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PEDAGOGICAL SUPPORT OF PARENTS IN REMOTE TIME: STRATEGIES AND METHODS

Abstract

The article explores the important role played by parents in the education of their children in modern conditions of distance learning. The article presents a literature review, research results and discussion of important aspects of pedagogical support for parents.

Various theoretical models and practical approaches to pedagogical support of parents are considered, the impact of distance learning on the roles and responsibilities of parents in the educational process of children is assessed, and effective strategies and methods of support adapted to the distance learning format are presented. The study also includes an analysis of the results of surveys and questionnaires of parents, as well as statistical data on the level of their involvement in the educational process.

Modern education is facing challenges related to distance learning and hybrid models of education. In this regard, the article presents not only an analysis of current problems and challenges, but also offers practical recommendations and strategies to ensure successful interaction between educational institutions and parents.

Taking into account the rapid development of technology and the constantly changing educational context, this article calls for constant updating and improvement of methods of pedagogical support for parents. She also emphasizes

the importance of cooperation and exchange of experience between various educational institutions and countries. The article serves as an important contribution to the discussion and development of strategies aimed at improving the education and support of children in the era of distance learning.

Keywords: pedagogical support, parents, distance learning, educational process, support strategies.

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ҚАШЫҚТЫҚТАН ОҚЫТУ КЕЗІНДЕГІ АТА-АНАЛАРҒА ПЕДАГОГИКАЛЫҚ ҚОЛДАУ: СТРАТЕГИЯЛАР МЕН ӘДІСТЕР

Аңдатпа

Мақала ата-аналардың балаларын қазіргі қашықтықтан оқыту жағдайындағы маңызды рөлін зерттейді. Мақалада әдебиеттерге шолу, зерттеу нәтижелері және ата-аналарды педагогикалық қолдаудың маңызды аспектілері талқыланады.

Ата-аналарды педагогикалық қолдаудың әртүрлі теориялық модельдері мен практикалық тәсілдері қарастырылады, қашықтықтан оқытудың балалардың білім беру үдерісіндегі ата-аналардың рөлі мен жауапкершілігіне әсері бағаланады және қашықтықтан оқыту форматына бейімделген қолдаудың тиімді стратегиялары мен әдістері ұсынылады. Зерттеу сонымен қатар ата-аналардың сауалнамаларының нәтижелерін, сондай-ақ олардың білім беру процесіне қатысу деңгейі туралы статистиканы талдауды қамтиды.

Заманауи білім қашықтықтан оқыту мен гибриді білім беру модельдеріне байланысты қиындықтарға тап болады. Осыған байланысты, мақала өзекті мәселелер мен қиындықтарды талдауды ғана емес, сонымен қатар білім беру мекемелері мен ата-аналар арасындағы табысты өзара әрекеттесуді қамтамасыз ету үшін практикалық ұсыныстар мен стратегияларды ұсынады.

Технологияның қарқынды дамуын және үнемі өзгеріп отыратын білім беруді ескере отырып, бұл мақала ата-аналарды педагогикалық қолдау әдістерін үнемі жаңартып, жетілдіруге шақырады. Ол сондай-ақ әртүрлі білім беру мекемелері мен елдер арасындағы ынтымақтастық пен тәжірибе алмасудың маңыздылығын атап көрсетеді. Мақала қашықтықтан оқыту дәуірінде балалардың білімі мен қолдауын жақсартуға бағытталған стратегияларды талқылауға және әзірлеуге маңызды үлес ретінде қызмет етеді.

Түйін сөздер: педагогикалық қолдау, ата-аналар, қашықтықтан оқыту, білім беру процесі, қолдау стратегиялары.

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ПЕДАГОГИЧЕСКАЯ ПОДДЕРЖКА РОДИТЕЛЕЙ ВО ВРЕМЯ ДИСТАНЦИОННОГО ОБУЧЕНИЯ: СТРАТЕГИИ И МЕТОДЫ

Аннотация

Статья исследует важную роль, которую играют родители в образовании своих детей в современных условиях дистанционного обучения. Статья представляет обзор литературы, результаты исследований и обсуждение важных аспектов педагогической поддержки родителей.

