

SPECIFICS OF INTERACTION BETWEEN A MUSIC TEACHER AND FAMILIES OF STUDENTS IN GRADES 1-4

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Abstract. The interaction between music teachers and families of students in grades 1-4 plays a pivotal role in the musical and overall educational development of children. This study delves into the complexity of this relationship, examining the roles and expectations from both sides, communication strategies, and the importance of a supportive home environment for musical education. Drawing from a range of scholarly sources, the study highlights the significant impact of parental involvement, communication, and the evolving role of students in their musical journey from active learners to independent participants. The findings underscore the necessity of a collaborative, supportive, and adaptive approach to foster an enriching musical education. Key aspects such as regular communication, parental involvement, and the creation of a conducive musical environment at home are emphasized as essential for enhancing the student's development and engagement with music.

Keywords: music education, parent-teacher interaction, communication strategies, educational partnership, role theory in music education.

ОСОБЕННОСТИ ВЗАИМОДЕЙСТВИЯ УЧИТЕЛЯ МУЗЫКИ И СЕМЬИ УЧАЩИХСЯ 1-4 КЛАССОВ

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Аннотация. Взаимодействие учителей музыки и семей учащихся 1-4 классов играет важнейшую роль в музыкальном и общеобразовательном развитии детей. Это исследование углубляется в сложность этих отношений, изучая роли и ожидания обеих сторон, стратегии общения и важность благоприятной домашней среды для музыкального образования. Опираясь на целый ряд научных источников, исследование подчеркивает значительное влияние участия родителей, общения и развивающей роли учащихся в их музыкальном путешествии. Результаты подчеркивают необходимость совместного, поддерживающего и адаптивного подхода для содействия обогащению музыкального образования. Ключевые аспекты, такие как регулярное общение, участие родителей и создание благоприятной музыкальной среды дома, подчеркиваются как важные для улучшения развития ученика и его увлечения музыкой.

Ключевые слова: музыкальное образование, взаимодействие родителей и учителей, коммуникативные стратегии, образовательное партнерство.

The interaction between a music teacher and the parents of students in grades 1-4 is a vital aspect of the students' musical and overall educational development.

We analyzed different approaches to studying the problem of interaction between a music teacher and families of students in grades 1-4. Let us give a brief systematic review of the sources studied.

All sources discuss various aspects of the interaction between music teachers and families of students in grades 1-4, focusing on how this relationship impacts students' musical and overall educational development. Key researchers and their contributions to this field include:

Ang K., Odendaal A., Panebianco C. [1] Analyzed the parent-teacher relationship in music education through the lens of role theory, emphasizing the complexity of roles and expectations in this educational context.

Creech A. (2001, 2010) [2] Explored parental involvement in group music lessons through a collective case study, highlighting the importance of collaborative efforts between teachers and parents.

Macmillan J. (2004) [3] Focused on attitudes towards parental involvement in learning the piano, discussing the impact of parental support on students' musical progress.

McPherson G. E. (2009) [4] Investigated the role of parents in children's musical development, suggesting ways in which parents can positively influence their children's musical journey.

These researchers cover a wide range of topics, including communication strategies, parental involvement, the importance of creating a supportive musical environment at home, and the roles and expectations of both parents and teachers in the musical education process.

Communication. Regular and clear communication is essential. This can be in the form of newsletters, emails, or parent-teacher meetings. The teacher should update parents on their child's progress, upcoming events, and ways to support their child's musical learning at home.

Involvement. Encouraging parental involvement can significantly enhance the learning experience. This might include inviting parents to attend performances, helping with practice at home, or volunteering in class activities.

Feedback and Support. Teachers should be open to receiving feedback from parents and willing to provide support. This could be advice on purchasing instruments, suggestions for music-related activities at home, or addressing any concerns the parents might have.

Educational Partnership. Viewing the relationship as a partnership is crucial. The teacher and parents should work together to set realistic expectations and goals for the student's musical journey.

Respect and Understanding. Mutual respect and understanding are foundational. Recognizing and respecting diverse cultural backgrounds and values in music education is important.

Adaptability. Teachers should be adaptable in their approach. This includes being sensitive to the different needs of families and students and adjusting communication and teaching methods accordingly.

Resource Sharing. Teachers can share resources with parents. This “might be practice sheets, recordings of music to listen to at home, or apps and websites that can help with musical education” [1, p. 63].

Encouragement of Musical Environment at Home. Teachers can guide parents on how to create a supportive musical environment at home. This includes listening to various types of music, showing interest in the child's music lessons, and providing a quiet space for practice.

Regular Updates on Curriculum. Keeping parents informed about the music curriculum helps them understand what their child is learning and how they can help.

Celebrating Successes. Sharing and celebrating students' achievements with parents can be highly motivating for students. This not only includes performances but also progress in skills and understanding.

This interaction should be characterized by a positive, supportive attitude, focusing on the child's best interests, and fostering a love and understanding of music.

In the dynamic interaction between a music teacher and parents, the student holds a pivotal and evolving role. This role progresses from being an active learner in the initial stages to a more independent and self-directed participant in later years.

During the first year of study, the student primarily acts as an active learner, absorbing new concepts and skills in music. They begin to express their preferences, challenges, and interests in music, serving as a crucial communicator of their own needs and interests to both the teacher and parents. At this stage, they are largely recipients of guidance and support.

