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#### PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF PARENTAL PARTICIPATION IN DISTANCE LEARNING

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*In the modern world, distance learning is becoming more and more relevant, and therefore the role of parents in this process is undergoing significant changes. This article presents a detailed analysis of the pedagogical and psychological aspects of parental participation in distance learning. The authors rely on an in-depth analysis of scientific literature, the results of a comprehensive empirical study, correlation and qualitative analyses. This allows to characterize the variety of forms and intensity of parental involvement, its impact on the educational and psycho-emotional results of students. The article identifies the key factors determining the effectiveness of parental participation, i.e. level of technological literacy of parents, their psycho-emotional state, the quality of interaction with teachers, access to the necessary resources and tools for learning. Each of these aspects is considered in the context of its impact on the quality and effectiveness of distance learning. The authors present specific recommendations aimed at optimizing parental participation. They include strategies to improve parents' technological literacy, psychological support mechanisms, improving communication channels between all participants in the educational process and methods of adapting teaching materials. In general, the study is a contribution to a deep understanding of parental involvement in the context of distance education. It provides practical recommendations for educators, parents and education policy makers, helping to form effective strategies and approaches to maximize the educational and psycho-emotional outcomes of students in distance learning.*

**Key words:** distance learning, parental involvement, psycho-emotional state, technological literacy, pedagogical strategies, communication, educational resources.

### ҚАШЫҚТЫҚТАН ОҚЫТУҒА АТА-АНАЛАРДЫҢ ҚАТЫСУЫНЫҢ ПЕДАГОГИКАЛЫҚ ЖӘНЕ ПСИХОЛОГИЯЛЫҚ АСПЕКТІЛЕРІ

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Қазіргі әлемде қашықтықтан оқыту барған сайын өзекті бола түсуде, осыған байланысты бұл үрдісте ата-аналардың рөлі айтарлықтай өзгерістерге ұшырайды. Бұл мақалада ата-аналардың қашықтықтан оқытуға қатысуының педагогикалық және психологиялық аспектілеріне талдау берілген. Авторлар ғылыми әдебиеттерді терең талдауға, жан-жақты эмпирикалық зерттеулердің нәтижелеріне, корреляциялық және сапалық талдауларға сүйенеді. Бұл ата-аналардың қатысуының әртүрлі формалары мен қарқындылығын, оның оқушылардың білім беру және психозмоционалды нәтижелеріне әсерін сипаттауға мүмкіндік береді. Мақалада ата-аналардың қатысуының тиімділігін анықтайтын негізгі факторлар анықталған. Олардың ішінде: ата-аналардың технологиялық сауаттылық деңгейі, олардың психозмоционалды жағдайы, мұғалімдермен өзара әрекеттесу сапасы, оқытуға қажетті ресурстар мен құралдарға қол жетімділік. Осы аспектілердің әрқайсысы оның қашықтықтан оқытудың сапасы мен тиімділігіне әсері тұрғысынан қарастырылады. Авторлар ата-аналардың қатысуын оңтайландыруға бағытталған нақты ұсыныстарды ұсынады. Оларға ата-аналардың технологиялық сауаттылығын арттыру стратегиялары, психологиялық қолдау тетіктері, білім беру процесінің барлық қатысушылары арасындағы байланыс арналарын жақсарту және оқу материалдарын бейімдеу әдістері кіреді. Жалпы, зерттеу қашықтықтан білім беруде ата-аналардың қатысуын терең түсінуге үлес қосады. Ол қашықтықтан оқыту жағдайында оқушылардың білім беру және психозмоционалды нәтижелерін барынша арттыру үшін тиімді стратегиялар мен тәсілдерді қалыптастыруға көмектесетін мұғалімдерге, ата-аналарға және білім беру мамандарына практикалық ұсыныстар береді.

**Түйінді сөздер:** қашықтықтан оқыту, ата-аналардың қатысуы, психозмоционалды жағдай, технологиялық сауаттылық, педагогикалық стратегиялар, коммуникация, білім беру ресурстары.