Рассматриваются различные теоретические модели и практические подходы к педагогической поддержке родителей, оценивается воздействие дистанционного обучения на роли и ответственность родителей в образовательном процессе детей и представляются эффективные стратегии и методы поддержки, адаптированные к дистанционному формату обучения. Исследование также включает анализ результатов опросов и анкетирования родителей, а также статистических данных об уровне их вовлеченности в образовательный процесс.

Современное образование сталкивается с вызовами, связанными с дистанционным обучением и гибридными моделями образования. В этой связи, статья представляет не только анализ актуальных проблем и вызовов, но и предлагает практические рекомендации и стратегии для обеспечения успешного взаимодействия между образовательными учреждениями и родителями.

С учетом быстрого развития технологий и постоянно меняющегося образовательного контекста, эта статья призывает к постоянному обновлению и совершенствованию методов педагогической поддержки родителей. Она также подчеркивает важность сотрудничества и обмена опытом между различными образовательными учреждениями и странами. Статья служит важным вкладом в обсуждение и разработку стратегий, направленных на улучшение образования и поддержки детей в эпоху дистанционного обучения.

Ключевые слова: педагогическая поддержка, родители, дистанционное обучение, образовательный процесс, стратегии поддержки.

Introduction. Taking into account the transition of most educational institutions to an online format, parents have begun to play a central role in the educational process of their children, teaching at home [1, p.10]. This new reality imposes demands on them that were previously directed primarily at teachers and the education system as a whole. In this context, the need for pedagogical support of parents becomes critical so that they can effectively cope with new responsibilities [2, p.94]. Parents face a number of challenges, including lack of time, insufficient level of digital literacy and lack of pedagogical experience. In response to these challenges, the education system, non-profit organizations and government institutions are working to create resources, tools and programs to support parents [3,p.69]. Psychological support is also an important aspect in helping parents cope with stress and adapt to new roles. Communities of practice and forums for parents provide a platform for sharing experiences, strategies and resources, which contributes to joint problem solving and overcoming challenges [4, p.27]. In general, pedagogical support of parents in remote time is a complex and multilevel task that requires integrated efforts of all participants in the educational process. This includes not only the provision of resources and tools, but also the creation of conditions for the emotional and psychological well-being of parents and children in the new educational reality [5, p.284].

Relevance. Distance learning forces parents to adapt to a new role – to be not just parents, but also active participants in the educational process of their children [6, p.61].

International normative acts, such as the UN Declaration of the Rights of the Child and the UN Convention on the Rights of the Child, establish the right of every child to receive a quality education, as well as the responsibility of the State and parents to create conditions for this. In the context of distance learning, this right requires the adaptation of the educational system and the provision of appropriate support for all participants in the educational process, including parents [7]. A number of countries have also developed and implemented national strategies to digitalize education and support families in distance learning. For example, the European Union has adopted the Education and Training 2020 (ET2020) program [8], which aims to develop digital skills among parents and students, as well as to create educational support programs for parents in a distance learning environment. Similar support measures are also recorded in the laws of countries such as the United States (the Education for All Act), the United Kingdom (the Children and Families Act) and Australia (the Educational Services Act) [9]. Kazakhstan also has regulatory legal acts aimed at regulating and supporting the educational process in the context of digitalization. Thus, the Law of the Republic of Kazakhstan "On Education" contains provisions related to the use of distance learning technologies, as well as the need to ensure equal access to education for all categories of citizens. The Decree of the President of the Republic of Kazakhstan "On Digital Kazakhstan" provides for measures to improve the infrastructure and digital resources for educational institutions and families, which directly affects the ability of parents to effectively support the educational process of their children [10].

Problem. The main problem is that parents lack the necessary knowledge, skills and resources to effectively support children during distance learning. This is reflected in increased stress factors, a decrease in the quality of education and socialization of children.

The purpose of this article is to study and analyze modern methods and strategies of pedagogical support for parents in remote time, as well as to determine their effectiveness and applicability in various contexts.

Tasks:

- To analyze the existing theoretical models and practical approaches to pedagogical support of parents;
- To assess the impact of distance learning on the roles and responsibilities of parents in the educational process of children;
- To investigate and present effective strategies and support methods adapted to the distance learning format;

- Develop recommendations for educational institutions, the government and public organizations to improve the quality of pedagogical support for parents.

Thus, the article is aimed at identifying the optimal ways to develop pedagogical support for parents in the conditions of distance education, which contributes to improving the effectiveness of education and the well-being of children and their families.

