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Socio-ecological bases of personality formation in the family-school space

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Abstract

Relevance. Nowadays, families are actively engaging with schools and educators, communicating with educational institutions, including school management, teachers, psychologists, and social and special educators. However, the impact of this interaction on child development have not been sufficiently studied.

Purpose. The need to study the process of interaction between family and school and to reveal the socio-ecological foundations of the child's personality formation within this interaction defines the research aim: to reveal aspects of personality formation in the family-school space and provide ways to optimise it.

Methodology. To achieve this goal, the methods of analysis and synthesis, data systematisation, comparison, deduction and induction were used.

Results. The study reveals the views of scholars on family-school interaction, describes models and approaches to family-school interaction, and identifies the most effective ones. The possibilities of family and school interaction in the framework of distance learning are described. The main aspects of the development of a child with special educational needs in the family-school space and the peculiarities of family-school interaction in inclusive education are described. The influence of the educational institution, as well as the influence of the family on the educational process and the formation of the child as a personality is analysed. On this basis, the contradictions that may arise in the interaction of family and school are considered.

Conclusions. It has been determined that family-school interaction plays a crucial role in shaping a child's personality. The results of the study can be used by the management of educational institutions to improve the interaction between

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school and family, as well as by parents to understand the importance of their active participation in the educational process and to understand their influence on the formation of their children's personalities.

Keywords: interaction; upbringing; parent-pedagogical interaction; cooperation; individual development; parental education.

Introduction

In the context of the modernisation of education and the era of conscious parenting, modern parents want to be involved in all processes involving their children. The educational process is no exception. The formation of a child as a personality can be equally influenced by both education in an educational institution and upbringing in the family. However, the interaction of family and school may well yield better results, can be used as a basis for the harmonious development of the child and can influence certain aspects of personality development, such as attitude to oneself and the world, attitude to learning, formation of basic life views and behavioural patterns.

G.A. Asylkhanova and S.A. Shegenova [1], who studied the family-school space as a condition for the successful development and upbringing of a personality, concluded that the condition for the formation of a harmonious personality, the disclosure of their talents and comprehensive development is the interaction of parents with an educational institution. V. Poul and I. Volzhentseva [2] revealed the foundations of partnership in modern society and concluded that the quality of the modern educational process depends entirely on the interaction of parents and teachers and their understanding of the basics of this interaction. B.K. Vasich et al. [3] studied the experience of Kazakhstan, the United Kingdom, the United States, Canada, China, and other countries regarding the features of the family-school space and concluded that effective models of interaction should consider unforeseen circumstances, which include the need to organise the educational process through the use of distance educational technologies.

Some studies note that it is teachers who play a crucial role in building the family-school space. For example, A. Ansabayeva and G. Maylybayeva [4] studied the interaction between family and school in the process of educating primary school students and noted that teachers are not always ready for such interaction and do not believe in its effectiveness, which may indicate the need for their additional motivation, as they are mostly the organisers of the family-school space. Other studies indicate that high-quality family-school interaction is possible only through educational work with parents. As such, S.A. Turabaeva and N.N. Ashirbaeva [5], in their study on the signs, functions and difficulties that a young family may face, noted that the family is the social institution in which a person develops as a person, which is why parents' understanding of certain basics of family building and child-rearing can influence the formation of a child's personality. N. Adelbayeva et al. [6], in turn, studied the main aspects of students' socio-emotional well-being and concluded that the development of a harmonious personality is possible only with an integrated approach: a favourable climate at school, as well as the involvement of parents in all processes taking place in their children's lives. However, the analysed studies did not provide specific methods for improving family-school interaction.

Scientists note that family-school interaction is an important aspect of a child's development as a personality and a crucial element in improving the educational process. However, researchers have different views on the role of parents and teachers in the family-school space and do not reveal the specifics of their interaction and methods of improving it. In addition, there is a problem with the implementation of the family-school space in terms of distance education. The introduction of family-school interaction into the educational process and the creation of the family-school space is a new vector of movement for both parents and educators, so there is a need for a more detailed study of this issue and a deeper disclosure of the aspects of this interaction. Based on this, the research aims to provide effective methods for optimising the family-school space in terms of child personality development. The objectives of the study are to reveal the peculiarities of family-school interaction, describe the approaches of scientists to this interaction and identify the most effective ones.