As they move into the second year, the student starts developing a sense of independence, taking more responsibility for their learning. This includes practicing independently and providing feedback about their learning experience. They also start to engage in self-assessment, identifying areas where they need more help and communicating these needs.

By the third year, “the student's role becomes increasingly collaborative. They actively participate in setting learning goals and discussing their progress. This stage is

marked by a growing confidence in their skills and an enhanced ability to articulate their experiences and challenges more effectively” [2, p. 151].

In the fourth year, the student is expected to be a self-directed learner, taking initiative in their practice and studies. They play a significant role as decision-makers in their musical education, choosing specific areas of focus or instruments. Reflecting on their growth and achievements becomes a key aspect of their role, with these reflections being a topic of discussion with both the teacher and parents.

The interaction between teachers and parents in the educational process should be geared towards achieving specific goals and objectives that benefit the student’s overall development and learning experience. Here are some key goals and objectives that should be implemented [3, p. 299]:

- Goals of Interaction. Enhanced Student Learning and Development: The primary goal is to ensure that the collaboration between teachers and parents positively impacts the student's academic and personal growth.
- Effective Communication. Establishing clear, consistent, and open channels of communication between teachers and parents.
- Collaborative Support. Building a partnership where teachers and parents work together to provide the support necessary for the student's success.
- Mutual Understanding and Respect. Fostering a relationship based on mutual understanding, respect, and trust between teachers and parents.
- Holistic Development of the Student. Addressing not just academic needs, but also the social, emotional, and physical development of the student.

By focusing on these goals and objectives, the interaction between teachers and parents can become a powerful driving force in enhancing the educational experience and overall development of students.

The interaction between a music teacher and parents encompasses various forms and methods, each playing a crucial role in enhancing the educational process. Drawing from scholarly literature, these interactions can be categorized based on the roles of parents and teachers, as well as the methods they employ in their collaboration.

Parental Roles

Parents in music education take on multiple roles. They act as home supervisors, aiding in learning and practicing at home, and as supporters, providing emotional and financial support. They also serve as providers, role models, partners in education, and consumers [4, p. 61].

Teacher Roles

Teachers in music education are seen primarily as professional musicians and educators. They also often play the roles of partners in education and role models [1]

Interpersonal Relationships

The relationship between parents and teachers is complex and multifaceted. It includes parents attending children's music lessons, supervising practice sessions at home, and creating a positive music home environment [1]

Partnerships in Education

Parents are described as collaborators and advocates, regularly communicating with the teacher on issues related to their children's well-being and learning [3]

Involvement in Scaffolding Music Learning

Parental involvement is multidimensional, involving various psychological and contextual factors [3], [4]

These roles and methods of interaction are crucial for creating an environment conducive to effective music education. They emphasize the importance of collaboration, communication, and support between teachers, parents, and students, each contributing uniquely to the student's musical journey.

For a teacher's interaction with parents to be truly effective, it's crucial to adhere to several pedagogical principles that foster a positive, collaborative, and productive relationship. The foundation of this interaction is open and honest communication. Teachers should consistently provide clear information about the student's progress, addressing both challenges and achievements in a straightforward manner. This transparency helps in building trust and ensures that parents are always in the loop regarding their child's educational journey.

Equally important is the practice of mutual respect and understanding. Teachers should regard parents as valuable partners in the educational process, recognizing their unique insights and concerns about their child's education. This respect also involves acknowledging the diverse cultural and socioeconomic backgrounds of families, which can significantly influence a student's learning experience.

Active listening is a critical component. Teachers should listen attentively to parents' concerns and suggestions, showing genuine interest and consideration for their perspectives. This not only helps in understanding their viewpoint but also demonstrates respect for their integral role in the child's education.

A collaborative approach is essential. Teachers and parents should work together as a team, supporting the student's learning. This collaboration might involve joint decision-making regarding the student's educational goals or planning activities that can be reinforced at home. Collaboration ensures that both teacher and parent are aligned in their efforts to facilitate the student's development.

Empathy and sensitivity are key in understanding each student's unique situation. Teachers should be aware of and sensitive to the various family dynamics and environments. This understanding is crucial for providing an educational experience that is not only effective but also considerate of the student's personal circumstances.

Inclusivity is crucial in ensuring that all communications are accessible to all parents, regardless of their background, language proficiency, or education level. Teachers should strive to eliminate barriers to understanding and participation, ensuring that every parent has an equal opportunity to engage in their child's education.

Feedback and constructive criticism are vital. Teachers should provide parents with regular, constructive feedback about the student's progress and be receptive to feedback from parents. This two-way feedback mechanism encourages continuous improvement and adaptation to meet the student's needs.

Lastly, encouragement and support for parental involvement are essential. Teachers should motivate parents to take an active role in their child's education and provide them with the necessary resources and guidance to do so effectively.

The specifics of interaction between a music teacher and students' families, particularly for grades 1-4, emphasize a collaborative, supportive, and communicative relationship aimed at enhancing the student's musical and overall development.

Key elements include regular, clear communication, parental involvement, feedback and support, viewing the relationship as an educational partnership, respect and understanding of diverse backgrounds, adaptability to individual family needs, resource sharing, encouragement of a musical environment at home, and celebrating student successes.

This partnership evolves with the student's role shifting from active learner to independent participant, highlighting the importance of tailoring the educational process to support the student's growing autonomy and engagement with music.

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