DEONTOLOGICAL TEACHERS AND PARENTS PREPARATION FOR THE JOINT DESIGN OF AN INDIVIDUAL EDUCATION ROUTE FOR HIGH SCHOOL STUDENTS

INTRODUCTION

Statement of the research problem

At present, the main provisions of the personality-oriented approach are recognized as the priorities of modern education, among which, first of all, the individualization of teaching and upbringing of schoolchildren should be highlighted (GARANINA, 2017).

The idea of individualization of the educational process at school involves the creation of conditions for teaching and upbringing of schoolchildren in accordance with their individual educational needs, due to the characteristics of their personal development, their abilities, inclinations and capabilities (ANTROPOVA, 2018).

Individualization of education is realized through individual educational routes of students (ARTEMova, 2008). An individual educational route, as a meaningful component of an individual educational trajectory (VDOVINA; KUNGUROVA, 2013), is considered by researchers as a purposefully designed educational program (PETUNIN; SANKEVICH; CHUDINOVA, 2018), which includes an individual curriculum - a set of basic and advanced academic subjects and elective courses (IVANov; ERSHova; SUTAKOVA, 2019), types of educational activities (VDOVINA; KUNGUROVA, 2013), methods and forms of diagnostics of learning outcomes, technologies for mastering educational material (MIKEROVA; ZHUk, 2016), as well as allowing to take into account educational needs, inclinations, personal and professional interests, abilities and cognitive capabilities of students (FEDOTOVA; VALEEVA; AKHMETZYANOVA, 2014; BONKALO; LOGACHEV; SHMELEVA, 2021).

An important stage in the implementation of individual educational routes is the stage of their design, on the effectiveness of which the possibility of achieving the expected result depends. The subjects of pedagogical design are the teachers, the students themselves and their parents (ZAPADAeva, 2014; STRELKOV et al., 2016). The researchers note that parents can take both adequate and inadequate positions in the design of their child’s individual educational trajectory (GREBENNIKOVA; BONKALO; IGNATOvICH, 2019). An inadequate position, manifested either in the complete inaction of parents, or, on the contrary, in their excessive activity and resistance, is a serious obstacle to the implementation of an individual approach in education (GREBENNIKOVA; BONKALO; IGNATOvICH, 2019).

At the same time, the subjective position of parents in the design of the individual educational route of students is a necessary condition for improving the quality of modern education (SIMAKOVA, 2013; RASPOPOVA et al., 2018; PENKOVA et al., 2018). In this regard, the problem of the formation of students ‘parents’ readiness to design an individual educational route for children is actualized. The problems of forming such readiness are widely covered in modern pedagogical literature (GRACHEV, 2011).
However, in a school practice, there is an inadequate parents position and also teachers misunderstanding in interaction with each other (ZHIGALIN, 2008; YAKOVLEVA, 2015; BONKALO et al., 2020). Conflict interaction between teachers and parents becomes a source of deterioration in the quality of the educational process, which is reflected, first of all, in the formation of the student's personality.

The researchers note that in the process of designing an individual educational route for students, the nature of the interaction between teachers and parents plays an important role. Such interaction should be based on moral and ethical principles, the principles of kindness and trust, open professional discussion of the prospects for the development of the student. In modern conditions, a teacher is not a translator of knowledge, he is a person who ensures the implementation of the facilitative function, the function of a conductor of educational activities of students, based on role behavior that lies in the professional-deontological plane of pedagogical work (ZHUKOVSKY; ZHUKOVSKAYA, 2016).

The requirements of pedagogical deontology reflect the teacher's feelings of involvement in the fate of the student, responsibility for the results not only of learning, but also of his personal development (BYKOVA, 2012). It is very important that when designing an individual educational route for students, teachers and parents carry out joint activities based on a sense of duty and responsibility, mutual trust and sincerity, respect for each other and general rules of behavior culture (SAMOILENKO; KOSTYUNINA, 2015).

The implementation of the principles of trust, empathy, respect for each other, tolerance for personal characteristics is largely due to the deontological preparedness of parents and also teachers. In this regard, the purpose of the study was the development and testing of a deontological model of teacher's and parents training for the joint design of an individual educational route for students.