Literature review.

E.Nikolaou noted that parents can actively contribute to the success of children in learning by providing support in time management, motivation and organization of the educational process. The study showed the importance of close collaboration between school and family to improve learning outcomes [11]. S.Dahalan noted that during the pandemic, parents actively helped children use technological means to study. The most successful families were those where children actively asked for help, and parents had a high level of technical literacy [12]. During the COVID-19 epidemic, A. Kolak underlined the important role parents played in distant learning, noting the difficulties they encountered in providing for their children's education and serving as substitute teachers [13]. D.Lase discovered that parents who had to oversee their children's education and give them with the resources they needed were more financially and psychologically burdened by distant learning [14]. Amy T.Parker noted that parents of deafblind and visually impaired children needed to be actively involved in remote learning, and that success required specialized teaching strategies [15]. A.Olivar came to the conclusion that parental participation, particularly when parents were very involved in their kids' education, had a beneficial effect on students' academic achievement during online classes [16]. D.Güvercin noted that in order to organize the most fruitful cooperation between teachers and parents, it is necessary to create a unified information and educational space (UIES), which is impossible without the use of modern technologies. The UIES is a system of effective and comfortable provision of information and communication, counseling and psychological and pedagogical assistance to participants in the educational process. The creation of such a space allows you to organize joint activities of the teacher with parents and become an additional source of information for the teacher from the parents of students, as well as an effective way of communicating with other teachers and parents [17].

Basic provisions. To provide parents with an effective support model during distant learning, a hybrid approach combining partnership-based, psychological, and technological support is needed. The survey's findings showed that parents deal with a lot of stress, limited time, and poor digital literacy. The generated recommendations center on enhancing parent-school communication, developing digital training programs, and offering emotional support.

Materials and methods. This study examined forms of pedagogical support for parents during remote learning using a combination of empirical approaches and theoretical analysis. While the empirical component entailed gathering and evaluating data from parents via a structured online survey, the theoretical approach involved a thorough literature study to identify and assess existing models. A number of theoretical approaches were used to examine parental assistance models. In order to identify the different models utilized in different nations, a comprehensive assessment of academic literature was done. These models included the School-Family Partnership Model, the Ecological Systems Model, the Parental Involvement Model, the Social Capital Model, and the Technology-Enhanced Support Model. Based on these models' suitability, advantages, and disadvantages in the context of remote learning, an evaluation was conducted. Every model was examined for how well it could help parents deal with issues including stress, inadequate digital literacy, and a lack of time. In order to conduct the literature study, research articles, reports, and case studies were analyzed. The main objective of the analysis was to determine how well each model supported parents and enhanced the learning outcomes of children receiving remote education. Models that included psychological assistance, digital technology, and effective parent-school communication received special attention.

An empirical investigation was carried out utilizing Google Forms to perform an online survey in order to support the theoretical analysis. The purpose of the survey was to collect information about parents' requirements, difficulties, and preferences for different kinds of help when they are studying remotely. The purpose of the survey was to gather detailed data so that the best model of support for parents could be chosen.

50 parents of children enrolled in remote learning participated in the study. The purpose of the survey was to evaluate their expectations for school support, their degree of digital literacy, their involvement in the educational process, and the problems they faced.

Ten questions made up the poll, all of which were intended to touch on important topics regarding parental involvement in distant learning:

1. Age of the child: By asking this question, it was possible to ascertain which age group of kids the parents were helping and to gain insight into the unique difficulties that each educational stage presents.

2. Time available to support children: When parents were questioned about how much time they could commit to helping their kids with their schoolwork, it revealed information about the degree of parental participation and the areas in which help was needed.

3. Digital literacy level: This question evaluated parents' proficiency with digital tools and learning environments, which is essential for them to support their kids well when they are learning remotely.

4. Preferred support method: When it came to support from the school, parents were asked if they preferred online communities, one-on-one consultations, training webinars, or psychological support.

5. Stress associated with remote learning: This inquiry examined the mental health of parents by posing the question of whether they were feeling pressured by their newfound involvement in their kids' education.

6. Principal obstacles in providing for children: Parents were asked to list the primary hurdles they encountered, including a lack of time, inadequate digital literacy, psychological stress, or a shortage of educational resources.

7. Technology accessibility: This inquiry ascertained whether parents possessed the requisite technology and internet connectivity to bolster their kids' schooling.