### ПЕДАГОГИЧЕСКИЕ И ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ РОДИТЕЛЬСКОГО УЧАСТИЯ В ДИСТАНЦИОННОМ ОБУЧЕНИИ

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В современном мире дистанционное обучение становится все более актуальным, в связи с чем роль родителей в этом процессе подвергается существенным изменениям. В данной статье представлен подробный анализ педагогических и психологических аспектов родительского участия в дистанционном обучении. Авторы опираются на глубокий анализ научной литературы, результаты комплексного эмпирического исследования, корреляционного и качественного анализов. Это позволяет охарактеризовать многообразие форм и интенсивности родительского вовлечения, его влияние на образовательные и психозмоциональные результаты учащихся. В статье выявлены ключевые факторы, определяющие эффективность родительского участия. Среди них: уровень технологической грамотности родителей, их психозмоциональное состояние, качество взаимодействия с педагогами, доступ к необходимым ресурсам и инструментам для обучения. Каждый из этих аспектов рассматривается в контексте его влияния на качество и результативность дистанционного обучения. Авторы представляют конкретные рекомендации, направленные на оптимизацию родительского участия. Они включают в себя стратегии по повышению технологической грамотности родителей, механизмы психологической поддержки, улучшение

каналов коммуникации между всеми участниками образовательного процесса и методы адаптации обучающих материалов. В целом, исследование является вкладом в глубокое понимание родительского участия в контексте дистанционного образования. Оно предоставляет практические рекомендации для педагогов, родителей и политиков в области образования, помогая формировать эффективные стратегии и подходы для максимизации образовательных и психозэмоциональных результатов учащихся в условиях дистанционного обучения.

**Ключевые слова:** дистанционное обучение, родительское участие, психозэмоциональное состояние, технологическая грамотность, педагогические стратегии, коммуникация, образовательные ресурсы.

**Introduction.** In the modern world, distance learning is becoming more and more relevant, stemming from global changes in the educational environment, the integration of technologies and external factors [1, 5p]. Distance learning, which has become a daily occurrence in the era of technological progress and global pandemics, presents unique opportunities and challenges. The role of parents in this process is critically important, and the pedagogical and psychological aspects of their participation require special attention and analysis [2, 94p]. Parental participation in distance learning has become one of the key elements of a successful educational process. In the conditions of the distance format, parents often become mediators between students and educational platforms, helping children to master technologies, organize a workspace and maintain discipline [3, 69p]. This participation is not limited only to technical assistance: parents play a role in psychoemotional support of the child, motivate learning and participate in communication with teachers. The benefits of active parental involvement include strengthening trust between students, parents and teachers, increasing student motivation and ensuring deeper learning of educational material [4, 27p]. However, parental involvement also presents challenges, such as the need to master new technologies, the potential lack of time or resources for active intervention, as well as possible conflicts or misunderstandings with teachers. Despite these challenges, the active participation of parents remains critically important for the success of distance education [5, 284p].

Pedagogical aspects include methods, strategies and techniques that parents use to support their children's education at home. This may include helping with homework, participating in interactive learning sessions, providing a structured educational environment and learning materials [6, 61p]. From a psychological point of view, parental involvement affects the motivation, self-esteem and emotional well-being of students. Support, attention and understanding from parents can contribute to a positive attitude to learning, develop resilience and cope with learning stress [7, 103p].

Parents face the challenge of maintaining a balance between providing the necessary support and encouraging their children's independence and responsibility [8, 923p]. Distance learning can also reveal a gap in technological literacy between generations, requiring parents to update skills and knowledge. Successful parental participation in distance learning depends on effective interaction with teachers, access to learning resources, as well as adaptation to the individual needs and learning styles of children. Pedagogical and psychological strategies, such as positive reinforcement, emotional support and structuring of study time, can contribute to successful distance learning [9, 99p].

Pedagogical and psychological aspects of parental participation have a significant impact on the quality and effectiveness of distance learning [10, 656p]. Awareness and adaptation to these aspects will not only improve the educational experience of students, but also enrich the relationship between parents, teachers and students, contributing to the creation of an enriched, inclusive and supportive educational environment [11, 8p].

