Appreciation Class in Loudi City / Xie Qiong. – Beijing: Central University for Nationalities, 2015. – 120 p.]

UDC 373.31

THEORETICAL ANALYSIS OF THE FAMILY INVOLVEMENT IN PRIMARY SCHOOL CHILDREN'S EDUCATION IN CHINA

Zhou Yiwen

Master's student of the Department of Pedagogy

Belarusian State Pedagogical University named after Maxim Tank, Minsk

zhouyiwen59gmail.com

The paper deals with the problem of family involvement in primary school children's education in China. More children attend preschool and all-day kindergarten than ever before, and educators are being urged by federal, state, and local institutions to use research-based or evidence-based approaches to improve their work with families and families' involvement with their children and the school. This review strengthens the belief that interventions to boost family involvement may be a critical piece when trying to support children's early learning.

Keywords: primary school children; the family involvement; parental involvement; educational support; psychological support.

The influence that the family has on the development of children is paramount to the outcomes in terms of achievement that are made in learning. The family as well as parents are critical in protecting and providing for the children from their first moment. Actually analysis by Russell, Peplau and Cutrona illustrates that the family and parents do influence the outcome of a child right from his or her inception throughout his development period until he or she becomes an adult [1, p. 478]. The involvement of parents in primary school education of their children is perceived to be a concept that is very broad. It is on this basis that different schools of thought approach it from a different perspective. Schaefer and Olson argue that parental support therefore entails psychological support, play support, life support as well as educational support [2, p. 56]. All these forms of support do have an important since they influence both the growth and development potentials of a child. In the process they are critical in determining how a child will turn out in school as well as in life. The reason is that the perception that a child develops due to the support he or she receives from their parents will act as a motivation, and its

absence can be a potential demotivation to achieve his or her life goals. Similarly, these types of support affect children's psychological and emotional well-being. Schwarzer, Born, Iwawaki, and Lee also note that they do affect a child's learning outcomes, behavior, and the social support a child can receive as they grow up [3, p. 7].

The life support framework has been fronted mainly by Schwarzer, Mueller and Greenglass in their analysis on the role that parental involvement in primary school education has on the child's development [4, p. 149]. According to this concept, the family life support that every child attending primary school needs includes adequate and stable housing. This is because learning does not stop at school, instead learning continues at home, and this can only happen when the household environment is stable enough for the child to continue their learning initiative without any interference such as quarrels with side of the parents. The structure also shows that convenient transportation to and from school is vital. This aspect not only improves the child's safety and comfort, but also improves the child's ability to have the convenience of moving between home and school and vice versa. This is critical to minimizing the potential burden that a child may be exposed to. Therefore, this allows the child to have a better environment for remembering and assimilating the content and elements learned in school. The Framework also suggests that the time a child spends transitioning between home and school, and between school and home, is often the most effective time for a child to confide in their parents about their experiences at school, and that they are waiting. on any school day. This sharing, according to Shen, allows the child to receive the necessary support that will calm him or her, as well as give him or her confidence in the face of any school day [5, p. 8].

School, like any other routine activity, can involve enormous challenges for the individual child. And at an early age in elementary school, most children did not develop coping mechanisms for the difficulties associated with such a routine. Therefore, a convenient transportation system is important in helping the child get the support they need to get through the routine as well as share their concerns about the school routine. The adequate play space is also critical for primary school children and is part of the ways parents can participate in children's education. With sufficient play space, as noted in the document, this should be not only at school, but also at home. Adequate play space is fundamental for parents to be able to engage and supervise their children. The play space is important because it is a means by which children can also interact with their environment, learn to play roles, and also understand their social environment. Parents can get involved by supervising their children and helping them when necessary for their participation. Slater illustrates that parental participation in such activities tends to increase children's cognitive abilities as well as social skills [6, p. 70]. In the process, this contributes to their ability to learn and interact well with the content they are learning. Similarly, it improves their ability to do better in both school and other extracurricular activities.