8. Expectations from the school: In order to enhance their capacity to assist their children, parents were questioned about the support they anticipated from the school.

9. Interaction with teachers: The frequency of communication between parents and teachers was evaluated, as was the sufficiency of the input they got.

10. The role that the school plays in assisting with distance learning: Parents were asked to assess the level of support that the school provided and whether it was adequate.

In order to find patterns and shared difficulties among the respondents, the survey data was gathered and examined. It was feasible to identify the best parental assistance model for each set of parents based on their responses. The investigation identified key areas that required further assistance, including improved teacher-student communication, emotional support, and training in digital literacy.

Results. Numerous theoretical frameworks and pragmatic strategies are employed across multiple nations to assist parents with remote learning. These models offer suggestions for ways to enhance parents' interactions with educational institutions and aid in understanding the role parents play in the educational process.

The premise behind the Parental Involvement Model is that better academic success is a result of parents actively participating in their children's education. This model looks at the ways that parents may help their children learn by setting up their homework, being involved in school events, and having open lines of communication with their teachers.

The "Title I – Parental Involvement" program in the USA is a noteworthy illustration of this concept, with the goal of assisting parents of students from low-income homes. It is mandatory for schools to furnish parents with information regarding the educational process, arrange seminars to educate parents on how to assist their children's education at home, and establish avenues for parents to actively participate in school events. This curriculum was modified for online formats, such as webinars, virtual meetings, and online learning resources, during the distance learning phase.

To enhance children's educational outcomes, the Social Capital Model focuses on creating social networks and connections between parents, educators, and educational institutions. Parents can acquire resources, information, and support through their interactions with other parents and institutions, which is referred to as social capital.

For instance, the United Kingdom. The "Parentkind" initiative in the UK aims to improve the social ties that exist between schools and parents. The program sets up online groups and forums where parents can share resources and experiences, as well as get expert guidance on how to support their children when they are learning remotely. These social networks emerged as an indispensable resource for parents coping with the difficulties of remote education during the COVID-19 pandemic.

Urie Bronfenbrenner's Ecological Systems Model places the educational process within the context of interactions between the family, school, community, and larger society. This model highlights how these systems and their interplay affect how involved parents are in their kids' education. The "Learning Together" initiative in Australia is based on the Ecological Systems Model and aims to involve parents in the educational process by working across sectors. The initiative establishes local communities of educators, social workers, and parents who collaborate to design child-supporting practices. Online portals were employed by the program to enable communication between participants during the distance learning phase, thereby offering access to educational materials and psychological assistance.

In order to improve the quality of education, the School-Family Partnership Model promotes tight collaboration between families and schools. This model places a strong emphasis on forging equitable partnerships in which parents and schools take equal responsibility for the academic success of the kid. The School-Family Partnership Model is extensively implemented in Finland through the use of "common meetings." Each student has a unique development plan that was made in collaboration with their educators, parents, and fellow students. Finland held frequent online sessions during distance learning, when parents reviewed their children's academic achievement with teachers and came up with solutions for problems. All sides continued to communicate as a result.

The goal of this concept is to enhance parents' engagement with the educational process by using digital technology. It involves the use of digital tools, software, and online learning environments to assist parents in providing their kids with the best possible education. The Ministry of Education created the "Parents Gateway" internet tool, which is extensively utilized in Singapore. Through this portal, parents may access educational tools and materials, get updates on their children's development, and take part in teacher consultations and webinars. This platform developed into a vital resource for parents seeking to help their children during distance learning, giving them access to tools and materials that are crucial to their education.

Every model examined has a distinct viewpoint on parental support and gives various recommendations for enhancing it during remote learning. Examples from other nations demonstrate that integrating strategies based on communication, social ties, technology, and school-parent collaborations is essential for the effective execution of parental assistance. The environment of the educational system, cultural traits, and the degree of digital preparedness exhibited by parents and educational institutions all influence the choice of model.

Table 1 shows the strengths and weaknesses of each model.