Parental participation in distance learning is of great importance for the effectiveness of the child's educational process. In the context of online education, the role of parents is often enhanced, as they become mentors, assistants and motivators of their children [12, 901p]. Cooperation between parents and teachers also plays an important role in providing quality education at a distance. One of the main tasks of parents is to create a favorable educational environment at home. This includes organizing a comfortable and calm learning space, regulating the child's daily routine, as well as monitoring his online activity during classes [13, 501p].

In addition, parents can help their child develop independent work skills and responsibility for their education. In addition to helping with homework, it is also important to teach the child effective time planning, development of motivation and concentration [15, 173p]. Communication with teachers and school staff also remains a key aspect of parental involvement. Parents should be involved in communication with teachers, be informed about the progress and difficulties of their child, and, if necessary, take part in decision-making regarding methods and forms of education [16, 296p]. Thus, parental participation in distance learning is multidimensional and includes not only assistance in studying, but also the creation of a supportive atmosphere, the development of skills and competencies of the child, as well as active interaction with the educational institution [17, 29p].

Scientific studies emphasize that parental involvement contributes not only to improving the academic performance of children, but also to their socio-emotional development. When parents are actively interested in and support the learning process, it strengthens children's self-confidence and encourages them to achieve better results [18, 2p]. In the conditions of distance learning, parents help children organize a workplace,

regulate the daily routine, control the time spent in front of the screen, as well as maintain a balance between study, recreation and personal space [19, 328p]. Such participation helps children develop self-organization skills, which is important not only for distance learning, but also for future professional activities [20, 22p].

In addition, distance learning requires new skills from parents – from technical literacy to understanding modern teaching methods and approaches [21, 99p].

Parents become active participants in educational webinars, trainings and courses to better understand and support their children [22, 78p]. Close cooperation between parents, teachers and educational institutions ensures a continuous exchange of information, resources and strategies aimed at maximizing the adaptation and effectiveness of distance education [23, 1877p]. In general, distance education rethinks the role of parents in the educational process, making them active allies in an effort to provide high-quality and balanced education for their children in a changing world.

*The relevance* of the topic is determined by the abrupt transition to online learning formats and the need to adapt all participants in the educational process to new conditions [24, 221p]. Parental participation in this context takes on new forms and is expressed not only in control, but also in active support of the child's educational process. With the transition to an online learning format, parents often act as assistants, mentors and even co-teachers for their children [25, 3p]. They help children cope with technological tasks, create a comfortable learning space at home and motivate them to study. In addition, parents have become active participants in the dialogue with teachers, taking part in online meetings and consultations [26, 226p]. However, parental participation is not only about assistance in the educational process. It is also about psychological support, about ensuring stability and routine in conditions of uncertainty [27, 189p].

At the same time, parents face a number of difficulties, ranging from the need to quickly master new tools to potential conflicts in the educational process. But despite these challenges, their role in distance learning remains invaluable, ensuring the smoothness and effectiveness of the educational process in new conditions [28, 10p].

*Problem.* The problem of the study is the lack of understanding of the mechanisms of interaction between parents, students and teachers in the context of distance learning, as well as the need to adapt pedagogical and psychological approaches to the new reality.

*Novelty.* The novelty of the research lies in the analysis of the specifics of parental participation in the conditions of distance learning, identifying its features, opportunities and limitations.

**The purpose** of this study is to investigate the pedagogical and psychological aspects of parental participation in distance learning and to determine its impact on the quality and effectiveness of the educational process.

**Objectives:**

- To study the theoretical foundations of parental participation in distance learning;
- Conduct an empirical study to analyze the level of parental participation by estimating process of online education at primary schools;
- To identify the factors influencing the effectiveness of parental participation in distance education by crossing view of pros and cons;
- Develop recommendations for optimizing parental participation, taking into account pedagogical and psychological aspects.

Thus, this article is of interest to teachers, psychologists, parents and anyone who deals with the problems of distance education and seeks to optimize the process of interaction of all participants in the educational process in new conditions.