As a result of this Sroufe agrees that, parental involvement through provision of the needed material support would enable them grow with the right self-esteem social skills and demonstrate limited cases of withdrawal [7, p. 367]. In this respect, they will also be in a better position to perform distinctively in class. The case according to Russell is rather different with children raised with limited or inadequate material support [1, p. 475]. Such children tend to experience challenges with their self-confidence as well as demonstrate cases of withdrawal and reduced social skills. In the process this also affect their academic performances in general because they lack the personal push to achieve anything they desire.

Psychological support is also an important part of the involvement of parents in the education of children in primary school. According to Schaefer and Olson, this is the quality of the interaction that a parent shares with their child [2, p. 50]. This interaction is believed to have a long-term impact on both cognitive and psychological development of the child. Therefore, parents should treat their children kindly. Parents also need to understand how to communicate with their younger students. This means that parents need to develop positive and two-way communication between them and their younger students. In the process, this will likely develop children's confidence as well as self-esteem, which is a vital aspect of their learning process. Communication is also important because it will allow parents to

trust their children to be safe and responsible in their areas of responsibility. However, this does not happen if the parent does not do the necessary work. By demonstrating an element of trust, children are able to engage in self-knowledge, as well as gain experience, which is very important for their personal development.

Schwarzer holds that when children know and understand that they are loved, they gain the potential of developing in a healthy way. In this respect, this aspect of feeling loved should come from the children's parents [3, p. 7]. It has been observed that children who have loving parents can significantly outperform their peers in abilities when they grow up. In the process, this will help facilitate their ability to grow as a person, increase their determination to excel, and make significant achievements in their lives. That is, participation in classes will help increase their potential and abilities.

Educational support also forms a vital part of the parental involvement in the primary school children's education. The reason is that the level of intelligence of a child of primary school age has not yet matured. Thus, the academic knowledge they are exposed to is negligible. Thus, the educational support that parents should provide to their children is not academically oriented. Instead, parents should guide and support their children in how to identify the right learning materials. In addition, educational support also includes parents helping their children learn how to interact with their peers. Choosing good techniques that develop independence in areas such as feeding and dressing is very important. In the same way, parents can help their children in resolving conflicts with peers and many other aspects that are very important for the well-being of children in the future. Schwarzer illustrates that parents teach their children these aspects and engaging them is vital for their own wellbeing and their own independence and survival as they grow up and become independent of their parents [4, p. 161].

In conclusion, we can state that the participation of parents in the training and education of their children in primary school is necessary. This not only serves the purpose of helping children, but also helps in improving the welfare of society as a whole. Therefore, parents should by all means take the initiative to participate in the upbringing of their children.

References:

1. Russell, D., The revised UCLA loneliness scale: concurrent and discriminant validity evidence / D. Russell, L. Peplau // *J. Pers. Soc. Psychol.*, 2020. – No. 39. – P. 472–480.
2. Schaefer, M. T. Assessing intimacy: the PAIR inventory / M.Schaefer, D.H.Olson // *J. Marital Fam. Ther.* –2011. – No. 7. – P. 47–60.
3. Schwarzer, R., The assessment of optimistic self-beliefs: comparison of the Chinese, Indonesian, Japanese, and Korean versions of the general self-efficacy scale / R.Schwarzer, A.Born, S.Iwawaki, Y.Lee // *Psychologia*, 2017. – No. 40. – P. 1–13.
4. Schwarzer, R. Assessment of perceived general self-efficacy on the internet: data collection in cyberspace / R. Schwarzer, J. Mueller, E. Greenglass // *Anxiety Stress Copin.* – 2019. –No. 12. – P. 145–161.
5. Shen, G. H. A case study on the effects of parent-child play on children's psychological independence [Electronic resource]. – *Adv. Psychol.* – 2017. – Mode of access: <https://pubmed.ncbi.nlm.nih.gov/17200287/> – Date of access: 28.02.2023.
6. Slater, A. Individual differences in infancy and later IQ / A.Slater // *J. Child Psychol. Psyc.*, 2015. – No. 36. – P. 69–112.
7. Sroufe, L. A. Attachment and development: a prospective, longitudinal study from birth to adulthood / L.A.Sroufe // *Attach. Hum. Dev.*, 2015. – No. 7. – P. 349–367.