Table 1. Strengths and weaknesses of the parent support model

Model	Strengths	Weaknesses
Parental Involvement Model	Since parents are the child's primary point of contact between the home and the school, active parental involvement in the educational process improves student results. This concept strengthens the bond between families and educational institutions and boosts the motivation of both parents and students.	Not all parents, especially those from lower-income or less-educated backgrounds, have the knowledge, abilities, or resources to actively participate in their child's education. Parents may have additional responsibilities as a result of this approach, especially those who are full-time workers or who are juggling personal issues (stress, time limits, etc.). This problem is exacerbated by distance learning, as parents are increasingly in charge of their children's education.
Social Capital Model	In order to facilitate the exchange of resources and experiences, this approach encourages the development of social networks between parents and educational institutions. Parents, teachers, and other participants share responsibilities for assisting the educational process through these networks.	The exclusion of parents who are unable to communicate effectively or do not have access to these networks can exacerbate the disparities in resource availability. Even though the approach emphasizes social ties, parents may not actively participate in their child's education if they lack the necessary time or feel unqualified.
Ecological Systems Model	This model is one of the most complete since it takes into account a number of variables that affect education, including family, school, community, and society. Given that the three systems (family, school, and society) interact differently in each setting, it enables adaptability to a variety of settings and contexts.	It is challenging to put this approach into effect since it necessitates cooperation at many levels, including the family, government organizations, and educational institutions. Although the model is helpful for theoretical comprehension, it frequently does not provide concrete instructions or suggestions for putting parental assistance into practice, especially in situations where resources are scarce.
School-Family Partnership Model	In order to increase accountability for student progress, this model promotes collaboration between parents and schools. Frequent parent-teacher conferences and conversations support the timely resolution of problems and transparency in the educational process.	The concept calls for ongoing cooperation between the school and the parents. Maintaining active involvement during remote study might be difficult when parental duties expand dramatically. This paradigm may not work well in areas where regular communication channels

		are scarce, such as in areas with limited access to digital technologies and educational materials.
Technology-Enhanced Support Model	This strategy encourages the use of digital resources, which is especially pertinent while learning remotely. Through internet platforms and apps, parents may easily access educational resources and help at their convenience, thereby facilitating home education.	This model's primary drawback is that not everyone has equal access to digital devices and the internet. Low-income families and those residing in isolated areas might not have access to high-quality digital solutions. Some parents may not possess the requisite digital literacy to utilize technology efficiently, which could impede their capacity to provide for their kids.

Every parental assistance model has advantages and disadvantages of its own, as the analysis demonstrates. Lack of time, inadequate pedagogical knowledge, lack of digital skills, and the high expectations parents have from their educational institutions are the main obstacles parents confront when participating in distance learning. While models focused on social networks and technology confront issues with digital inequality and accessibility, those that largely rely on parental participation may raise stress and responsibility. To provide effective parental support, a variety of strategies must be used. Building relationships between schools and families and leveraging technology can help establish a more inclusive and comprehensive support system. But in order to lessen digital inequality and give parents the training they need, the government must step in.

The successful application of these models necessitates their customization to the unique circumstances of every family and area, considering cultural, social, and economic aspects. This calls for a flexible strategy and a dedication to continuous modification in the context of distant learning to meet the changing demands of parents and educational systems.

Discussion. Different parental support systems during distance learning have their own pros and disadvantages, as demonstrated by a comparative analysis of these tactics. Although it takes a lot of time and emotional energy, the Parental Involvement Model improves children's academic achievement the most and may cause parents to feel more stressed. By encouraging experience sharing and support through social networks, the Social Capital Model reduces stress. However, because it depends on the availability of digital tools, certain families may find it less accessible. Through the interaction of the family, community, and school, the Ecological Systems Model offers comprehensive support; yet, its implementation necessitates significant financial resources. By providing frequent meetings and conversations, the School-Family Partnership Model enhances cooperation between parents and schools; yet, the model's effectiveness is contingent upon the active participation of both sides. Lastly, while the Technology-Enhanced Support Model is very convenient and accessible, it has issues with digital inequality. A mix of these tactics, according to the unique circumstances of every family and school, might be required for optimal efficacy.