**Research methods**

1. Study of the theoretical foundations of parental participation in distance learning

**Methods:**

- Analysis of scientific literature: Study and analysis of academic articles, monographs and reports on parental participation in distance learning.
- Comparative analysis: Comparison of theories, models and approaches to identify key principles, strategies and tactics of involving parents in the learning process at a distance.

**Materials:**

- List of scientific publications, Internet resources and other sources of information.
2. Conducting an empirical study to analyze the level and forms of parental participation through survey.

**Methods:**

- Surveys and questionnaires: Development and distribution of questionnaires in order to collect data on the methods, methods and intensity of parental participation. In this regard, to identify the first used process of online education at primary schools in Kazakhstan, authors conducted a survey among parents and teachers of schools № 33, № 21, and Suburban Secondary school. The total sample of teachers were 80 people (10 men and 70 women aged 27 to 68 years). The total sample of parents were 381 people (152 men and 229 women aged 27 to 63 years). The survey (table 1 and 2) of teachers and parents were implemented in May 2020.

- Interview: Conducting structured interviews with parents and teachers for in-depth analysis of interaction features in the context of distance learning.

Materials:

- Questionnaires, interview protocols, collected data for analysis (table 3 and 4).

3. Identification of factors affecting the effectiveness of parental participation in distance education

Methods:

- Correlation analysis: The use of statistical methods to identify dependencies between various factors and the level of effectiveness of parental participation.

- Qualitative analysis: Analysis of data from interviews and questionnaires to identify the main topics and trends.

Materials:

- Statistical data, interview recordings, answers to questionnaires.

4. Development of recommendations for optimizing parental participation, taking into account pedagogical and psychological aspects

Methods:

- Theoretical analysis: Based on the data collected in the previous stages, as well as theoretical material, to develop a set of recommendations (table 5).

- Expert evaluation: Conducting sessions with experts in the field of pedagogy and psychology to evaluate and correct the proposed recommendations.

Materials:

- The text of recommendations, expert reviews and comments, additional materials for correction and clarification of recommendations.

The application of a multi-level approach includes theoretical and empirical research, as well as the development of practical recommendations, providing a comprehensive analysis and understanding of the pedagogical and psychological aspects of parental participation in distance learning.

**Results.** After a thorough analysis of the scientific literature and a comparative analysis of various theories and models, we have identified several key topics related to parental participation in distance learning. Parents play an essential role in providing structure, motivation and support in the home learning environment (Martinson, 2021; 226). The interaction of parents with teachers enhances the quality of distance learning, contributing to the adaptation and individualization of the educational process. Parents need to develop their technological skills to effectively support children in online learning. Parental support is critical for managing stress and anxiety associated with distance learning (Pascual, 2021; 189).

Parents, especially in the conditions of distance learning, become accomplices in the educational process. Their contribution to the structuring of school time, the organization of study space and the motivation of the child has a direct impact on academic achievements. Effective cooperation between parents and teachers contributes to the development of individualized learning strategies, taking into account the specific needs and capabilities of each child (Güvercin, 2022; 10).

Technological competence of parents turns out to be crucial in conditions where technology becomes the main means of learning. Lack of skills and knowledge in this area can hinder effective parental participation. Parents play a key role in managing the emotional state of children, reducing stress and increasing motivation, which contributes to better learning and academic success.

The study of the theoretical foundations of parental participation in distance learning emphasizes the multifactorial nature of this topic. Parents find themselves at the center of a complex interaction between pedagogical, psychological and technological aspects of learning. To optimize parental participation, a comprehensive approach is required, including the development of technological skills, strategies for cooperation with teachers and methods of psychoemotional support for children.

The survey was aimed at different groups of people in order to gain a multi-faceted understanding of parental participation in distance learning. The main groups of respondents included: 381 parents (152 men and 229 women aged 27 to 63 years) and teachers were 80 people (10 men and 70 women aged 27 to 68 years) which implemented in May 2020.

**Discussion.** As aims of investigation were guardians, parents who take care of children in the absence of parents. Also, teachers and educational consultants with experience in distance learning.

