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Discourse of a social educational teacher working with families

Abstract

Introduction. The study discusses the importance and specificity of social educators' discourse in working with parents, addressing the growing need for effective cooperation between family and school to ensure harmonious development of children and create suitable emotional atmosphere that directly affects children's psychological well-being. The research examines social educators' key role as mediators between educational institutions and families in the context of modern social reality. *Methodology and Methods*. The research employed comprehensive approach including review of scientific sources and publications on social educator-parent interaction, theoretical and empirical studies, interviews with social workers and parents to obtain in-depth qualitative data on their experience and perception. The study analyzed specific cases of successful interaction to identify effective practices and methods, examined official documents, meeting minutes, and correspondence to understand formal discourse structure and content, and conducted direct observation of real interaction processes to obtain objective data on communication and work methods. *Results*. Using these methods, discursive characteristics and genres of social educator discourse in working with parents were identified, revealing the most effective communication methods that contribute to strengthening mutual understanding and cooperation. The study demonstrated how effective interaction with parents helps create suitable emotional atmosphere for children and established the importance of social educators as mediators in building trusting relationships between educational institutions and families. Proposals for discourse improvement were developed based on identified effective practices. *Scientific novelty*. The research provides comprehensive analysis of social educator discourse characteristics and genres in parent interaction, establishing theoretical foundation for understanding communication dynamics between educational institutions and families and contributing to discourse analysis in educational contexts. *Practical significance*. The findings help improve the quality of education and family support by providing evidence-based communication strategies and effective practices for social educators, offering practical tools for strengthening cooperation between educational institutions and parents in contemporary social contexts.

Keywords: parents, social educator, discourse, communication, dialogue, family, work with parents, activities of a social teacher.

Introduction. Any society strives to educate complete, well-rounded individuals. The main goal is to improve the worldview, moral development, and cultural and educational level of young people. One of the tools that contributes to solving the problems of socialization of students, their personal and intellectual development is the system of aesthetic, cultural and moral education in educational and extracurricular activities of educational institutions. In this system, the competence of the teacher who educates the individual is one of the main issues. Since the social educator establishes a dialogue not only with students, but also with the school staff, government officials, and parents, the communicative competence of the social educator must be at a high level (Shubovich M. et al., 2021). Parents play a vital role in children's lives and development, and their involvement is essential for a child's success in school and society. Social workers can play a vital role in developing effective relationships between parents and children, acting as mediators and confidants. In this

regard, we set out to identify the discourse of a social educator in the process of working with parents. The aim of the article is to identify the discourse by analyzing the work and dialogues of social educators with parents, and by reviewing the literature. If we identify the discourse of a social educator during work with grandparents, it is clear that this will provide a basis for future work to improve the discursive competencies of social educators.

The study of discourse is a useful and complex task. It is one of the most popular and analytical concepts among researchers in the social sciences and humanities. The findings in research on discourse have formed several directions. Discourse is a very complex concept, and has different meanings in different scientific fields. Currently, there are several types of discourse that have acquired a scientific character (Aiolfi, 2025). One of them, which is close to the topic of our study, is pedagogical discourse. Pedagogical discourse is designed to ensure the coordination of the interests of all participants in the educational environment (Sapiński & Ciupka, 2021) There are a number of studies on pedagogical discourse in general, but the issue of our study, namely the discourse of a social educator, has not been addressed.

The discourse is aimed at establishing an open and constructive dialogue with parents, and jointly solving the difficulties that arise during the education and upbringing of children.

A social educator must provide individual and effective assistance to parents, taking into account the family's situation and its cultural and social characteristics. In addition, the social educator must support the child's psychological and social development by strengthening cooperation between the family and the school. It allows us to identify the role and basic principles of the social educator's discourse in working with parents, as well as effective strategies. Therefore, the study of the methods and discourse of the social educator's interaction with parents is the basis of our research.

Materials and Methods. To determine the discourse of a social educator, it is necessary to take into account several key aspects. Analysis of goals and objectives: What are the main goals of the work of a social educator? This may be personal support, social adaptation, or work with specific groups**.** Language and Rhetoric: Review of terms and phrases used in the professional communication of a teacher. For example, "empathy", "social adaptation", "psychological and pedagogical assistance". Context of work: Studying the social environment in which the educator works and how this environment shapes his or her methods. For example, schools, rehabilitation centers, or public organizations. The table below shows the steps taken in defining the discourse of a social pedagogue.

