

The Practice and Exploration of Family-School Collaborative Education Mechanism

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Abstract: Family and school are interdependent and work together to promote the healthy growth of students. This paper delves into the current problems of family-school collaborative education, and proposes corresponding countermeasures to solve them. Strengthening the mutual connection and cooperation between the two is of great significance for building a good educational ecology, promoting students' comprehensive development, and implementing the fundamental task of cultivating morality and talent. Based on the actual situation in China, this paper summarizes the main achievements of family-school collaborative education in the new era, focuses on the main problems in family-school collaborative education, and explores specific solutions to these problems.

Keywords: family-school collaboration, moral education, education mechanism

1. Introduction

The family-school collaborative education is an inevitable requirement for implementing moral education. The concept of family-school collaborative education has undergone multiple evolutions since its inception, and various forms have emerged according to different needs [1]. However, due to regional differences and historical development reasons, the development of family-school collaborative education has been constrained by issues such as only "achievement theory" and "outcome theory", and unclear main responsibilities.

The traditional form of family-school collaboration is relatively single, with the class teacher as the core form of family-school communication, mainly based on parent meetings and home visits. The role of parents in family-school collaborative education is not significant, mainly supervising after class under the teacher's requirements [2]. Early parent-child meetings are an important form of communication between parents and schools, usually arranged after mid-term and final exams. The announcement and summary of students' grades have become the central content of parent-child meetings, forming a teaching outcome theory based on grades. This has led to some students with poor academic performance developing fear of parent-child meetings and even rejecting this form of parent-child communication. This form of parent meetings and home visits also goes against the original intention of parent meetings, and the homeroom teacher and parents are unable to have effective and in-depth communication, creating a certain distance between the two. In summary, the traditional form of family-school collaborative education only satisfies the fragmented understanding of students' situation between parents and schools, and has not truly formed family-school collaborative education. This mode appeared earlier and was most widely used, but it is still preserved in certain regions, mainly due to limitations in regional and cultural backgrounds.

With the development of the times, the focus of family-school collaborative education has shifted, and the new model of family-school joint education has gradually broken away from the report form that only focuses on grades and rankings, focusing on cultivating students' comprehensive development. The theme activities carried out by the school are no longer limited to the leadership of class teachers, and teachers of various subjects such as morality, intelligence, physical fitness, aesthetics, and labor are gradually integrated into it. The emergence of family-school cooperation has innovated in various forms, such as "Parent Open Day", "Parent Characteristic Class", "Parent Garden", and "Home School Joint Education Lecture"[3]. While promoting the form of co-education, it also reduces the workload of the homeroom teacher and broadens the channels for parents to understand their children's school life. Although family-school collaborative education has rich innovative models in the new era, the role of

parents has not changed significantly in the process of carrying out activities. Many parents still believe that they are only participants in the activities, and the understanding of the content behind the activities is relatively shallow. Some schools only focus on the development of school activities, but provide less guidance to parents, resulting in frequent homogenization of school activities that cause parents to feel tired, leading to the failure of family-school collaborative education activities to achieve the expected results.

2. The main problems existing in the current family-school cooperative education

2.1 The awareness of collaborative education between schools still needs to be strengthened

Although families and schools have greatly improved their understanding of family-school collaborative parenting, in some relatively remote areas or in some mountainous areas and rural areas, people's understanding of family-school collaborative parenting still needs to be further strengthened. First, some parents think that children's education is only a matter of school [4]. These parents think that when they send their children to school, all education must be completed by the school, so they do not ask or do little to ask their children's education, and they do not communicate and cooperate enough with school education. Second, some parents work outside the home for a long time, and their children become left-behind children, lack the conditions to participate in family-school collaborative parenting, and there is no way to talk about the understanding of family-school collaborative parenting. Thirdly, some teachers' attitude towards family-school collaborative education is not positive enough. These teachers or because of their own busy affairs can't spare time to focus on family-school coordination; Or because young people lack the relevant experience to carry out family-school cooperative education, so they treat it negatively; Or because of the lack of feelings, only to complete the topic of teaching tasks, too lazy to participate in family-school collaborative education. Over time, some teachers' understanding of family-school collaboration has stagnated.