Survey structure. The survey included various types of questions, such as multiple choice, open-ended questions and a Likert scale to assess the degree of agreement with various statements. The purpose of this study is to investigate and evaluate the impact of distance learning and presents an analysis of distance learning in the education of students at the present stage of development of society in comparison with the classical form of education. To achieve this goal, the following research methods were used: analysis of psychological and pedagogical literature in relation to the problem under study, generalization, questioning, analysis and synthesis of the data obtained, methods of mathematical statistics. The results of the conducted division survey in accordance with the structure of the schools are presented in tables 1 (table 1 – teachers' survey) and 2 (table 2 – students' survey).

Table 1. – Interviewed teachers

Names of investigated schools	Amount of interviewed individuals (%)
School №33, Aktobe, Republic of Kazakhstan	43,1
School №21, Aktobe, Republic of Kazakhstan	34,9
Suburban Secondary school, Aktobe, Republic of Kazakhstan	22,0

Table 2. – Interviewed parents

Names of investigated schools	Amount of interviewed individuals (%)
School №33, Aktobe city, Republic of Kazakhstan	56.4
School №21, Aktobe city, Republic of Kazakhstan	32.5
Suburban Secondary school, Aktobe, Republic of Kazakhstan	11.1

The distribution of responses by school for the parent and teacher questionnaires is shown in Table 2 and Table 1, respectively. Table 1 shows that the majority of instructors who participated in the survey (43.1%) were from Aktobe City's, School №33, and followed by School №21 (34.9%) and Suburban Secondary School (22.0%). In a similar vein, Table 2 reveals that the majority of parent replies (56.4%) were likewise from School №33, followed by School №21 (32.5%) and Suburban Secondary School (11.1%). According to these statistics, School №33 had the highest rates of participation from both parents and teachers.

Table 3. – Assessment of the advantages of distance learning (in %) (among parents) to identify the factors affecting the effectiveness of parental participation in distance education

Response options	Correlation of answers
Allowing students to choose the time and pace of training	0.9
Ability combine playing games with study	1.34
Allowing children to study in a comfortable and familiar environment	2.66
Equal educational opportunities regardless of place of residence, health status	0.2
Using modern information technologies	0.2
Not restricting students in choosing an educational institution	1.33
Possibility of continuing education throughout life	2.67
Equal educational opportunities regardless of the financial security of the student	2.00
Improving the quality of knowledge and practical skills	2.34

Parental opinions on the main benefits of distant learning were gathered through a survey. The capacity for children to learn in a familiar and comfortable setting (2.66%) and the chance for lifelong learning (2.67%) received the greatest levels of agreement, indicating that parents value distance education's learner-centered approach. These answers point to a high preference for psychological comfort and flexibility during the learning process. Parents view distance education as both pedagogically effective and socially equitable, as evidenced by the relatively high scores obtained for improvements in the quality of knowledge and practical skills (2.34%) and for promoting equal educational opportunities regardless of students' financial background (2.00%). Conversely, there was little endorsement of the concepts. It should be noted that this survey had been revealing the advantages of distance learning (table 3- Assessment of the advantages of distance learning (in %) (among parents)), among the advantages in the first place for the surveyed parents is the possibility of greater freedom of organizing a lifestyle and choosing a life trajectory for their children. Almost half of them attach importance to the use of modern technologies, which are becoming an integral part of the organization of various forms of activity, especially the younger generation.

Table 4. – Teachers' opinion on what qualities develop in the process of distance learning (in %)

Teachers' response options	Amount, %
Level of knowledge, skills, skills increases	7,9
Skills of working with amounts of information are being formed, independence in finding and using the necessary information is developed	63,5
Develops the student's creative abilities	7,9
Improving self-control skills	61,2
Forming motivation for self-education	37,5
Student has a negative attitude to the application of remote technologies	13,6
Any kind of qualities are developed	6,8

Teachers' opinions on the main traits that students acquire during the distance learning process are shown in Table 4. The vast majority of respondents (63.5%) think that online learning improves students' independence in locating and utilizing pertinent resources and cultivates the capacity to work with vast amounts of information. Furthermore, a sizable percentage (61.2%) said it aids in the growth of self-control abilities. Distance learning helps shape students' motivation for self-education, according to more than one-third of teachers (37.5%). On the other hand, only 7.9% of respondents said that it fosters the growth of students' creative abilities or enhances their general knowledge and skills. Interestingly, 13.6% of educators saw students' attitudes toward using distant devices negatively, while 6.8% said they thought there was no particular.