DEONTOLOGICAL MODEL OF TRAINING TEACHERS AND PARENTS FOR THE JOINT DESIGN OF AN INDIVIDUAL EDUCATIONAL ROUTE OF STUDENTS

The developed model is a system of pedagogical interaction aimed at harmonizing relations in the subsystems of child-parental and school-family relations. The model includes four main blocks (Figure 1). The target block orients the pedagogical system towards creating conditions for conflict-free and active interaction of all subjects of education in designing an individual educational route for students. Achieving this goal requires observance to the principles of trust, empathy, tolerance to other people's opinions, congruence, responsibility in the process of organizing psychological and pedagogical support of the pedagogical design process.

The substantive part of the model reveals the main directions of psychological and pedagogical support, which is focused on working with parents, teachers and groups consisting of parents and teachers of the same classroom. Working with parents includes such areas as harmonization and/or correction of parent-child relations, as well as harmonization and/or correction of the parental position in cooperation with teachers. At the same time, an important role is played by the formation of a subjective position in parents; moreover, subjectivity is interpreted by us as an integral quality of the parent's personality, reflecting the integrity of his family values, the ability to independently make adequate decisions in a situation of problematic interaction with the subjects of the educational process, identify problems, analyze their behavior and their parental position, based on moral motives and attitudes, to organize a developing dialogue with teachers, focusing on building subject-subject relations (GARANINA, 2017; LOBZINA, 2015).

In the process of working with teachers, the main attention is paid to the correction of pedagogical stereotypes, manifested in the zombification of parents, in the perception of them as objects of pedagogical influence, correction of their leadership style, either ignoring the opinion of the parents, or, on the contrary, ingratiating themselves with him. The formation of the deontological readiness of teachers to jointly design an individual educational route with parents also involves helping them in understanding their pedagogical mistakes, which are manifested in a lack of interest in the personality and social situation of the child's development, inability to understand parents, their interests and experiences, unwillingness to intensify their participation activities in teaching your child. In
joint classes of parents and teachers of the same class, typical situations of a possible conflict between them are discussed, the interests of the school and family are identified, and specific cases of successful school-family interaction are analyzed.

The algorithmized block of the model reveals an algorithm for constructing psychological and pedagogical support in the school for the joint design of an individual educational route for high school students. This support includes three main stages. At the preparatory stage, on the basis of diagnosing the level of preparedness of parents, teachers and students for joint pedagogical design, an action plan is developed aimed at correcting parent-child and school-family interaction.

**Figure 1.** Deontological model of teacher’s and parents training for the joint design of an individual educational route for students

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**Target block**

- **The goal** is to create conditions for productive collaborative design
- **Conditions:** psychological and pedagogical support, its consistency and complexity
- **Principles:** Trust, Empathy, Tolerance, Congruence, Sincerity, Duty and Responsibility

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**Formation of professional and moral consciousness, responsibility for the fate of the child**

- Correction of relations with teachers
- Correction of relationship with the child
- Conflict-free interaction of subjects of pedagogical design
- Group and individual lessons

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**Preparatory stage - the stage of diagnostics and planning of events**

- The stage of the implementation of activities, the formation of responsibility and respect for the opinion of each other
- Stage 1
- Stage 2
- Stage 3

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**Algorithmized block**

- Stage 1: Preparatory stage
- Stage 2: Implementation of activities
- Stage 3: Joint pedagogical design of an individual educational trajectory of the student

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**Evaluation unit**

- **Criteria**
  - Cognitive
  - Axiological
  - Emotionally evaluative
  - Reflective
  - Functional

- **Indicators**
  - Awareness of the importance, the ability to negotiate, a sense of responsibility, respect for each other, the ability to build conflict-free interaction, active position