2.2 The responsibility of collaborative child-rearing between schools needs to be further clarified

In some schools, there are cases where teachers let parents help and correct their children's homework at home and supervise their children. Handing over the work that should be done by school teachers to parents will carry out the responsibility of school education and reverse the division of education. The purpose of family-school cooperative education is not to make the family completely become the second school for children's education, but to give full play to the irreplaceable role of the family is the child's education, and give play to the family-school joint education to guide the child to grow up happily in a harmonious family. In essence, in family-school collaborative education, if the responsibility of family-school is not clear, it will lead to "one-sided family education and complicated school education"[5]. The one-sided nature of family education means that the school transfers the responsibility that should be borne to the parents, and the parents will focus on the children's academic performance, ignoring the nature of family comprehensive education. The complexity of school education means that when the school assumes the responsibility of school, it also assumes the responsibility of the family, which leads to the complexity of school education. The above two situations further lead to the family-school collaborative education of the resultant force can't compete to play.

2.3 The educational content of family-school collaborative education is relatively simple

It paying too much attention to students' scores and ignoring the cultivation of students' comprehensive quality is an educational misunderstanding that most parents and schools often enter. The educational content of family-school cooperative education should be very rich and vivid, but due to the reasons of both families and schools, the current educational content is relatively simple. One concrete manifestation is that the content of family-school communication is mostly focused on students' academic performance and behavioral norms, while the content of students' ideological needs, life values, career planning, future ideals and other content that can promote the effective development of students is little or little involved. Under the background of the simultaneous development of morality, intelligence, physical fitness, the aesthetic education and labor education as well as the comprehensive development of human beings, the single content of family-school collaborative education often leads to the neglect of students' ideological and moral development, and then neglects students' physical and mental health and practical ability training, which is not conducive to promoting

students' all-round development, deviates from the original intention of quality education and violates the essence of education. It is not conducive to the implementation of the fundamental task of moral cultivation.

2.4 The system and mechanism of family-school cooperative education are not perfect

From the national level, although the current efforts to promote the system construction of family-school collaborative parenting, the introduction of some laws and regulations to promote family-school collaborative parenting, but on the whole is not perfect, in terms of specific content, most of the provisions are only advocacy, lack of mandatory, the guiding role has not demonstrated rigidity. "The establishment of policies, regulations and rules is the prerequisite basis and important guarantee for the orderly and quality development of a specific work." But at present, China's policies and regulations on family-school co-parenting and the rules and regulations within the school on family-school co-parenting are relatively lacking, which also leads to the current family-school co-parenting there is a certain arbitrariness." It can be seen that the current practical program of family-school collaborative education in China needs to be further enriched. At the same time, there is also a relative lack of institutions for collaborative education in China, resulting in the lack of a strong support platform. From the school level, the rules and regulations of family-school cooperative parenting are not perfect enough. Although many schools have established family-school collaborative parenting committees, parent committees, and parent schools, they have not established perfect rules and regulations, resulting in large arbitrariness of family-school exchanges and cooperation, and the effect naturally does not meet expectations.

3. Analysis of problems in family-school coordinated education

Under the background of the new era, family-school cooperative education has achieved different degrees of improvement in recognition, standardization and mechanism. At the same time, in the face of the implementation of the "double reduction" policy, family-school co-parenting is also facing many new problems, which have a restrictive impact on the development of family-school co-parenting. Through in-depth analysis of the existing specific problems, find the deep-seated reasons, so as to further promote the continuous improvement of family-school collaborative education.

3.1 Parents' backward view of family education

The "double reduction" before the heavy homework and out-of-school training burden, as well as the so-called "can't let the child lose at the starting line of thought", ignore the importance of family education, so that many parents, the formation of the performance-only theory, resulting in family education and school education ideas contrary, the direction of development is completely different, both on the healthy growth of the child has an impact on the overall development of the child [6]. Parents and teachers because of their different working environment, educational background, some parents and teachers adhere to their own ideological positions, some parents are limited by many factors, affecting their own educational concepts, resulting in although the intention to assist the school to carry out family education, not only can't achieve the expected purpose, and even have the opposite effect. This makes the two sides in the face of education problems will be unable to unify the ideas, and then lead to collaborative failure.

