

Analysis on the Dilemma and Breakthrough Path of Home-School Cooperation in Peizhi School

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Abstract: Home and school are two important places for students' growth and development, and the educational synergy formed between them can provide the best support for students' future development. In recent years, the state has continuously increased its support for special education, from emphasizing the enrollment of special children to emphasizing the quality of special education. This requirement calls for good cooperation between families of special children and schools. Due to the various obstacles of children with special needs, they need more efforts and attention from parents and teachers in their development, so as to better adapt to social development. Through home-school cooperation, parents can get support from schools and teachers, relieve their psychological pressure, and learn scientific methods and methods for educating and training children with special needs, thereby enhancing the effect of family education and consolidating the results of school education; teachers receive support from parents support, understand the actual situation of children with special needs, and get educational feedback from parents, so as to better formulate and adjust individualized education plans that are conducive to the development of children with special needs, and accumulate teacher education experience. This paper explores the current situation of home-school cooperation in Peizhi schools, combined with the actual situation of their own schools, and through investigations and interviews with students' parents, teachers and administrators, to understand some difficulties in the current home-school cooperation of Peizhi schools, And put forward corresponding improvement strategies from the aspects of home-school cooperation, school management, communication skills and so on.

1. Introduction

Home-school cooperation is a high degree of unity and cooperation between schools and families, teachers and parents in terms of educational ideas, methods and means[1]. The family is a favorable place for children to receive education. Parents are not only the children's first teachers, but also the executors of the school's educational tasks. Integrating family education and school education to form an educational synergy is very necessary for the healthy development of children. In 1994, the UNESCO "World Conference on Education for Special Needs" was held in Salamanca, Spain, at which the concept of "inclusive education" was put forward, which advocates the role of groups and cooperation. The so-called cooperation means that individuals with special children, family members of special children, school teachers, relevant service providers, professionals, doctors and other participants in different roles jointly provide services for special children. The cognitive ability, recognition ability, and memory ability of intellectual school students are worse than ordinary children, so they need more home-school cooperation[2]. Children receive education and training in school, and only with continued help and education from their parents can they consolidate and develop the knowledge and skills they have learned. Schools and families are two systems closely related to the lives of special children, and can be described as the most direct educational partners[3]. At present, compared with the reality of the deepening of the research on the cooperation of private education in ordinary schools, the number of cooperative research on

special education and private education for children with various disabilities is very small, and there is a lack of systematic, comprehensive and in-depth research. Students' home-school cooperation issues are given reasonable and scientific guidance. Home-school cooperation is crucial to the development of children with intellectual disabilities. We should proceed from the actual situation of children with intellectual disabilities, respect the psychological needs of parents, strengthen early guidance and follow-up, and focus on communication strategies, so as to effectively enhance parents' enthusiasm for participating in children's education and the level of education, and promote better growth of children with intellectual disabilities. Home-school cooperation is very important to the growth of children with special needs, but there are still many problems in the process of home-school cooperation.