- **Levels**
  - Zero level (not ready)
  - Potential
  - Stable
  - Reliable

- **Result**
  - Readiness for collaborative pedagogical design

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At the second stage, the planned activities are being implemented. Cooperation with parents is carried out in the form of parent-teacher meetings, readings, lectures, group discussions, family clubs, individual consultations, including advice on the professional self-determination of high school students. Interaction with teachers involves organizing and conducting pedagogical councils, including thematic ones, workshops, reflective seminars, supervisory meetings. One of the effective forms of deontological training is joint parents and teacher’s trainings on conflict-free interaction with each other, which practice the skills of empathic listening, developing dialogue and establishing a favorable atmosphere of interpersonal communication. The third stage is the stage of the initial discussion of the interests and inclinations of high school students, their personal characteristics and development prospects. This stage is carried out in the form of individual and group consultations.

The evaluating block of the model contains a description of the results of psychological and pedagogical support of deontological training of teachers and parents for joint pedagogical design. Readiness, as a result of purposeful pedagogical interaction, presupposes the formation of cognitive (the degree of awareness of the importance of participation in design, responsibility to the fate of the child), axiological (professional and moral values, family and upbringing values), emotional-evaluative (adequacy of the assessment of the child’s inclinations and capabilities, opportunities school and family in its development), reflexive (the ability to adequately assess their behavior and their position) and functional (the degree of ownership of design actions) components, the combination of which determines zero, potential, stable and reliable levels of readiness.

The developed model was tested during one academic year.

**MATERIALS AND METHODS**

The pedagogical experiment was carried out on the basis of general educational organizations of the Krasnodar Territory of Russia. The study involved 498 parents of 9th and 10th grade students and 124 teachers. For the pedagogical experiment, two groups were formed, consisting of the same number of subjects, namely, 249 parents and 62 teachers, one of which is experimental, the second is control.

The diagnostic toolkit included a questionnaire survey and an expert assessment of the level of deontological preparedness of parents and teachers for the joint design of an individual educational route of students according to cognitive, axiological, emotional-evaluative, reflexive and functional criteria. As additional methods were selected: the method of identifying the style of behavior of teachers in interaction with the parents of students (T.I. Bonkalo), the method of identifying the position of parents in interaction with the teacher (T.I. Bonkalo).

Statistical processing of experimental data included a comparative analysis of the percentage and frequency distribution of respondents in the experimental and control groups before and after the experiment ($\chi^2$ - criterion) and the average group indicators of deontological readiness of teachers and parents to jointly design an individual educational route of a student (Student’s t-criterion).

**RESULTS**

As a result of the implementation of the developed model in the experimental group, there were positive changes in the level of preparedness of teachers and parents for joint pedagogical design (Figure 2).
Deontological teachers and parents' preparation for the joint design of an individual education route for students is an important aspect of their education. The implementation of the developed model contributed to a positive transformation of the style of behavior of teachers in interaction with the parents of students.

Table 1. Comparative analysis of indicators of the type of position of parents in interaction with teachers (according to the method of T.I. Bonkalo)

| Position type | Experimental group | Control group |
|---------------|--------------------|---------------|
|               | Before | After | T  | p   | Before | After | t  | p   |
| Inaction      | 5,7±0,5 | 1,9±0,2 | 6,21 | <0,001 | 5,6±0,6 | 5,5±0,6 | 0,16 | >0,05 |
| Counteraction  | 4,8±0,5 | 1,6±0,2 | 5,72 | <0,001 | 4,9±0,6 | 5,2±0,6 | 0,38 | >0,05 |
| Promoting     | 4,8±0,5 | 4,4±0,5 | 1,11 | >0,05  | 5,0±0,5 | 5,4±0,6 | 0,51 | >0,05 |
| Interaction   | 2,8±0,3 | 5,9±0,7 | 5,50 | <0,001 | 2,9±0,3 | 3,2±0,4 | 0,60 | >0,05 |