Materials and Methods

Analysis and synthesis methods, data systematisation methods, comparison methods, deduction and induction methods were used in this study.

The analysis method was used for a detailed consideration of the socio-ecological foundations of personality formation, as well as for the consideration of social institutions in which the formation of a child as a personality takes place. The functions of the family as a social and educational institution in which the child develops, as well as the functions of the educational institution as a social and educational institution that influences the formation of the child's personality were considered in detail. This method was used to analyse the general principles of interaction. This method also revealed the peculiarities of the family-school space and its influence on the development of personality. The analysis method was used to reveal the peculiarities of family involvement in the learning process within distance education, as well as the possibilities of family-school interaction through distance learning methods. The analysis was used to consider the problem of inclusive education within the family-school space and to study the peculiarities of interaction between an educational institution and a family raising a child with special educational needs.

The synthesis method was used to reveal aspects of the interaction between the family and the educational institution and to describe the possibilities of optimising this interaction through the integration of existing approaches. Analysis and synthesis also helped to reveal approaches to family-school interaction. These methods were used to consider the positive and negative aspects of the family-school space.

The method of data systematisation was used to organise approaches to family-school interaction, as well

as to establish logical links between the influence of the educational institution on the learning process and the formation of the child's personality and the influence of the family on the learning process and the formation of the child's personality. The comparison method was used to correlate approaches and models to family-school interaction and identify the most effective ones. This method was also used to correlate the role of the family and school environment in the harmonious development of the child and to compare their influence on the formation of the child's personality. This method was also used to compare the principles and objectives of interaction as a social phenomenon, as well as the principles and objectives of family-school interaction, which helped to identify the specifics of family and school interaction.

The deduction and induction methods were used to summarise the findings. The deduction method was used to summarise the results of individual findings from the general ones, in particular, to provide ways to optimise family-school interaction and ways to eliminate contradictions between the influence of family and school on the development of a child as a person based on socio-environmental factors. The induction method was used to summarise the data obtained during the study and to formulate general conclusions about the study, as well as to describe the prospects for further research. These methods helped summarise the degree of importance of the family-school space, formulate the role of parents in the development of a child's personality, as well as the role of the educational institution in the development of a child's personality, and were used to compare the results of the study with the results of other researchers.

Results

The socio-environmental foundations of personality development include the influence of both social and environmental factors on the formation of an individual. Social aspects include relationships with others (family, friends, teachers), values, and educational and social institutions. Environmental aspects include the environment in which a person grows up. The family and school are the environments in which a child spends most of the time, and they are the two most important educational institutions that influence the child and his or her development as a person.

The family is an important environment for a child, as it is starting point for the child's development, and it is in the family that the most important foundations of mindset and behaviour are laid, and it is in the family that the child's views of themselves and the world around them are formed. Despite the important role of the family in shaping the child's personality, the educational institution also plays an important role in this process and is a social factor of influence on the individual. The favourable climate maintained by the school management, teachers and other staff members affects the emotional state of children, their motivation to learn and develop comprehensively, and their relationships with their families [7; 8]. The vast majority of educational institutions are focused on maintaining relationships with families, and social workers are ready to interact with problematic and disadvantaged families, which can significantly improve the family

climate in such families and affect the well-being of children.

Family participation in the educational process can be implemented through different approaches. The model of four circles of family participation is relevant to this research (Figure 1) [9].