2. Problems Existing in the Home-School Cooperation of Peizhi School

2.1 In Terms of Awareness, Different Types of Parents Have Different Degrees of Participation in Home-School Cooperation

Previous studies have found that factors such as parents' cultural level, ideology, etc. will affect the level of home-school cooperation of children with special needs to varying degrees. Joanett pointed out in 1988 that parents can participate in many activities of special children's education, such as children's education placement plan, education plan revision opinions, etc. This is also a two-way communication activity and dialogue between teachers and parents[4]. She also emphasized that parental participation is mainly an attitude, acknowledging that parents play an indispensable role in the growth of children; the cooperation between teachers and parents in various aspects is the foundation of special education. Through interviews with the school's head teachers, the researcher found that almost all teachers reported that the level of parents in their classes was uneven, and different types of parents determined the level of home-school cooperation. At present, the attitudes of parents towards mentally handicapped students can be divided into four categories: one is excessive spoiling. Parents feel that their children are flawed, and give them double love out of compensatory psychology[5]. Children whose parents are overly spoiled are relatively more selfish and self-centered. The second is ignorance. Parents feel that children with disabilities are unlikely to be promising, so they pay little attention to their children. The third is just food and clothing[6]. Some parents only care about their children's food and clothing, are indifferent to their children, have no emotional communication, do not understand their children's emotional needs, and only educate their children when they are in trouble. Fourth, attach great importance to children. These parents are very concerned about their children and have high demands on their children. Children of this kind of family have better overall behavior and habits, get along with their classmates in a friendly way, and study and live happily. Parents' attitude towards their children directly affects the development of home-school cooperation. In school-family cooperation, the role of parents is mostly only the caregivers of special children, homework coordinators, and volunteers in some school activities. Parents have little knowledge of school work, and even some major events in schools are lacking in schools. Communicate with parents in a timely manner. In home-school cooperation, only when parents fully recognize the school's school-running philosophy, actively participate in various activities organized by the school, and give full play to the role of parents as social people, can they better promote the common development of the two.

2.2 Emotionally, Both Home and School Lack the Necessary Communication Skills

Good communication is the foundation of mutual trust. Compared with ordinary children, special children are prone to distraction, weak abstract thinking ability, and memory difficulties. Therefore, it takes a long time for them to acquire knowledge and skills, and they need to experience and operate repeatedly to complete the acquisition of new knowledge and skills. In evaluating the learning of children with special needs, parents only see the result that the child "has not learned", while the teacher decomposes each task into several sub-tasks and small goals, paying more

attention to the learning process of children with special needs, as well as for each task. achievement of small goals[7]. In the survey, the researchers found that there is often ineffective communication between parents and teachers. For example, when teachers describe to parents some problematic behaviors and performances of students at school, parents usually deny them immediately and state that their children have never had such problems at home. Finally, teachers are often unable to obtain necessary information from families, nor can they find the entry point for student problem intervention. In the process of communication with parents, teachers mainly focus on presenting problems directly, ignoring parents' emotions. Therefore, it is more like complaining to parents, which can easily cause parents' psychological discomfort. Therefore, when communicating with parents, the school advocates teachers to first affirm the efforts of students, first describe the aspects that children with special needs have done well, and then put forward the areas for improvement in a suggested tone, and empathize with parents more, so as to achieve good and efficient performance. purpose of communication[8]. Home-school cooperation is a long-term task. The purpose of home-school cooperation is to enable special children to enjoy better education, make up for their physical and mental defects, and finally return to the community and truly adapt to society. Therefore, teachers and parents should unify their thoughts and reach a consensus on the educational goals, educational content, and educational forms of special children.

3. Strategies to Strengthen Home-School Communication and Coordination

3.1. Raise Awareness of Parent-School Cooperation

It is very hard to raise children with intellectual disabilities. After parents try hard, the children still cannot meet their parents' expectations. After repeated blows, parents have no confidence in their children and can't see hope. Therefore, when we start to contact parents, we will first introduce some successful cases of children with similar situations, and introduce communication with the parents of these children. Through the assessment, parents can timely understand the current situation of the child. Through the assessment, we can accurately understand the child's existing abilities and current difficulties. Parents and teachers can set training goals for their children based on the assessment results and actual needs. Regular assessments allow parents to understand their children's progress and give them confidence and motivation to persevere. Teachers can guide parents through educational methods and teach parents some specific countermeasures. Teachers can list children's behaviors that cause headaches for parents and tell parents how to deal with them without reservation. Through peer education, parents see hope and can effectively improve their enthusiasm and cooperation with the school. Regular evaluation can objectively reflect the current situation of the child, discover the progress and problems of the child in time, and adjust the training goals in a timely manner. At the same time, it also enables parents to discover the progress of their children, and helps parents to strengthen their confidence and motivation to persist. In addition to the parent meeting organized by the school, the head teacher also regularly organizes parents to discuss educational experiences together.

