Innovative Analysis on Method of Home-School Cooperation

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Abstract: Modern education is an open educational system. The healthy growth of primary and middle school students is greatly affected by their families, schools and the society. Only by the concerted efforts of relevant responsible parties, can a harmonious educational environment be built for the healthy growth of primary and middle school students. School and family are most closely related to the development of the students. Therefore, to strengthen home-school partnership plays an important role in promoting the healthy growth of primary and middle school students. On the basis of analyzing the necessity of school-home cooperation, this paper points out problems existing in the current home-school cooperation and gives relevant innovative strategies for reference.

Keywords: Primary and Middle School; Home-School Cooperation; Methods; Innovation

The current social development puts forward higher requirements for the quality of talents, which requires them not only to have higher professional and technical abilities, but also to have good thought morals as well as good innovation abilities. Therefore, under the new circumstances, promoting the reform of school-running and educational modes conform to the law of student growth and will better promotes the all-round development of students. During school education process, it is necessary to combine with family education, and give full play to the leading educational role of the school. It is also essential for school to guide the family to enhance their awareness of educating people, pay attention to the development of primary and secondary school students, form a reasonable family-school education, support the school education through the family, guide the family through the school, and jointly complete the task of teaching and educating people with school. Therefore, the cooperation between school and family education is an inevitable requirement for modern education. Moreover, it is of great significance to explore innovative methods of the cooperation mode between home and primary and middle school under the new development circumstance.

1. Analysis on the necessity of home-school cooperation

1.1 Create a good growth environment for primary and middle schools

The healthy growth of primary and secondary school students requires the joint efforts of both school and family education. Though school education undertakes the important task of teaching and educating people, the healthy growth of the students cannot be separated from family education. In a sense, family education can be a lifelong education. Under the influence of exam-oriented education, however, most parents only pay attention to children's intellectual development, but pay less attention to moral education and comprehensive ability. Especially, some of parents lavish too much care on their children, which leads to poor social adaptability and poor ability to solve problems independently. Therefore, only through effective communication between schools and parents, can parents play the role of family education on the basis of understanding the way and content of school education, can they create a good environment for primary and secondary school students to grow up.
1.2 Improve educational effect of primary and middle school students

Different families have different cultivating objectives for their children, but teaching plan in school education is based on the situation of most students. There will certainly be incomplete understanding of individual students. From this perspective, family education and school education are different. Scientific home-school cooperation can reduce the cognitive difference between them and promote an all-round development of primary and middle school students through mutual coordination. In the specific cooperation process, parents can timely feedback their children's performance in families. Meanwhile schools can feedback the students' achievements in campus and other comprehensive performance to parents, so that parents can effectively monitor the children's learning situation and daily behavior on the basis of understanding the real situation. Parents can also put forward reasonable suggestions according to the children's education situation. Both the home and school parts can communicate based on their own situation, and feedback the situation to each other in time to promote the improvement of education effect.

2. Problems exist in current home-school cooperation

2.1 Inadequate attention to home-school cooperation

Under the current exam-oriented education background, schools have spent a lot of energy on curriculum teaching and moral education, and haven’t had enough time to communicate with parents. As a teacher, due to the heavy teaching tasks, there is no time for home visits. The interaction between the school and the family is also mainly based on the cooperation of students' academic performance. Most parents lack systematic education management methods, lack of understanding of the importance of good communication with the school, lack of systematic education methods, and lack of family education for their children. Therefore, family education is often neglected. In most cases, students are only given homework guidance according to the requirements of schools, and the home-school cooperation is seriously formalized.

2.2 Lack of effectiveness of the family-school cooperation mode

The actual process of family-school cooperation is mostly in the form of parent-teacher conferences. Most families pay more attention to the quality of teaching and the qualification of teachers in schools, especially to the children's academic performance. The main content of the parent-teacher conferences is whether the examination scores have got a promotion or decline compared with the previous one. Therefore, the feedback information from the school to the parents is mainly based on the students' achievements, followed by the students' performance in school, and then requests made to parents to supervise students' study in specified courses, while the contents about moral education and mental health of students are hardly mentioned. The communication between family and school is mainly focused on the completion of the students' homework after school, etc. Under the current Internet background, QQ and WeChat have also become one of the ways of family-school cooperation. However, the application is insufficient and this communication method doesn’t fully play its advantages. They are mostly used for teachers to arrange homework, or announce holidays arrangement, but seldom communicate with parents in detail.