The data collected during the survey were analyzed using quantitative and qualitative analysis methods. This made it possible to identify the main trends, as well as a variety of perspectives and experiences among respondents. The survey results provided valuable data on the current state of parental view in distance learning.

The survey highlighted the need for additional resources and support for parents adapted to their unique needs and circumstances in order to improve the quality and effectiveness of the results of surveys and questionnaires showed a variety of forms and levels of parental participation in distance learning. Most parents are actively involved in the educational process of their children, helping with homework, organizing the learning space and providing the necessary resources.

The data obtained during the interview revealed that parents feel the need for additional support and resources for more effective interaction with teachers and educational platforms. The topics of psychological pressure and stress related to the new responsibilities of parents in the context of distance learning were also touched upon. The level of parental participation has increased significantly due to the transition to distance learning. Parents have become more involved in the learning process, experiencing both positive and negative aspects of this change.

The forms of participation range from passive control to active support and cooperation with teachers. This highlights the need for individualized strategies that allow parents to adapt to the specific needs and circumstances of their children. Empirical research has revealed a wide range of levels and forms of parental participation, emphasizing the complexity and diversity of this phenomenon in the context of distance learning. The results emphasize the need to develop effective strategies and resources to support parents, as well as to adapt pedagogical approaches to ensure quality education in a changing educational environment. To optimize parental participation, it is important to take into account individual and cultural differences, as well as the needs and limitations associated with technological access, knowledge and skills. The provision of flexible and accessible resources, training materials and platforms for interaction can contribute to improving the quality of parental participation and, consequently, the educational outcomes of students. the usefulness of their participation in distance learning of children.

Statistical data obtained using correlation analysis indicate several key factors that correlate with the effectiveness of parental participation in distance learning. The level of technological literacy of parents positively correlates with their ability to effectively support distance learning of children. The time that parents can devote to participation in the educational process of children is also a significant factor. The emotional state and stress level of parents affect the quality of their participation.

Analysis of data from interviews and questionnaires revealed a number of topics that confirm and expand statistical results:

Assistance and support from teachers improve the quality of parental participation. Having access to educational resources and tools is also a key factor. Parental involvement is influenced by a combination of factors, including individual, social and educational aspects. Technological literacy, time resources and the psycho-emotional state of parents, as well as support from teachers and access to resources, have a direct impact on the quality of parental interaction with children in the context of distance learning.

To optimize parental participation in distance education, it is important to address the identified factors. Measures may include training parents to improve their technological literacy, providing pedagogical resources and psychological support, as well as improving communication and interaction between parents and teachers. Such a multifactorial intervention can contribute to a deeper and more productive participation of parents in distance learning, enriching the learning experience for students and contributing to higher educational outcomes.

Based on the previous stages of the study, recommendations were developed to optimize parental participation in distance learning, taking into account pedagogical and psychological aspects (Table 1).

*Table 5 – Recommendations for optimizing parental participation in distance learning*

1	Improving technological literacy	Providing training programs and resources for parents to increase their confidence in using technology
2	Psychoemotional support	Organization of workshops and seminars on stress reduction and emotion management accompanied by distance learning for children.
3	Effective interaction with teachers	Development of communication channels between teachers and parents for information exchange and support.
4	Adaptation of training materials	The provision of adapted and differentiated materials that take into account the individual needs and abilities of students.

Parents need competencies to use digital platforms and tools effectively. This will improve the quality of their support for children in distance learning. The mental health of parents affects their ability to support children. Stress management and resistance development resources can be very useful. Strengthening the relationship between parents and teachers can contribute to coordinated efforts to support distance learning. Individualization of educational materials ensures the relevance and accessibility of the content for each child.