Various strategies and approaches have been created in Kazakhstan to provide parental support during distant learning, taking into account the specific characteristics and educational system of the region. The foundation of this concept is cooperation between public and commercial organizations to provide learning platforms and resources that assist parents and students. One such example is the BilimLand platform, which gives parents and students broad access to educational resources. With its video courses, tests, and learning resources, this platform proved to be an invaluable resource for parents and students during distance learning. In this paradigm, parents receive support by interacting with non-governmental organizations (NGOs) and government educational

institutions. Parental education webinars and training sessions are offered by organizations such as the I. Altynsarin National Academy of Education, which equips parents with digital skills and pedagogical strategies to better help their children. Programs for parents to receive psychological help have grown in importance within this framework. The active involvement of parents in school life is emphasized under this paradigm. Parent-teacher conferences are regularly held in Kazakhstani schools to talk about the growth of the pupils and how best to support them. These parent-teacher conferences have shifted to an online format thanks to distance learning, which enables parents to continue to be involved in their kids' education. This technique helps parents raise their kids in the setting of new school surroundings and manage stress. Kazakhstan established resources targeted at preserving families' mental health while they were studying remotely and established a hotline for psychological help for parents throughout the pandemic.

In order to help parents support their children's education, Kazakhstan uses a variety of parental support approaches, such as educational portals and government initiatives that aim to improve digital literacy and parental participation.

An essential part of this topic is the potential detrimental effects of excessive parental participation in the educational process. First, parents who have more responsibility for their child's academic achievement may experience stress and emotional exhaustion, particularly if they lack the pedagogical knowledge or tools that are required. The relationship between parents and children may suffer as a result, and tensions within the family may increase. Furthermore, overbearing parental involvement in the educational process might diminish a child's self-reliance and initiative, as they might start depending on their parents to finish assignments, impeding the growth of self-control and accountability. Third, kids may feel more anxious as a result of this kind of participation if their parents always expect them to perform well. The connection between parents and teachers may also be harmed by overindulgent parental involvement if parents meddle in matters of education and upset the delicate equilibrium of professional control that instructors have over the educational process. As such, it's critical to find a balance between providing assistance and letting kids figure out how to learn on their own.

The following results were obtained during the survey:

According to 60% of parents, their kids are between the ages of 11 and 14. Because of the increased academic demands of remote learning, this age group frequently needs substantial parental aid in managing their learning process and keeping an eye on their homework. Children in this category usually require assistance in overcoming the challenges presented by their curriculum. 30% of parents have kids in the 6–10 age range, where there is an even greater need for parental assistance because these younger students could find it difficult to use digital tools on their own. The remaining 10% of parents have children between the ages of 15 and 18, who are usually more independent but may still need help, especially with exam prep and career planning, requiring conversations between parents and schools.

Forty percent of parents are able to assist their children for one to two hours each day, indicating a moderate degree of commitment. To fill in any learning gaps, these families might want extra materials or teacher consultations. A quarter of parents are unable to commit more than an hour each day, which suggests that they are under time pressure from their jobs or other commitments. As a result, children from these homes could need more help from the school. Although they run the danger of experiencing emotional burnout, 20% of parents are able to actively participate in the educational process for more than two hours each day, indicating a high degree of commitment. Fifteen percent of parents said they couldn't provide any kind of help for their kids (Figure 1).