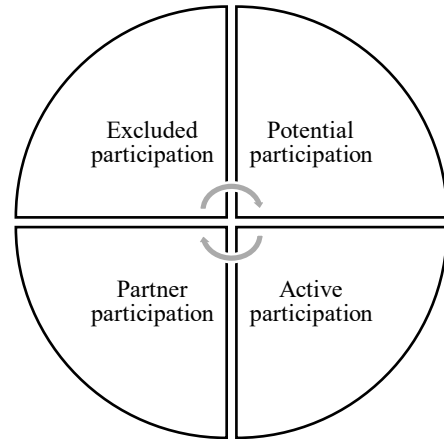


Figure 1. Four circles of family participation in the educational process

The first circle includes excluded participation in the educational process and implies that the family feels completely or partially “excluded” from the educational process of their child. This exception may be intentional or unintentional and imposes on the family the idea that they have no influence on the educational process and cannot play a role in its improvement and the development of their child as a person. With this model of participation, the child's social development as a person may be incomplete or include conflicts with parents or teachers, as the child does not feel sufficiently involved in his or her school life. Potential involvement is characterised by communication from one side only, usually from the school to the parents, and rarely vice versa. This type of family involvement in the educational process can affect the reliability of information transmitted from teachers to parents or vice versa, as one of the parties is not fully involved in the process.

Active participation allows parents to be involved in the educational process: volunteering (e.g., preparing holidays or repair work), holding meetings of the parent committee and communicating with the school management, teachers, psychologists, and social and special educators. This type of family involvement is optimal, but within this “circle” parents cannot make decisions about the educational process but are only partial participants. Partnership family participation in the educational process is characterised by full influence on all aspects of school life: parents have the right to participate in decision-making regarding the educational process, to put forward their proposals and to influence other members of the educational process, including other parents [10; 11]. It is worth noting that the proposals are considered jointly with other parents, school management and teaching staff, which makes the relationship between family and school democratic.

Thus, depending on the type of family participation in the educational process, the formation of a child's

personality and the inclusion of socio-environmental factors that may influence it directly depend on the type of family participation. However, these processes can be cyclical and, depending on certain events, social, economic, and other factors, the family may move from a circle of partnership to a circle of excluded participation. For example, if the family or the school stops communicating, or if the management of the educational institution or teachers changes. In this case, interaction can be restored by holding meetings with parents and establishing effective communication.

The interaction between family and school creates the right environment in which a child can develop, grow and harmoniously develop social traits and attitudes. Through the interaction of parents and educators, the experiences of personality development in the family and school environments can be similar, resulting in children switching easily between the family and school environments and adapting more easily to any changes [12; 13]. In addition, interaction between family and school is important in cases such as entering the first grade, moving to a new school, and significant changes in the school environment, as children’s psyches tend to transfer their experiences from one environment to another [14]. In this case, the interaction between parents and the school will help the child to adapt to the new environment and not transfer past negative experiences.

M.N. Kornev and A.B. Kovalenko [15] note that any interaction should be based on a common goal and joint actions aimed at achieving certain goals, norms and rules of interaction established by the parties, the ability to observe the interaction of other parties, regulate it and

adjust it by agreement of the parties, considering the intention of interaction. The main task of interaction between family and school, therefore, is to combine efforts in the upbringing, education and development of children, in particular, socio-ecological formation of the individual, parental participation in the organisation of the educational process, educational activities with parents (training, presentations, discussions aimed at developing a healthy lifestyle for children, developing their environmental education, sexual education, prevention of bullying/cyberbullying and psychological violence against children) [16]. All tasks are aimed primarily at the harmonious development of the child’s personality, and secondarily at improving academic achievements and relationships with parents and teachers.

The EPIC, family and school interaction model, is also noteworthy. It includes ecological, participatory, integral and contextualised approaches [17]. This model aims to improve the interaction between family and school and is based on the principles of an ecological perspective (children form their personality depending on the environment in which they live and develop), active participation of all participants in the interaction, effective use of resources for education and upbringing of the individual, and implementation of the model only with the participation of all participants. In recent studies, researchers also consider family-school interaction as a joint action of teachers and parents, a socio-pedagogical system, and a specially organised pedagogical process (Table 1) [18].