3.2 The heavy learning tasks in schools affect family education

In the context of the long-term evaluation of scores, primary and secondary education is also undergoing constant changes, gradually developing towards increasing students' schoolwork and exam and homework. The burden on students is constantly increasing, which makes students' daily life and study gradually monotonous, and basically destroys the ecology of students' all-round development. At the same time, the constant high-pressure learning environment also affects the physical and mental health of students. The main responsibility of schools is education, bearing the important responsibility of the country to train the next generation, the original off-campus training institutions are a supplement to school education, but in the above environment, off-campus training institutions once became the mainstream, and even some parents pay more attention to off-campus training and ignore mainstream education, this situation is we need to reflect on.

In order to meet the goal of score improvement, various training institutions do not implement

"advanced learning" and "exceeding the standard learning" according to the law of students' growth, which increases the learning burden of students at the same time, affects the normal teaching order of the school, and affects the interest of students in learning under the premise of occupying a large number of students' spare time. The "advanced learning" and "superstandard learning" of off-campus education and training institutions is bound to have an impact on the education ecology. Under this high pressure education ecology, it is bound to affect the normal work and rest of students, but also reduce the communication time between parents and students, affecting the role of family education, which is also one of the main reasons for affecting family-school co-parenting.

3.3 There are few scientific and systematic parenting concepts

Although the education level of Chinese people has been increasing year by year in recent years, parents have great differences in educational concepts and methods due to different professional background, regional culture and occupational background, which is more common among rural children and urban low-income people. Most of them are satisfied with the status quo or go out to work or forced to make a living, and have no heart or energy to pay attention to their children's education. Although some parents have high cultural quality, they are unable to take care of their children's education due to work pressure or economic reasons, which is also a factor affecting home-school co-parenting. Such parents are more common in white-collar workers with a faster pace of work or ordinary income families in large and medium-sized cities.

4. Practical approaches of family-school collaborative education mechanism

4.1 Enhance the awareness of family-school collaborative education

From the family, parents should clearly understand that the family is the child's first classroom, they are the child's first teacher, for the child's education, they need to assume their due responsibility. Parents should lead by example, teach by example, create a good family environment with appeal, cultivate children with excellent family traditions and family training, and help children buckle the first button of life [7]. Parents should take the initiative to participate in school education, enhance the awareness of family-school coordination, actively participate in family-school activities held by the school, and actively cooperate with teachers in the daily education and management of children.

From the school, the school should be soberly aware that the implementation of the fundamental task of "moral cultivation" requires joint efforts and close cooperation between home and school. Teachers should maintain regular contact with parents, inform parents of students' conditions in school in a timely and comprehensive manner, earnestly implement the home visit system, and maintain good communication with parents. Teachers should pay attention to carrying out family education guidance services for parents, introduce the school's philosophy to parents, respond to practical problems that parents are concerned about in a timely manner, extensively absorb good opinions and suggestions from parents, and strive to be a model of implementing family-school cooperation in educating people.

4.2 Clarify the division of labor of family-school cooperative education

Family education and school education play different roles in educating people, and the division of labor undertaken by the two is different. Only when the division of labor undertaken by the family and school is clear, the actual effect can be achieved. The "Opinions" jointly issued by the Ministry of Education and other 13 departments clearly pointed out that the family and school should shoulder their respective responsibilities in collaborative parenting, that is, "schools give full play to the leading role of collaborative parenting, parents effectively fulfill the main responsibility of family education, and actively cooperate with school education."