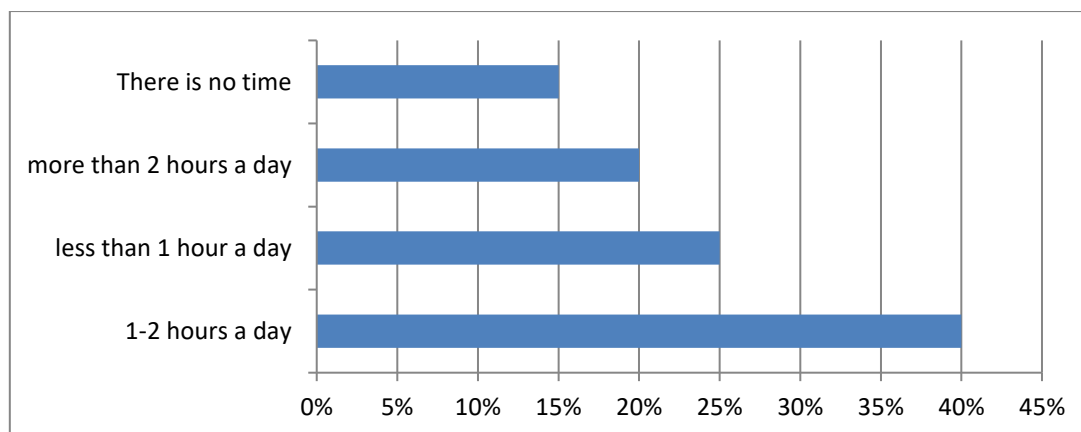


Figure 1 – Time for support

A third of parents assessed their level of digital literacy as average, suggesting that they require additional training to enhance their ability to use educational platforms. These parents are capable of doing simple chores, but they can struggle with more sophisticated equipment. Thirty percent of respondents said they were lowly digitally literate, indicating the urgent need for digital literacy training to improve their capacity to assist their kids. Twenty percent of parents said that they require extensive training in the use of digital technology, which presents a significant obstacle to their kids' success in remote learning. Since just 15% of parents are comfortable with digital tools, these families are well-equipped to handle the majority of distant learning-related challenges on their own.

A whopping 45% of parents said they would rather take part in webinars, demonstrating their desire to increase their involvement in the educational process and acquire new skills. One important tool for improving their competencies can be webinars. A quarter of parents would rather have one-on-one meetings with teachers, indicating a need for individualized help to deal with their kids' unique problems. Twenty percent of parents said they needed psychological help, pointing out that distance learning causes a lot of stress and that more programs for parents and kids to receive emotional support are needed. Online groups where they could connect with other parents, share experiences, and get insightful advice would be beneficial to 10% of parents (Figure 2).

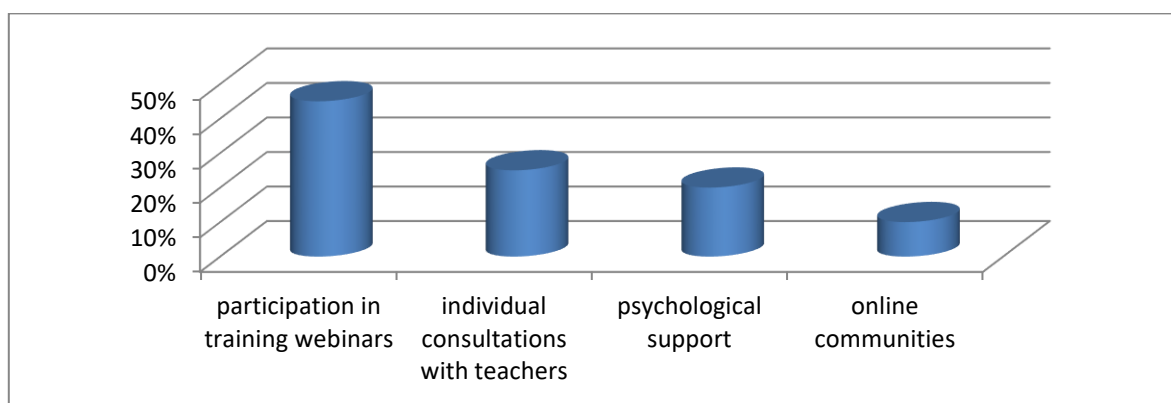


Figure 2 – Preferred Form of Support

50% of parents said they occasionally felt stressed, highlighting the need for stress management techniques and family-supporting emotional support. These parents can manage, but they occasionally need help. Twenty percent of parents report being under continual stress, which suggests a significant risk of emotional burnout and the need for psychiatric assistance. Psychologists as well as schools need to give these families more consideration. While 15% of

parents stated they are prepared to handle stress but need more skills and resources to do so, 15% of parents said they do not feel anxious, demonstrating their confidence in their ability to manage their children's learning process.

Parents most frequently report a lack of time as a barrier (40%) which highlights the need for measures that limit parental engagement without sacrificing the quality of education. Of the parents surveyed, 25% identified low digital literacy as the primary cause, underscoring the significance of school programs aimed at enhancing technical proficiency. Twenty percent of parents reported experiencing psychological stress, highlighting the importance of seeking psychological advice and assistance in order to preserve emotional stability. 15% of parents brought up the issue of not having enough educational resources, emphasizing the responsibility of the school to supply enough materials to support productive at-home learning. An advantage for planning remote learning is that 60% of parents said they had consistent access to a computer and the internet. To make matters worse, 10% of parents reported experiencing problems with numerous children using the same device, while 20% of parents reported inconsistent internet connectivity. Ten percent more parents said they had no equipment at all, which suggests that the government or schools should step in to supply the necessary teaching resources.