Compared with communication with teachers, it is easier for parents to trust each other, and the promotion of experience sharing will be better. Teachers must be careful when communicating with parents. First, teachers must always remember to use positive language to describe. Secondly, to give parents support and affirmation. Good operation is inseparable from careful planning and orderly implementation. In order to achieve smooth communication between the two parties and effectively implement the education of children, a gradual and continuous process is required. Building trust is the foundation of cooperation. To gain the trust of parents of children with special needs, it is not necessary to blindly take the attitude of "I'm good for you". What parents need at first is empathy, understanding and guidance, and then it is easier to accept teachers' opinions. Therefore, it is very necessary to choose a parent who acts as a facilitator, and the training of the facilitator is also very important. Based on the research on the above theories and the analysis of the characteristics of parent-school cooperation awareness, this paper proposes a systematic home-school cooperation process design model, as shown in Figure 1.

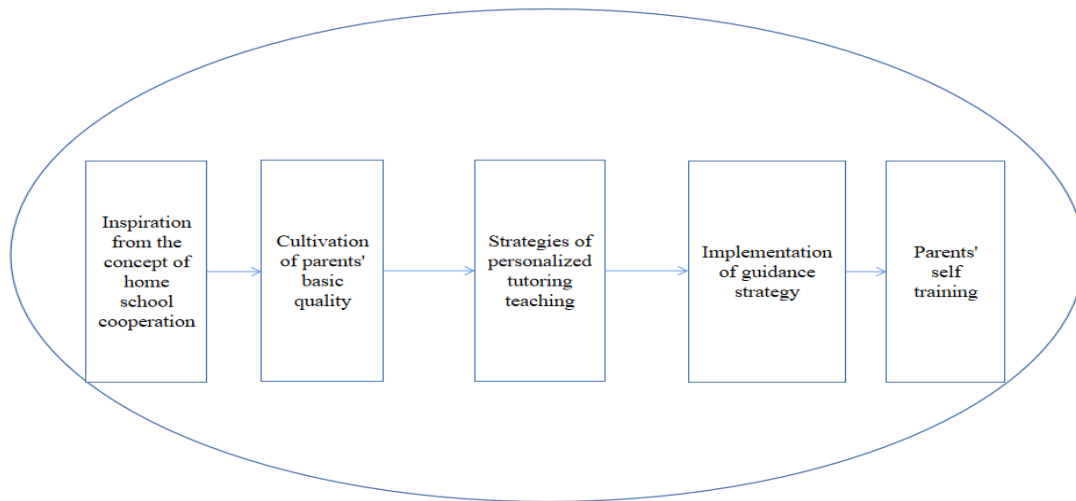


Fig.1 Home-School Cooperation Process Model

3.2 Change the Dominant Role of the School and Increase the Participation of Parents

As a supplement and continuation of school education, family education has equal status. In the traditional home-school cooperation model, the school is generally the leader and the parents cooperate. The modern and open educational philosophy advocates that schools delegate power to parents, trust parents, and arrange appropriate activities for parents to maximize their participation and responsibility. Teachers should also continue to encourage parents and believe that they are competent. When parents have a successful experience in the activity, they will continue to strengthen their enthusiasm for participation and better play the role of parents. Set up a school for parents to improve the family education ability of parents. The establishment of the parent school is actually to find an entrance for parents to solve problems and an exit for emotional expression. Open a school for parents, formulate clear rules and regulations, and conduct various special trainings for parents; invite experts in the field to give lectures to impart knowledge and methods of training special children; organize parent symposiums to discuss their worries and reduce stress; the principal holds regular school report meetings And so on, let parents and schools play a role from different levels, and promote the long-term development of home-school cooperation. Carrying out a variety of home-school cooperation can expand the ways of cooperation. The school has continuously improved the level of home-school cooperation through the establishment of family committees, regular home visits, parents' open days, and the establishment of the principal's mailbox. Parents are encouraged to form a family committee to participate in the daily educational activities of the school. The participation of the family committee can also alleviate the dilemma of the shortage of teachers in schools.