Table. 1 *Discourse identification measures*

Steps	Tasks to be performed
Issues and context	Description of the social environment in which the teacher works. Identification of the current problems and needs of students/community
Discourse Studies	Data collection (interviews, observations, document analysis) Identify key themes and issues related to the teacher's work
Data analysis	Data classification
Formulating conclusions	Describe the main conclusions on the issues, describe the discourse of a social educator.
Recommendations and actions	Drawing conclusions on the discourse problem. Developing recommendations

In conducting the research, we tried to find answers to several questions: What are the types of work, forms of influence, and tools that social educators conduct with parents? What are the

main issues that are considered at meetings with parents? By analyzing the interview responses, which consisted of a series of such questions, we were able to identify the discourse of social educators. To carry out our research, we chose the following research methods: theoretical and empirical (observation, interview). A review of scientific and source materials on the topic of interaction between social educators and parents was conducted. Interviews were conducted with social educators, official documents, and meeting minutes were studied. These methods provided a deep and comprehensive understanding of the social educator's discourse and his or her role in working with parents, which in turn contributed to the formation of recommendations and research conclusions.

Results. According to the table above, we conducted a number of research activities to achieve the objectives of our research work. Interviews were conducted among social educators in Almaty city and region. Methods and documents of social educators working with parents at the municipal state institution «Comprehensive Education School No. 10» of the Almaty City Department of Education were analyzed, interviews were conducted. As

a result of these measures, a number of issues were identified.

In our study, first of all, interviews and observations were conducted to identify the issues of social educators working with parents. In general, various questions were asked during the interview. It was conducted in the form of a free conversation. However, the questions asked to all in order to determine the discourse were as follows.

1. What tools do you most often use when working with parents?

2. What is the most effective form of working with parents for you?

3. What issues do you most often work with parents on?

4. What professional terms and words do you most often use when talking to parents?

Professional terms are an important part of discourse, as they are necessary for effective and accurate communication between professionals. Professional discourse is the specifics of language and communication used within a particular profession or field. This discourse contains specific terminology that is understood and used by professionals in a particular field. Interviews were conducted with a total of 8 social educators.

Table 2. *Interview analysis*

Questions	Answers	Analysis
What tools do you most often use when working with parents?	Phone calls, WhatsApp, Telegram, trainings, counseling methods, online platforms, diagnostic questionnaires, video calls	6 out of 8 teachers (75%) choose phone calls, WhatsApp, and telegrams. They consider these to be the fastest means of communication due to time constraints. The remaining 2 teachers (15%) consider these means to be a way to go to a private area. For them, the most effective way to communicate with their families is through the class teacher. Nowadays, the most effective means of communication are phones and text messages. With the passage of time, parents often use these messengers.
What is the most effective form of working with parents for you?	Individual counseling, group training, informational meetings or webinars. An effective format is agreed upon based on the needs of the parents.	A full 100% of respondents answered this question in favor of face-to-face meetings, as they believe that face-to-face conversations with parents are more effective in resolving issues. Because it is clear that talking to parents face to face is effective in resolving issues.
What issues do you most often work with parents on?	Socialization issues. Issues of child upbringing and development, family issues. Crime prevention.	Social educators said that they cannot specify this question specifically. They work with parents on many issues. The most important work is on obtaining social assistance. It was reported that while our research was being conducted, intensive work was being carried out with parents on the «Social Wallet» project.

| What professional terms and words do you most often use when talking to parents? | Social assistance, social support, child, trust, training, partnership, individual, child, discipline, law, adaptation, survey, document, cyberbullying, bullying, parents, upbringing, family, social environment, support, event, social environment, document, survey, training, care advice, application, supervision, child with special educational needs, inclusive environment, speech therapist, defectologist, lesson, bruk, gratitude, requirements, charity, psychological-medical-pedagogical consultation, psychological-medical-pedagogical examination (PMPE), preventive measures, recommendations, information, characteristics, protocol. | Social educators noted the most frequently used professional words. We analyzed them and calculated the percentage of words found in their answers.
1. «Child», «social assistance» «Parents», (100%, /8 educators)
2. «family» «certificate» «trust» (62%/6)
3. «Support», «application» «document» (62% /5)
4. «upbringing», «social environment», «guardianship council», «supervision», «inclusive environment» «PMPK» (50%/4)
5. «Discipline», «cyberbullying « «survey», «counseling», «adaptation», «action» «child requiring special care» «clubs» (37.5%/3)
6. «Violence», «bullying», «protocol», « law», «training» (25% /2) |

We analyzed the interview results above. Through this analysis, we identified the issues that social educators are most often working with parents on. We tried to identify their discourses through the dialogues they create while finding solutions to those issues. Next, in order to further define the discourse, we analyzed several official documents that allow us to monitor the work of the social worker with parents at school. All documents related to the social educator (registration logs of applications received from parents, work plans with parents for 2024-2025, school social passport, meeting minutes, minutes of the brokerage commission meeting, home inspection report, minutes of the board of trustees meeting, social educator's plan for the academic year) were studied.