Optimization of parental participation requires a comprehensive approach integrating technological, pedagogical and psychological components. Parents need skills, resources and support for effective interaction with children and teachers in a distance learning context. Based on the analysis, the proposed recommendations can significantly contribute to improving the quality and effectiveness of parental participation, contributing to more favorable educational outcomes for students.

Distance learning, as revealed in the study, is a complex process where parental involvement becomes a critical factor. The study of the theoretical foundations of parental participation revealed that the interaction between parents, students and teachers, as well as the psycho-emotional state of parents, play a key role in determining the success of distance learning. Empirical data emphasize the diversity of levels and forms of parental participation, confirming its complex and multifactorial nature. Special attention is paid to technological literacy, time resources, and the psycho-emotional well-being of parents. The analysis of factors influencing the effectiveness of parental participation highlights the importance of technological skills, access to resources, and high-quality communication between parents and teachers. This underscores the need for integrative strategies that can simultaneously address different aspects of parental involvement. The recommendations proposed in the study indicate ways to optimize parental contribution to distance learning. The importance of teaching and supporting parents in the field of technology, strengthening psycho-emotional well-being and improving communication channels with teachers is emphasized. Based on the above conclusions, it can be suggested that in order to optimize parental participation, it is necessary to take into account a combination of individual, educational, and social factors. This requires a multi-level approach that takes into account both the specific needs of students and their parents, as well as broader educational and social contexts. The implementation of such comprehensive strategies may require collaboration between educational institutions, families, and possibly other social services. Special attention should be paid to strengthening resources and support for parents so that they can successfully cope with the challenges associated with distance learning.

In the future, additional research may expand our understanding of this topic, studying, for example, the long-term effects of parental participation in distance learning and developing innovative methods and tools to support and optimize it.

**Conclusion.** This study has offered a thorough analysis of the psychological and pedagogical facets of parental involvement in remote learning, emphasizing how important it is to the success of online learning. The study, which draws on theoretical frameworks as well as empirical data, shows that parental involvement is a complex phenomena influenced by a range of institutional, emotional, technological, and individual aspects.

The results highlight how parents' technology knowledge, time and resource availability, family emotional health, and the caliber of parent-teacher communication all have a significant impact on how effective distant learning is. Students' learning outcomes and general academic resilience are greatly improved by active parental involvement, which can take many forms, from encouragement and emotional support to help with homework and classroom organization.

The report also recognizes the difficulties parents encounter, such as the need to quickly adjust to digital platforms, cope with stress, and find a balance between providing support and encouraging student independence. Through open communication, direction, and the availability of easily accessible learning resources, teachers also play a critical role in facilitating successful parental participation.

Based on the analysis, the study makes specific recommendations to maximize parental participation, such as: (1) enhancing digital literacy through easily accessible training programs; (2) offering families psycho-emotional support; (3) enhancing parent-teacher collaboration; and (4) customizing educational materials to fit the needs of each individual student. The findings of this study help the development of a more inclusive, flexible, and successful distance learning environment by providing educators, school administrators, legislators, and parents with useful insights. The long-term effects of parental involvement, such as its impact on academic performance, student autonomy, and emotional health, should be further investigated in future studies. Researching culturally relevant tactics and creating cutting-edge resources that may assist parents in various educational settings are also crucial.

In summary, effective parental participation in distant learning necessitates a multifaceted, coordinated strategy that incorporates psychological, technological, and instructional aspects. The findings of this research provide. The recommendations developed on the basis of the study emphasize the need for an integrated approach to optimizing parental participation. Strengthening parents' technological skills, providing psychological support and improving communication channels with teachers are key aspects for improving the effectiveness of distance learning. This study serves as an important contribution to understanding the



dynamics of parental participation in the context of distance learning. It provides valuable data and insights for educational institutions, teachers and parents who aim to maximize the educational results of students in these conditions. In the future, the results of this study can contribute to the development of innovative strategies and solutions aimed at improving the quality of distance learning. Conducting additional research in this area will also be very relevant for adapting and optimizing parental participation practices in accordance with developing technological and social trends.

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