3. Innovation of the cooperation mode between family and primary and middle schools

3.1 Change mind and set up a concept of cooperation.

Today, with the development of educational modernization, it is one-sided to simply think that schools should undertake all educational work. The concept of equal cooperation between family and school should be set up as family education plays the same role as school education in the development of primary and middle schools students. Only when the two reach a consensus and cooperate organically can the educational effect for primary and middle schools students be improved. First of all, schools should take the initiative to undertake the task of primary and middle schools education, understand the significance of family-school cooperation, actively guide parents to participate in the
education and management of students, better promote the growth of primary and middle schools students, and allow parents to reasonably participate in education and management, which is conducive to more diversified school management. To the greatest extent, parents should feel the importance the school attaches to their participation and family-school cooperation, so that parents can understand the importance of family education to their children. Secondly, parents should really undertake the important responsibility of primary and middle schools education. No matter which social class parents belong to, they should strengthen their self-cultivation and influence their children from daily life. Apart from paying attention to the children's academic performance, they should also pay attention to the children's moral education, maintain effective communication with teachers, and timely feedback children's personality characteristics to teachers. According to parents' feedback and students' actual characteristics, teachers should optimize teaching strategies to better promote the healthy growth of primary and middle schools students.

3.2 Form a situation of educating students cooperatively

The purpose of family-school cooperation is not only to improve students' performance, but also cultivate primary and middle schools students to set up lofty ideals, develop sound personality so as to better contribute to national construction. Therefore, family-school cooperation should be consistent with the goal of quality education. That is to say, the new cooperation mode between school education and family education is also the requirement of quality education. In the current new educational environment, instead of making decisions for children unilaterally, the development of students' personalities and their demands should be respected and fully understood. When the education concepts of school and family education are inconsistent, both sides should communicate seriously to achieve the same goals. With a reasonable application of the network platform, parent-teacher conferences can be carried out through networks; teachers can search the network to enrich the contents; parents can participate in the conferences online; thus parents' participation is improved and they are given more opportunities to express their views.

3.3 Strengthen the effectiveness of family-school cooperation

First of all, establish a perfect platform for family-school cooperation. Schools should strengthen the construction of network platform, communicate with parents regularly, or organize parents to meet and communicate regularly. Make full use of the QQ group, WeChat group and other network communication forms established by the class and play their convenient roles, to ensure effective communication between family and school, and to strengthen the cultivation of students and promote their physical and mental health development from the perspectives of students' moral, intellectual, physical, aesthetics and labor education. Secondly, enrich the forms of family-school cooperation. Schools should strengthen communication with parents through holding some traditional cultural festivals, or organizing students and parents to participate in voluntary community activities, visiting museums and other parent-child activities. Teachers should be encouraged to make more home visitations so as to truly understand the real situation of students and make school education more targeted, thus to form cooperative education between family and school. Finally, perfect the cooperative organization between family and school. At present, the parent committee is a relatively common organization. It is necessary to better play the role of the parent committee and incorporate the management mechanism of the parent committee into the school's education management system so that it can participate in the school's education management and student management. Being guided to form a good mechanism internally, the parent committee should actively invite parents from different industries, effectively supervise the school education management, and put forward reasonable suggestions.

4. Conclusion

In order to promote the healthy development of primary and middle schools students, the family-school cooperation mode is an inevitable trend. The education of children depends on the family and school. In the process, only the family and school work together to give full play to their respective educational advantages, can the lack of education be avoided, and can the healthy growth of primary and middle schools students be better protected.
References


Introduction of the author

Wang Ping, the Han nationality, was born in August 1982 in Shenzhen, Guangdong Province and is currently working at Shenzhen Gaofeng School with a medium grade professional title. Research interest: the education and development of students.