Table 1. Comparative characteristics of approaches to family-school interaction

Approach to the family-school space	Family and school interaction in this approach	The impact of this approach on the formation of a child as a personality
Joint actions of teachers and parents	Within this approach, the interaction between family and school is based on mutual assistance, mutual respect, mutual trust and joint discussion of issues of concern. The core of this approach is the joint action of parents and teachers to achieve the goal of interaction: the formation of a harmonious, well-rounded personality.	The use of this approach affects the child's social skills: having an example of coordinated interaction between their parents and teachers, the child learns to interact with others. This approach creates quite favourable conditions for the harmonious development of the individual.
Social and pedagogical system	The approach involves a partnership between the family and the school, but it is mainly aimed at developing an individual approach to each child and considering their social environment and socio-environmental factors.	Using this approach improves the development of each child by individualising their learning and development and creates a favourable atmosphere in the school.
Specially organised pedagogical process	Within this approach, teachers and parents create a system of methods, activities and programmes aimed at developing the child and establishing a personality. This approach is mainly focused on inclusive education of children with special educational needs and focuses on the area of immediate development of each child.	This approach affects the development and formation of students with different educational needs and is based on an individual approach and the creation of the most favourable environment for each child.

<p>EPIC model</p>	<p>This approach creates the most favourable conditions for family and school interaction. It is based on the influence of socio-environmental factors on the child's development, the involvement of all participants in the interaction in achieving a common goal, considering the individual needs of each child and the individual characteristics of each family-school interaction.</p>	<p>This approach creates the most favourable conditions for the development of each child, considers all possible factors that can influence the formation of the child's personality and is based on the individual characteristics of the individual and his or her interaction with others.</p>
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Source: compiled by the authors.

The described approaches have such common features as a partnership between family and school, common goals, and a focus on the development of the child's personality. At the same time, they differ in the role of family-school interaction and the approach to the role of the child in this process. Based on this, the EPIC model has been identified as the most effective model of interaction, which recognises that in addition to an individual approach to each child, there is a need for an individual approach to each family within the family-school space, as the interaction between parents and teachers may also vary depending on the family's involvement in the child's life, the family's social and financial status, the family atmosphere and the parent's wishes for their influence on the educational process.

Within the framework of this study, it is important to consider such aspects of the family-school space as its adaptation to inclusive education, as well as the peculiarities of its application through the use of modern technologies.

Parents whose children have special educational needs are a rather vulnerable category. Studies show that some parents are not sufficiently aware of the education of their children with special needs, and do not understand the algorithms for providing education to their children and the algorithms for performing certain tasks that may be inaccessible to their children [19; 20]. For families with children with special educational needs, the family-school space is an approach that will allow them to gain additional knowledge about the upbringing and education of their children, to be involved as much as possible in all processes that take place in the lives of their children, to receive a competent pedagogical view of their children's development, to find support and share experiences with other parents. In addition, educational institutions may employ a special educator, whose interaction with children with special educational needs will help them to correct and improve their condition [21; 22].

In the modernisation era, the possibility of applying any educational model, and in particular models of family-school interaction through the use of information and computer technologies, also plays an important role. Parents and teachers can interact through the use of social media (Instagram, Facebook), messengers (Telegram, Viber) or even through personal blogs. On social media and personal blogs, parents can raise important issues related to the educational process, conduct surveys, and share photos and videos from school life. Messengers can be used to exchange text messages. Researchers have concluded that the use of text messaging increases parental

involvement in the educational process, plays a crucial role in parental education, and can also be used to address pressing issues [23].

However, most often social media and messengers are used to inform parents by the management of educational institutions, rather than for interaction, which reduces the quality of the family-school space, affects the involvement of parents in the educational process and, in turn, can affect the development of the child as a person. That is why it is important to choose a type of social media use for the implementation of family-school space in which both parents and teachers will be actively involved.

The challenges within the "family-school" space encompass several aspects. Firstly, there's a notable issue with low parental involvement, which impacts the overall educational process. Additionally, there exists a lack of awareness among parents regarding the ongoing educational activities within the school. Furthermore, the levels of parental engagement in the school lives of their children vary significantly from one family to another. Addressing these challenges requires an individualized approach tailored to the unique needs of each family and child. Moreover, there's a pressing need to improve interaction with parents of children with special educational needs. Finally, integrating modern computer technologies could significantly enhance interaction and communication within this space [24; 25].

The following methods and practices are proposed to optimise the family-school space:

- educational activities (both with parents and teachers);
- joint leisure and discussion meetings;
- an individual learning strategy for each child and an individual strategy for interaction with each family;
- use of modern technologies, including the Internet, to optimise interaction.