There is a need to increase access to educational resources, as evidenced by the expectation of 40% of parents to receive more learning materials and instructions. Programs for emotional support are necessary because 25% of parents need psychological support for their families. 20% of parents feel that teachers should provide them with regular input, indicating a need for more frequent contact. 15% of families need technical assistance to fix problems related to remote learning, like gaining access to learning platforms and resolving technical glitches. A third of parents said they communicated with instructors on a regular basis, demonstrating their active participation in the educational process. Nonetheless, 40% of parents only seldom communicate with instructors, indicating a need for better routes of contact. Improving school-parent communication is urgently needed, as seen by the 20% of parents who said they speak with teachers infrequently and the 10% who said they never communicate at all. Thirty percent of parents think the school helps a lot, and forty percent think it doesn't, meaning that help services need to be improved. Ten percent of parents said they receive no assistance from the school, and twenty percent of parents find it impossible to oversee the learning process without extra help. These parents are demanding for significant improvements in the school's family support program.

It is evident from examining the survey responses from fifty parents that the best kind of support would be a hybrid one. In order to fulfill the many needs of parents—such as time limits, low digital literacy, and high levels of stress—this model would incorporate components from multiple different techniques. Providing specialized answers for each of these problems is the aim.

There is a need for instruction in both basic and advanced digital abilities, as indicated by the ratings of 35% of parents as average and 30% as low for digital literacy. Execution:

- Parent webinars on digital learning systems on a regular basis.
- The production of step-by-step instructions and video tutorials for using the remote learning platform.
- Supplying technical assistance via internet channels to address any problems that may occur.

Distance learning causes occasional worry for 50% of parents and regular stress for 20% of them. Execution:

- Setting up group and individual psychological consultations for parents.
- Delivering training on emotional support and stress management that are specific to the difficulties of remote learning.
- Establishing online forums where parents may exchange stories and provide encouragement to one another.

A quarter of parents said they needed one-on-one meetings with teachers, and forty-five percent said they would like to take part in instructional webinars. Execution:

- Frequent virtual meetings with educators to talk about kids' development and get advice.
- Arranging virtual parent-teacher conferences to work together on the teaching process.
- Giving students regular input from their lecturers via electronic diaries or other means of contact (such as messaging apps or email).

Ten percent of parents said they would like to connect with other parents in online networks.

Execution:

- Establishing online discussion boards or chat rooms where parents may exchange stories, ask questions, and get guidance.
- Arranging online gatherings to talk about the difficulties families encounter when learning remotely.
- Include parents in cooperative learning initiatives like webinars or discussion forums.

A significant problem identified by 40% of parents was a shortage of time, highlighting the necessity for time-management techniques.

Execution:

- Giving parents access to pre-made lesson plans, templates, and learning resources will enable them to better manage their kids' study time.
- Establishing an easily navigable digital resource library that kids can utilize on their own.
- Establishing rules for self-directed learning so that parents can manage their kids' study sessions.

The most effective support model for parents would be a hybrid one that incorporates aspects of partnership, psychological, and digital support, according to the survey results. In addition to raising parents' digital literacy, this strategy will lower their stress levels, facilitate better parent-teacher communication, and provide chances for families to exchange experiences. Since each of these models can be customized to meet the unique requirements of a family, distance learning becomes more feasible and efficient for both parents and kids.

Conclusion. This study showed that parents have a variety of difficulties when learning remotely, such as problems with time management, computer literacy, and emotional health. The empirical information gathered from parent questionnaires emphasizes the significance of customized assistance plans in effectively addressing these issues.

The most successful strategy for parental support is a hybrid model that incorporates aspects of technology aid, mental health help, and collaboration with educational institutions. In order to guarantee that parents successfully participate in their children's education, this model recognizes the variety of demands that families have and offers flexible, adaptable solutions.

The results of this study highlight the necessity of further development of parent-focused digital literacy programs, emotional support via community involvement and counseling, and improved parent-teacher communication. Students' academic performance will increase as a result of this strategy, which will also benefit families navigating the challenges of distant learning in general.

Subsequent endeavors ought to concentrate on consistently modernizing these forms of support, integrating input from guardians, and guaranteeing fair distribution of resources among individuals from diverse economic backgrounds. In both remote and hybrid learning contexts, we can build a more resilient and supportive learning environment by encouraging deeper collaboration between schools, families, and communities.

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