Table 2. Comparative analysis of indicators of the style of behavior of teachers in interaction with parents of students (according to the method of T.I. Bonkalo)

| Behavior style of teachers | Experimental group | Control group |
|----------------------------|--------------------|---------------|
|                            | Before | After | T  | p   | Before | After | t  | p   |
| Zombie                     | 4,5±0,5 | 1,4±0,2 | 5,72 | <0,001 | 4,6±0,5 | 4,9±0,6 | 0,29 | >0,05 |
| Manipulating               | 3,9±0,5 | 1,2±0,2 | 5,12 | <0,001 | 3,9±0,4 | 4,2±0,5 | 0,31 | >0,05 |
| Formally informative       | 8,8±0,9 | 4,2±0,5 | 4,62 | <0,001 | 8,6±0,9 | 8,2±0,9 | 0,14 | >0,05 |
| Energizing                 | 2,4±0,3 | 6,6±0,7 | 5,51 | <0,001 | 2,5±0,3 | 2,9±0,4 | 0,74 | >0,05 |

By the end of the academic year in the experimental group, the indicators of the zombie style of communicative behavior of teachers (t = 5,7; p <0,001), manipulating (t = 5,1; p <0,001) and formally informing (t = 4,6; p <0,001) and the indicators of the activating style of behavior in interaction with the parents of the students increased (t = 5,5; p <0,001).

The level of readiness of the teachers of the experimental group to jointly design an individual educational route with their parents increased, in comparison with the beginning of the pedagogical experiment, by more than 50% on average. Percentage distributions of
teachers before and after the experiment significantly differ from each other at a significant level of differences (Figure 3). At the beginning of the experiment, the majority of teachers (58.06%) were characterized by a potential level of readiness to jointly design an individual educational route with students' parents; by the end of the experiment - either a stable (38.72%), or the highest, reliable (33.87%) level of such readiness formation.

**Figure 3.** Percentage distributions of teachers before and after the experiment

![Percentage distributions of teachers before and after the experiment](image)

Source: Search data.

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In the control group, no such positive changes were recorded.

It should also be noted that during the experiment, pedagogical monitoring revealed a positive dynamics of development in parents and teachers of each component of deontological readiness for joint pedagogical design (Figures 4, 5).

**Figure 4.** Dynamics of changes in each criterion of the dentological readiness of the parents of the experimental group to design an individual educational route of students

![Dynamics of changes in each criterion of the dentological readiness of the parents of the experimental group to design an individual educational route of students](image)

Source: Search data.
DISCUSSION
The pedagogical experiment confirmed the effectiveness of the developed deontological model of teacher’s and parents training for the joint design of an individual educational route for a high school student, which determines the content and algorithm of psychological and pedagogical support of pedagogical design.

It was found that an increase in the level of such readiness among parents is due to the correction of parental positions and the attitude of parents to children.

It should be noted that psychological literature contains material that reveals the essential features of the so-called pseudo-love, including the pseudo-love of parents for their children. At the same time, it is noted that manifestations of pseudo-love can be perceived as true love, but it is they that become sources of negative impact on the personality of a growing and maturing person. Z. Freud, E. Fromm (1990) refers to the forms of such pseudo-love: “worshiping love”, when a loving person, renouncing himself and his properties, projects them onto his beloved, as a result of which his psychological space is absorbed due to his identification with his inner space; “Sentimental love” based on devaluation of real relationships, leaving them to the past or the future; “Love for the weaknesses of another person”, in which the desire of a loving person to constantly improve his beloved is exacerbated, which involves the abandonment of his own I and the imposition of a distorted image of the I on the object of love; “Mirror love” as a manifestation of influence without boundaries, interference in the internal psychological boundaries of another person.

Manifestations of such love are the main sources of inadequate position of parents in interaction with teachers, including when designing an individual educational route for a child.

Correction of the parental position also involved helping parents to understand the inadequate attitude towards the child. Among the inadequate S.S. Zhigalin (2008) identifies such positions as: an unstable position characterized by a contradictory attitude towards the child; an indulgent parental position, reflecting the parent’s desire to indulge the child in everything and satisfy his needs as much as possible; overly demanding parenting position; removed parental position.