We monitored the daily work of social educators. The work done at the beginning of the school year was very extensive.

1. Data on the study of the social living conditions of students and information about the students of the class (social passport of the class) were obtained from the class teachers.

2. Students with social status (orphans, left without parental care, incomplete, partial orphans, large families, low-income, receiving social assistance, from unsuccessful families, students in difficult situations) were provided with textbooks.

3. Work was carried out to form a social passport of the school, determine the category of students by family type.

4. The school's social passport, a list of students from families with social status, was sent to local authorized bodies

5. A journal was kept to regulate the personal files of orphans and children left without parental care, to monitor and record the personal interests of students with social status.

6. The stands on the protection of children's rights in the «Child Protection Corner» were updated.

7. The Social Educator Week was held.

8. A set of measures was implemented to implement the state service of providing students (grades 1-4, certain categories of students in grades 5-11) with one-time meals

and to provide students with high-quality meals (brokerage commission, prohibited items, menu, report card, etc.).

9. Socio-pedagogical support for students living with stepparents: planning, monitoring, inspection, diagnostic work was carried out.

This was only a series of works that we observed and identified during the study. There are also enough small daily tasks. The social educator was in daily contact with parents, school administrators, students, and authorized bodies. We were convinced that communicating with each individual and finding solutions to problems requires social educators to have high communicative competence and emotional intelligence. Based on the results of the study, we identified the forms and tools of social educators' work with parents. We observed their dialogues and identified their discourses during their work with parents. We did not ignore their dialogues not only in face-to-face meetings, but also in the exchanges of opinions on WhatsApp.

As we have found in our practice, the social educator uses various forms of working with parents, including:

1. General and class parent meetings: Holding meetings where important issues of raising and educating children are discussed.

2. Individual consultations: A social educator helps parents understand issues of family law, interpersonal relationships in the family, and parenting methods.

3. Lectures and talks: Conducting educational lectures and talks for parents on issues of child upbringing, health, and safety.

4. Family Visits: A social worker can visit students' families to better understand their situation and provide support.

5. Designing stands and displays: Creating informational materials for parents at stands or displays at the school.

Discourse is a speech act that takes place between communicants in a specific time and place. It describes the process of transferring the events of the life of the participants in a speech relationship into language, and as a result of this speech, the discourse becomes a text and is preserved in the language. The main features of discourse are:

1. Thematic connection, that is, the accumulation of content around one topic - discourse;

2. Situationality, according to the sphere of communicative interaction, the discourse is built around a specific issue;

3. Speed, in some cases the topic can change;

4. Social orientation;

5. Specific structure.

The content of discourse is provided by the communicative situation and thematic connection, and its completion, interruptions, or transitions to other topics are determined by nonverbal signals. For this reason, discourse cannot be analyzed outside the framework of communicative interaction. In this context, in our study, we analyzed the dialogue between a social worker and parents, and attempted to identify and analyze the discourse at that time. To define the discourse of a social educator, it is necessary to highlight the main aspects that shape his professional practice. The discourse of a social educator covers different levels of interaction: with children, parents, colleagues, as well as with various social institutions. Below, we have presented in the table the main characteristics of the discourses of social educators based on the results of our research.

Table 3. *Description of the discourse of a social educator*

Parameters	Description	Related words
Relationship goal	Establishing connections, helping to solve social problems, preventing deviations.	Support, assistance, adaptation, prevention, problem solving, cooperation
Contact type	Individual consultation with the teenager, group work with parents, interdepartmental interaction.	Advice, conversation, training, teamwork, dialogue, discussion
Methods of influence	Methods and technologies used by a social educator to achieve communication goals.	Methodology, training, psychological counseling, art therapy, design, training

Emotional tone	The nature of the emotional state and mood that the teacher establishes in the relationship.	Empathy, support, understanding, kindness, compassion, trust
Conflicts and problems	Interaction in conflict situations, identification and resolution of problems. Reducing the level of aggression in adolescents, resolving conflicts in the family, providing assistance in crisis situations.	Conflict, crisis, resolution, aggression, problems, difficulties, misunderstanding
E x p e c t e d results	What results are expected when interacting with subjects: children, parents, colleagues?	Result, success, progress, adaptation, psycho-emotional state, improvement
Tools and resources	Resources that a teacher uses to organize his/her activities: methods, programs, literature, partners.	Resources, tools, methods, programs, partners, diagnostics, publications
Composition of participants	Who participates in the discourse and to what extent: children, parents, teachers, social workers, authorities .	Children, parents, class teachers, social workers, subject teachers, law enforcement agencies, government agencies

Next, we identified the genres of social educator discourse. These discourses reflect how social educators interact with students, parents, colleagues, and society.