"Schools should act as planners, organizers and coordinators, while families should act as learners, supporters and supervisors in the process of coordinating family-school education." Schools should take the initiative to assume the responsibility of organizing, implementing, coordinating and guiding family-school collaborative education, take the lead in translating the concept of family-school collaborative education into practical actions, and play a leading role. The school should establish practical activities of family-school collaborative parenting, demonstrate the value of family-school collaborative parenting through the creation of activities, and provide guidance and consultation services for family education [8]. Schools should play a good role in coordinating their own

coordination, coordinate the various problems and challenges in the home-school coordinated education, guide and encourage parents to happily participate in the whole process of coordinated education, and achieve positive interaction between family and school. Parents should realize the importance and necessity of participating in family-school coordinated parenting, take the initiative to integrate into the whole process and all aspects of family-school coordinated parenting, and do a good job as learners and supporters. Parents should assume the responsibility of supervision, supervise the implementation of the school cooperative education system, and dare to point out the problems and shortcomings in the school cooperative education. Parents should have the courage to put forward good suggestions and ideas about family-school collaborative education to the school, and promote family-school collaborative education to achieve good educational results.

4.3 Enrich the educational content of family-school collaborative education

The school undertakes the important task of "inheriting knowledge, enlightening wisdom, educating humanity, standardizing actions and cultivating sentiments", and trains socialist builders and successors with all-round development of morality, intelligence, physical fitness, the education of aesthetic and labor. In family-school cooperative education, schools should not only focus on improving students' academic performance, but should pay attention to the all-round development of students' ideological morality, values, physical and mental health, aesthetic ability and innovative ability. Parents should not only pay attention to the child's academic performance, but also pay attention to the development of children's daily behavior habits, pay attention to the development of children's moral quality, personality, will, attitude, etc., and give children correct guidance in real time.

"To promote the coordinated education of schools, families and society is by no means to make schools, families and society revolve around students' examination and transfer, but to give full play to the respective advantages of school, family and society education to promote the all-round development and healthy growth of students." Therefore, the family-school cooperative education should pay attention to the single academic performance correction to the "five education" and give a deep understanding of the comprehensive development of morality, intelligence, physical beauty and labor for the important value of students' growth and talent. Schools should not only communicate with parents about students' academic performance, but also communicate students' thoughts, interests, aesthetic concepts, innovative ability, and practical needs, so that parents can fully grasp their children's specific conditions, especially ideological conditions, to the maximum extent. Parents should inform the school more of their children's achievements and shortcomings in the family's ideological changes and excellent moral character development, and the educational content of family-school collaborative education will be more comprehensive, rich and vivid.

4.4 Improve the long-term mechanism of family-school cooperation in educating people

"Families and schools should cooperate effectively, make comprehensive efforts, and jointly shoulder the responsibility for students' education." At present, China has made great progress in the construction of the system and mechanism of coordinated family-school education. Family-school cooperative education is not a short-term behavior, but a permanent project to benefit the country and the people. With the development of education and the progress of the times, it is necessary to establish and improve the long-term mechanism of family-school cooperative education.

School is the main front and the main battlefield of teaching and educating people, which can play a positive role in education and guidance, and is the core of family-school cooperative education. Therefore, schools and families should work together to improve the system guarantee of home-school collaborative parenting, so that family-school collaborative parenting is institutionalized, standardized, and routine, and ensure that home-school collaborative parenting is targeted, organized, standardized, and stable. Under the guidance of the family-school cooperative parenting committee, the parent committee and the parent school, the family and the school should jointly develop the corresponding regular meeting system, the training system, the exchange of opinions system, the cooperation system, the supervision system, the evaluation system, etc., so as to ensure that the family-school cooperative parenting has an internal impetus without deviating from the track.

5. Conclusion

Promoting family-school cooperative education is an important part of promoting school- family

-society cooperative education. In the new era, we should "adhere to the people-oriented education, adhere to the overall planning of the government, adhere to collaborative education, and adhere to the problem-oriented", constantly enhance the awareness of family and school joint cultivation and shared responsibility, give play to the joint efforts of family and school, and promote the collaborative education of family and school gradually, so as to make new contributions to running a high-quality education that satisfies the people and can promote the all-round development of people.

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