Parental education can be conducted through training, project-based learning, or problem-based learning (involving solving real-life situations that parents and their children may face). Awareness-raising activities can also be carried out through text messages with suggestions to watch certain videos, read certain articles or books, or through the educational institution's social media by posting relevant posts, photos, and videos. Educational activities on the peculiarities of the family-school space should also be carried out with teachers, through training, teacher meetings, and the distribution of methodological materials [26; 27].

As part of joint leisure activities, joint educational meetings on topics related to the development of a child's personality that is of interest to both parents and teachers

may be of interest. For example, prevention of bullying and psychological violence against children, stages of development of the child's psyche, formation of a conscious life position in a child, development of healthy lifestyle skills in a child, and so on. Discussion meetings and brainstorming sessions can also be useful, where the management of the educational institution, teachers, and other staff members, together with parents, can discuss important issues related to the educational process. From time to time, high school students who already have certain established views and can participate in solving certain issues related to the educational process can be invited to discussion meetings and brainstorming sessions. This type of interaction will improve students' relationships with parents and teachers and help them develop the ability to express their opinions, defend them in an environmentally friendly way and understand that they can influence the processes that take place around them and in their lives [28-30].

It is important to develop a learning strategy for each child, which can be done by talking to parents, identifying their views on their child and aspects of their upbringing, as well as teachers' views on the area of immediate development of each child. This is especially important in the context of inclusive education and the education of children with special educational needs. Students with special educational needs need not only an individual learning plan but also an individual approach in the family-school space. This can be achieved through scheduled meetings with parents of children with special educational needs, and the involvement of psychologists and special educators. An individual approach to each family in the family-school space is equally important. Interaction with each family depends on its desire to be involved in school life, the family's social status, the number of children, and methods of education, which should be considered by teachers and school management.

Social media can be used not only to educate parents, but also to address and discuss pressing issues, improve the educational process, and interact more closely with children. Almost every educational institution has its website, and social media profiles and can use them as tools for interacting with parents: conducting surveys, discussions in comments, and demonstrating school life. These methods will give parents an understanding that they are involved in their children's education and can make decisions about it, and the school management and teachers, in turn, will receive feedback from parents.

Discussion

This study notes that the family is the first social and educational institution in which a child develops and that parents have a significant impact on the formation of a child's personality. However, N.A. Kumar [31] studied the impact of family ties on a child's academic achievements and concluded that although the family is an important social institution for child development, most parents are quite inexperienced, and grandparents and other relatives play a crucial role in the formation of their children's personality, which affects both the child's perception of themselves and the socio-environmental factors in the formation of their personality. This proves the importance of parental education, because only by gaining and

constantly improving their knowledge of child upbringing and development can inexperienced parents obtain the necessary information and successfully apply it in raising their children. The researcher also conducted a study of 140 students, which showed that family involvement in interaction with the educational institution improves students' academic performance and self-confidence [31-33].

Y. Shi and Y.Ch. Ko [34] studied the impact of family-school interaction on students' self-identity and self-efficacy and concluded that those students who did not receive support and recognition from their parents, as well as sufficient attention from teachers, had problems with self-esteem, learning new knowledge and expressing their opinions during their university studies. This confirms the importance of the family-school space in the development of a child's personality and that family and school have an equal impact on a child's personality.

In general, the influence of socio-environmental factors on the formation of a personality in the family-school space is quite large. B. Aasan et al. [35] conducted a study among Norwegian adolescents on the impact of social factors on their mental state (in particular, the impact of school, family and leisure) and concluded that the improvement of adolescents' mental state is observed in the case of interaction between school and family environments, and the factors of personality formation in this environment are interpersonal, organisational and environmental [35; 36]. This demonstrates the need for family-school interaction and the provision of methods to optimise this interaction. In previous studies, researchers have also noted that school and family are the two social institutions that have a significant impact on the mental well-being of an individual, and another aspect that affects the individual is his or her leisure time, which confirms the possibility of including high school students in educational meetings with parents and teachers.