Table 4. *Discourse genres of social educators*

Discourse genre name	Events
Consultative discourse	Provide advice to students to help them solve their personal problems. Provide advice, information and guidance to parents on issues related to child development, discipline and other aspects of parenting. Manage conflicts and ensure that the needs of all parties are met.
Information discourse	Disseminates information on social, psychological, and educational issues, provides information about school policies, programs, and services, and the rights and responsibilities of parents.
Motivational speech	Encouraging students to develop themselves and achieve life goals, Providing concern, understanding and support to parents and their children.
Law enforcement discourse	Protecting children's rights and ensuring their safety. Representing the interests of parents and children in school administration or other organizations.
Pedagogical discourse	Discussing lesson delivery and teaching methods. Discussing student progress with parents.

Discussion. The concept of "discourse" has been used in linguistics since the 1970s and 1980s. Currently, this term is used alongside such concepts as "text", "speech" and "functional style". There are many foreign and domestic studies on the topic of discourse. For example, D. Alkebayeva associates discourse with the meaning of "actually spoken words" (Älkebaeva, 2014). Professor N. Wali describes discourse as a communicative "event" that includes an "author", a "speech act", an "addressee", and a speech situation (the context in which the speech is uttered). In turn, G.G. Burkitbayeva considers discourse to be a combination of text, participants, and communicative situation (Bürkıtbaeva, 2005).

When comparing the definitions of these researchers, it can be seen that their common views emphasize the dialogic nature of discourse and the fact that speech acts are performed in accordance with the speech situation. In European linguistics, discourse was initially understood as a speech act based on linguistic material and interpreted as "text + situation",

while text as a narrower concept was interpreted as "discourse - situation"(Ruess & Hildebrandt, 2017). Although researchers have interpreted the concept of "discourse" differently, they all share a common idea: the main characteristic of discourse is its result-oriented procedural nature (speech act) and intersubjectivity (speech act). According to the Dutch scholar Theun van Dijk, who founded text linguistics, the term "discourse" refers to the study of a text from a static to a dynamic state (Van Dijk, 2015). Discourse develops and unfolds through dialogue. Dialogue is a consistent and coherent verbal activity involving at least two communicants. In the process, the roles of communicants are exchanged, and dialogue becomes the basis for the creation of a single discourse (or text). Dialogue is evolving from a specific form of communication into a dialogical form of culture that is constantly developing and enriching. Therefore, dialogic discourse is of interest to our research, and we consider it as a type of discourse.

Pedagogical discourse is classified as a type of institutional discourse, as indicated by V.I. Karasik (Karasik, 2009). Any type of institutional discourse is determined by two system-forming features: the goal and the participants in the communication. For example, the goal of pedagogical discourse is the socialization of a new member of society, and the participants are parents, students, school principals, teachers, government officials, etc. In pedagogical practice, discourse is considered as a written text, which requires discursive thinking that creates certain meanings in the process of communication. The source of meaning is not just a single word, but also the intention of the speaker, why he is speaking, his attitude and needs. Differences in teacher discourse lie in the extent to which speech is related to solving professional problems and in the degree of participation of the subjects of communication in the problem (Lașcu, 2023). Pedagogical discourse is designed to ensure the coordination of the interests of all participants in the educational environment (Kochetkov & Kovalevich, 2020). Pedagogical discourse is relevant as a methodological basis

for educational practice in the existential, cultural and ideological aspects of human development (Ryve, 2011). Thus, the existential and axiological dimensions of education are formed. The education of the future should be directed towards innovation and development in the progress of civilization, without neglecting the principles of traditional values for the socio-cultural space. Discourse analysis is the study of human communication, the most unique of which is language in use (Kress & Van Leeuwen, 2001). Discourse analysis goes beyond the simple analysis of grammatical structures to cover a wide range of human communication, paying special attention to how language is used and interpreted in real-life situations. It deals with the analysis of how people communicate and how they use language.