The pedagogical experiment showed that an effective way of forming the desired readiness of teachers is to correct their style of behavior in interaction with the parents of the students. Inharmonious styles of communicative behavior include a zombie style that manifests itself in an attempt to change the behavior of parents by accusing them of incompetence, manipulating, suggesting “playing” on parental feelings for their child, formal informational, that is, detached, showing complete indifference (BONKALO, 2011). Reflexive seminars, allowing teachers to realize their typical professional mistakes, contributed to an increase in their level of readiness for joint pedagogical design with students’ parents.

CONCLUSION
The joint design of an individual educational route for high school students requires the development and implementation of targeted programs for its psychological and pedagogical support.
pedagogical support, focused on harmonizing parent-child and school-family relations. Without the organization of such support, the effectiveness of individualization of teaching schoolchildren can be significantly reduced, as evidenced by the results of the analysis of experimental data from the control group.

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Deontological teachers and parents’ preparation for the joint design of an individual education route for high school students

Deontología de profesores e pais e a preparação para o desenho conjunto de uma rota de educação individual para estudantes do ensino médio

Deontología de profesores y padres y preparación para el diseño conjunto de una ruta educativa individual para estudiantes de secundaria

Resumo
A preparação de professores e pais deontológicos para o desenho conjunto da rota educacional individual dos alunos é uma das principais condições para a solução bem-sucedida dos problemas da educação moderna, focada em sua humanização e individualização. O objetivo do estudo é desenvolver e testar um modelo deontológico de formação de professores e pais para a concepção conjunta de uma rota educacional individual para os alunos. Foi realizado um experimento pedagógico, consistindo na introdução do modelo deontológico desenvolvido na prática das atividades de uma escola de ensino geral. Foram formados os grupos experimentais e de controle, que consistiram em 249 pais e 62 professores. O experimento pedagógico durou um ano letivo. Revelaram-se: mudanças positivas na posição dos pais e professores do grupo experimental em interação entre si, aumento do número de entrevistados caracterizados por um nível confiável de prontidão deontológica para o desenho deontológico conjunto (aumento de 56,6%), a realização da autodeterminação profissional dos alunos do ensino médio.

Palavras-chave: Rota educacional individual. Interação entre professores e pais. Posição adequada. Relações entre pais e filhos e família.

Abstract
Deontological teacher’s and parents preparation for the joint design of the individual educational route of students is one of the main conditions for the successful solution of the problems of modern education, focused on its humanization and individualization. The aim of the study is to develop and test a deontological model of teacher’s and parents training for the joint design of an individual educational route for students. A pedagogical experiment was carried out, consisting of the introduction of the developed deontological model into the practice of the activities of a general education school. The experimental and control groups were formed, which consisted of 249 parents and 62 teachers. The pedagogical experiment lasted for one academic year. The following were revealed: positive changes in the position of parents and teachers of the experimental group in interaction with each other, an increase in the number of respondents characterized by a reliable level of deontological readiness for joint pedagogical design (an increase of 56,6%), the actualization of the professional self-determination of high school students.

Keywords: Individual educational route. Interaction between teachers and parents. Adequate position. Child-parental and school-family relationships.

Resumen
La preparación deontológica del profesor y los padres para el diseño conjunto de la ruta educativa individual de los estudiantes es una de las principales condiciones para la solución exitosa de los problemas de la educación moderna, centrada en su humanización e individualización. El objetivo del estudio es desarrollar y probar un modelo deontológico de formación de profesores y padres para el diseño conjunto de una ruta educativa individual para los estudiantes. Se llevó a cabo un experimento pedagógico, consistente en la introducción del modelo deontológico desarrollado en la práctica de las actividades de una escuela de educación general. Se formaron los grupos experimentales y de control, que consistieron en 249 padres y 62 maestros. El experimento pedagógico duró un año académico. Se revelaron los siguientes: cambios positivos en la posición de los padres y maestros del grupo experimental en interacción entre sí, un aumento en el número de encuestados caracterizado por un nivel confiable de preparación deontológica para el diseño pedagógico conjunto (un aumento del 56,6%), la actualización de la autodeterminación profesional de los estudiantes de secundaria.

Palabras-clave: Ruta educativa individual. Interacción entre profesores y padres. Posición adecuada. Relaciones hijo-padre y escuela-familia.