According to Z. Zou [12], whose research has revealed the conflict between family and school interaction, certain difficulties and contradictions can arise during family-school interaction, including conflicting views on child-rearing, academic performance, and expectations. In addition, the school may be perceived by parents and children as a professional environment, while the family is more "real". Because of this, teachers may not listen to parents' opinions and consider them insufficiently knowledgeable in this area to give advice, and parents may consider their opinion on their own child's upbringing and education more authoritative and doubt that teachers understand their needs and characteristics, which proves the need for a learning strategy for each child and a strategy for interacting with each family [37-39].

A. Paccaud et al. [40] studied parents' opinions on family-school interaction and noted that parental involvement is important for teachers, as parents can reveal some aspects of their children's personalities, which will affect the formation and the quality of the educational process, which again confirms the importance of the family-school space and the importance of an individual approach to each student based on cooperation with parents. In terms of an individual approach, it is worth revealing the views of scholars on the issue of family-school interaction in the context of inclusive education. In

particular, Y.M. Kenzhebekova and A.A. Kavdyrova [41] studied the interaction between a family raising a child with special educational needs and a school and noted that in addition to an individual approach, it is important to take into account compliance with moral and ethical standards, confidentiality, the need to accompany the child and family at all stages of their adaptation and build trusting relationships between the educational institution and the family.

In their study of the EPIC interaction model, M. Saracostti et al. [17] concluded that it is currently one of the most effective, which was confirmed by the results of their study: the EPIC model had a significant impact on the development of children's intrapersonal skills, improved memory and attention, and parental involvement in the educational process was an important aspect for most teachers to improve the educational process and the development of children's personalities. The results of this study also showed that the EPIC model, in comparison with others, covers the full range of possible family-school interactions and affects many child characteristics, which in turn affects their development as individuals.

The study showed the importance of interaction between parents and schools on social media, as it is one of the most effective communication channels in the modern world. However, some studies show that teachers do not support this type of interaction, as it involves providing their phone numbers to parents and access to social media, which can violate teachers' confidentiality and sense of privacy. In particular, E.K. Snell et al. [23] studied the issue of family and school communication through text messages and noted that this problem exists and disrupts the interaction between teachers and families, and teachers can maintain their confidentiality by using modern applications such as Remind, Class Dojo, Edmodo, which allow them to communicate without sharing any confidential information. This demonstrates the high efficiency of modern technologies in the family-school space.

G.P. Efimova [42] presents another method of optimising the family-school space, which is similar to the recommendation to hold discussion meetings and joint leisure activities. Exploring the issue of parent-school partnerships, the researcher proposes the creation of a "Family Club" aimed at psychological assistance to parents, educational work with parents, legal support, as well as meetings, events, competitions and even picnics and hikes, which echoes the recommendations provided in this study [42].

Scientists agree that the family-school space is more effective in shaping a child's personality, as they receive enough attention and support, feel included by their parents in their lives, and easily switch between the family and school environment, which affects their psychological state and helps them develop more harmoniously. Scientists also note that the impact of socio-environmental factors on personality development is high, and these factors can most effectively influence a child in the family-school space, as this space combines interpersonal, organisational, and environmental factors. There may also be certain contradictions between the family and the school, such as different views on the child's upbringing and education, teachers' doubts about parents'

understanding of the educational process, and parents' doubts about teachers' understanding of their child. This proves the need for an individual approach to each child, as well as an individualised approach to interaction with each family. This is especially important when interacting with families raising children with special educational needs, as parents of children with special needs are a rather vulnerable category, and their families need more support.

Regarding models of family and school interaction, scientists agree that the EPIC model is the most effective form of interaction, as it includes an individual approach to both the child and the parents and promotes the comprehensive and harmonious development of the child's personality, which is what this model is aimed at. Scientists also noted that social media is an effective method of interaction between families and schools in the era of modern technology and confirmed the effectiveness of textual interaction. The proposal to create a "Family Club" was considered, which confirmed the importance of educational work with parents, as well as the need for joint leisure activities for parents with teachers and school management. In other words, the formation of personality in the socio-ecological space of "family-school" is indeed more effective than in the absence of family-school interaction, aimed at the harmonious development of the child. The advantage of the family-school space is that it can be optimised for different features and forms of the educational process, depending on the needs and desires of parents, teachers, and school management.