The participants of the communicative situation are communicative individuals. A communicative individual is an individual who has fully mastered the norms inherent in the functional features of the language and the norms inherent in the pragmatics of communication, and has developed a habit of using it in accordance with the communicative situation (Sadirova, 2008). K. Sadirova The speech of communicative individuals depends on their level of education, environment, activity and profession, that is, social status. The behavior and speech culture of a communicative individual correspond to the norms established in that environment. They conduct language communication in accordance with those norms. In our study, the discourse of a social educator as a communicative individual is considered.

One of the duties of a social educator is to act as an intermediary between students, educators, and specialists from the organization, family, environment, various social services, departments, and administrative bodies. It is clear that this task requires a high level of communicative competence from the social educator. It is very important for the social educator, who finds himself in a linguistic situation with a diverse environment, to communicate correctly, especially with parents. The existence of cooperation between students, parents, and social workers depends, first of all,

on how the relationships between adults in this process develop. Only when the teacher and parents who are raising a child work together will the results of education be successful. In order to achieve the intended goal, it is very important to be able to build the right relationships.

M. Madsen, as a result of her research on the issue of parent-teacher communication, came to the following conclusion. From the teachers' point of view, much could be achieved by increasing knowledge and experience if we chose communication tools that were well-received by parents and that ensured effective two-way communication. It is important for parents to be aware of the workload of teachers and their opportunities to talk privately about their children with special needs. It is important to raise awareness among parents about the challenges and additional stress experienced by special education teachers (Madsen & Madsen, 2022). It all depends on the culture of the parents and the social educator's ability to build relationships and choose the right tools. In a study that confirms the link between student achievement and parent-teacher conferences, Masood Ahmad found that meetings provide an opportunity for students and teachers to discuss their skills and progress at school. It has been found that parents can help teachers improve their teaching methods according to their child's individual needs (Zubair, Ahmad & Tariq, 2023) Of course, the more active parents are, the more cooperative and responsible they are with teachers, the better the child's performance.

Nowadays, the work of a social educator with a family is multifaceted. The work of a social educator with a family is aimed at positively influencing the development and upbringing of children, establishing close relationships with parents, and solving social problems (Sadvakasova, 2016). Indeed, dialogue is necessary for students to achieve common requirements. As experience shows, this dialogue does not always occur, and the harmony of the educational influence of parents and teachers remains a necessary ideal condition for the development of children. There are often situations when there is a lack of understanding between teachers and parents, because they have different approaches to upbringing. Parents either suppress the child's conflicting behavior or, on the contrary, encourage it, sincerely believing that they are taking care of their well-being. Relationships between children are a reflection of the attitude of adults towards themselves and their children.

Discourse refers to the ways of communicating and interacting with other people. The social worker's conversation with parents should be based on the principles of respect, empathy, and cooperation. Effective discourse is necessary for social workers in the following areas:

- establishing a trusting relationship: by creating an atmosphere of trust, social educators can build a strong bond with parents that facilitates open and honest communication.

- identifying needs and problems: through discourse, social educators can identify the specific needs and problems of parents and their children and create appropriate support plans.

- facilitate understanding: social educators should use clear language and avoid jargon so that parents can understand the topics discussed and feel part of the decision-making process.

- engaging parents: effective discourse allows social educators to engage parents in their learning process and help them become partners in their children's learning and development. Social educators use a variety of discourse types in their work with parents.

Conclusion. The discourses of social educators in working with parents play a key role in promoting authentic and productive communication. By using effective discursive strategies, social educators can build trust, identify needs, facilitate understanding, engage parents in collaboration, and help resolve issues that arise between parents and children. By talking to a social educator, parents can receive valuable suggestions and advice aimed at understanding and solving the difficulties in raising their children. This helps to improve the family climate and the development of the child. Interaction with parents allows the social worker to quickly identify potential problems and difficulties in children's behavior and learning, which contributes to timely intervention and preventive measures.

The discourse of a social educator supports the emotional and psychological state of children, contributing to their successful social adaptation. A properly structured discourse of a social educator in working with parents is an important tool for strengthening the relationship between family and school, improving the quality of education, and supporting the comprehensive development of children. This shows the importance of the teacher's professional skills and ability to use words effectively. We have some suggestions for this research topic. In the future, we will conduct a comprehensive analysis to identify the views of parents on the issue of communication with social educators. In the future, identify and conduct a comprehensive analysis of parents' thoughts on the issue of communication with social educators. Special training for social educators to communicate effectively when working with parents; adapting vocabulary and speech style to different cultural and social groups; using joint online platforms to discuss student development; creating psychological support groups for parents; preventing conflict situations and developing mediation services. We believe that future research is needed based on these recommendations.

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