Only when parents are deeply involved in the management of the school can they truly appreciate the hard work of teachers, reduce the distance between parents and the school, and form a home-school cooperation community. A home visiting team composed of school-level leaders, middle-level administrators, head teachers, and deputy head teachers will visit the family life of special children at the beginning and end of the semester, pay attention to their ability changes and family education issues, and give professional advice. The home visit at the beginning of the semester is designed to prepare children with special needs and parents mentally for the start of school. The home visit at the end of the semester is a summary of the students' learning for a semester, an all-round evaluation of the students' school life, and the requirements for family education. Based on the research on the above theories and the analysis of the characteristics of the awareness of the cooperation between parents and schools, in order to change the dominant role of the school and enhance the participation of parents, a design model of the home-school cooperation relationship and status quo of the Peizhi School was designed, as shown in Figure 2.

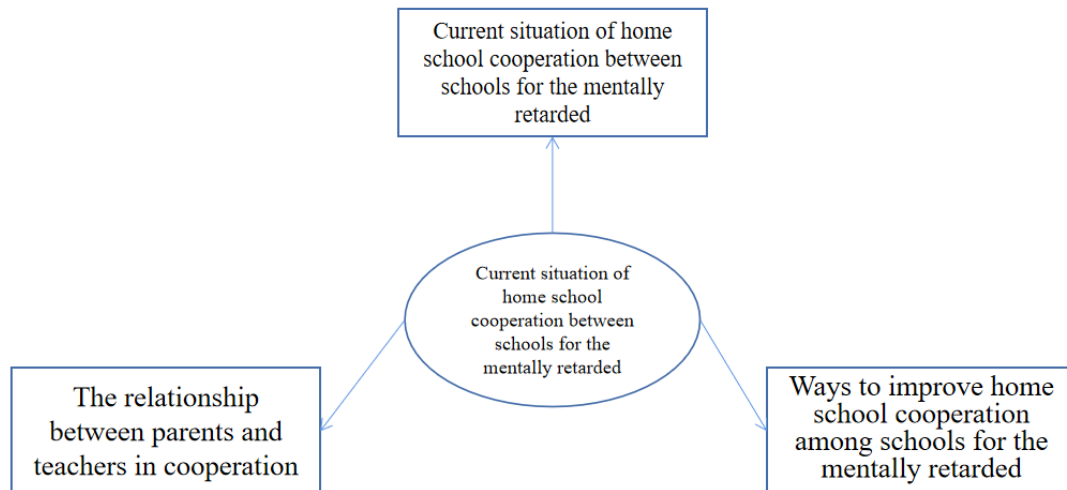


Fig.2 Peizhi School Home-School Partnership and Current Situation Model

4. Conclusions

Through this survey, the researchers deeply felt the importance of home-school cooperation, and from the interviews with teachers and parents, they realized the difficulty of teachers' work and the arduous task of family education. Therefore, only by forming educational synergy between home and school can they promote and achieve each other. Full respect for each other is the foundation of home-school work. Schools can seek more social resources for students' rehabilitation training, social practice, employment services, etc., and provide families with more social support, so that parents have access to more information, and truly reduce the burden on families of special children. In the face of the cruel reality that the mentally handicapped children have their own defects, whether it is society, family or school, there should be a relatively special responsibility full of justice and morality, responsibility and great love, and fully respect the personality and dignity of intellectually handicapped children. , earnestly explore and actively study the ways to effectively build mutual relationships in home-school cooperation, so that parents and schools can seamlessly connect, connect and cooperate closely in education, and improve the educational status of children with intellectual disabilities. This is the cause of education for children with intellectual disabilities. The sublime and necessary. With the development and progress of the society, the society generally realizes that family and school education play a complementary and mutually reinforcing role in the growth process of children, and neither is indispensable. In the past, the same family and the society paid more and more attention to the education of mentally handicapped children, realizing that its development was important for improving the civilization of the society, reducing the burden on the family and society, improving the quality of people with special needs, and promoting the continuous improvement of the national education level. Improvement is extremely important.

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