Conclusions

The study reveals the peculiarities of the "family-school" space and the socio-ecological foundations of personality formation in this space. The role of family and school as the two most important educational institutions in a child's life is described. The influence of the school on the educational process and the formation of the child's personality is revealed. It is determined that the success of children's education and the formation of certain personal qualities depend on the school climate created by the management of the educational institution and teachers. It is proved that an individual approach to each child and each family affects the family-school interaction and the formation of the child's personality.

The influence of the family on the educational process and the formation of the child's personality is revealed. It is concluded that the family is the first social and educational institution in which a child develops and the atmosphere in the family, as well as the inclusion of parents in the educational process, affect the harmonious development of the child's personality. It is determined that the interaction between family and school can have a positive impact on the child's personality. The main views on family-school interaction are revealed, among which it is noted that family-school interaction is a joint action of teachers and parents, a socio-pedagogical system, and a specially organised pedagogical process.

The features of the EPIC model are also revealed. These approaches have been compared and it has been determined that the EPIC model is the most effective, as it covers the entire range of possible family-school interaction and comprehensively influences the formation of a child's personality. The features of the family-school

space in terms of distance education, as well as in the framework of inclusive education and interaction with parents of children with special educational needs are described.

Based on the analysis of scientific sources, research and approaches to family-school interaction, the study provides methods for optimising the family-school space and reveals the impact of this space on the socio-ecological factors of personality formation. The methods include educational outreach (both to parents and teachers), joint leisure and discussion meetings, individual learning strategies for each child and individual strategies for interaction with each family, and the use of modern technologies, including the Internet, to optimise interaction.

It has been proven that the interaction of family and school is an important aspect of a child's development as a person, and a properly constructed family-school space can influence the comprehensive and harmonious development of a child. Prospects for further research include a detailed consideration of the EPIC model in terms of family and school interaction, as well as a study of the family-school space in working with families raising children with special educational needs.

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Conflict of Interest

The authors affirm that there are no conflicts of interest.

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Соціально-екологічні основи формування особистості в сімейно-шкільному просторі

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Анотація

Актуальність. Сьогодні сім'ї активно взаємодіють зі школою та педагогами, комунікуючи з навчальними закладами, зокрема керівництвом школи, вчителями, психологами, соціальними та спеціальними вихователями. Однак вплив цієї взаємодії на розвиток дитини недостатньо вивчено.

Мета. Необхідність вивчення процесу взаємодії сім'ї та школи й виявлення соціально-екологічних основ формування особистості дитини в рамках цієї взаємодії визначає мету дослідження: розкрити аспекти становлення особистості в сімейно-шкільному просторі та надати шляхи його оптимізації.

Методологія. Для досягнення поставленої мети використовувалися методи аналізу та синтезу, систематизації даних, порівняння, дедукції та індукції.

Результати. У дослідженні розглянуто погляди науковців на взаємодію сім'ї та школи, описано моделі та підходи для взаємодії сім'ї та школи, визначено найбільш ефективні з них. Описано можливості взаємодії сім'ї та школи в рамках дистанційного навчання. Охарактеризовано основні аспекти розвитку дитини з особливими освітніми потребами у сімейно-шкільному просторі та особливості взаємодії родини та школи в інклюзивному навчанні. Проаналізовано вплив навчального закладу, а також вплив сім'ї на виховний процес та формування дитини як особистості. На цій основі розглядаються протиріччя, які можуть виникати у взаємодії сім'ї та школи.

Висновки. Визначено, що взаємодія родини та школи має вирішальну роль у формуванні особистості дитини. Результати дослідження можуть бути використані керівництвом навчальних закладів для покращення взаємодії школи та сім'ї, а також батьками для розуміння важливості їхньої активної участі в освітньому процесі та розуміння їхнього впливу на формування особистості дітей.

Ключові слова: взаємодія; виховання; батьківсько-педагогічна взаємодія; кооперація; індивідуальний розвиток; виховання батьків.