COLLABORATIVE EFFECTIVE MODELS BETWEEN PRESCHOOL INSTITUTIONS, CHILDREN AND PARENTS

Assoc. Prof. Julia Doncheva, PhD
'Angel Kanchev' University of Ruse
Department of Pedagogy, Psychology and History, R. Bulgaria
jdoncheva@uni-ruse.bg

Abstract: Harmonious development of the child's personality requires unity, coherence of all activities and actions on the part of adults. The role of the family in creating such coherence is paramount, because it is the first institution for socialization, having a decisive influence on the development of the basic personality traits of the child, the formation of his moral and positive potential. It was in the family that he received the first lessons in morality, character formation, citizenship. The starting positions are set in the family. Therefore, the work of preschool institutions is extremely important, one of the main ones, namely to multiply the pedagogical knowledge among parents.
Key words: collaboration, models, preschools, family, children

This need also comes from the ability to eliminate the mistakes made by parents in their family upbringing. Some of them are: many young parents underestimate the importance of physical education for the child, some have difficulty in the psychological approach, others do not pay the necessary attention to labor education and others. The problems that arise in low-paid, socially disadvantaged, large, incomplete families, etc. remain open. [1, 4, 6].

The urgency of the problem lies in the fact that the kindergarten is the first outside the family social instance, the first educational institution with which parents come into contact and where their systematic pedagogical training begins. From the joint work of parent - teacher depends on the further development of the child. The reflection is in the direction: the quality of work and interaction in the preschool institution, the level and level of the pedagogical culture of the parent, and therefore the level of family upbringing of the child. Therefore, in order to be a disseminator of modern means and methods of preschool education, the kindergarten in its work must be, to serve as a model. Only under these conditions will parents trust the teacher's recommendations and willingly establish closer contacts. Teachers are obliged to constantly increase the requirements for themselves, for their pedagogical knowledge and skills, for their attitude towards children and parents.

Preschool institutions have accumulated significant experience in organizing cooperation with parents in order to increase the effectiveness of moral, labor, mental, physical, artistic education and development of children. Kindergarten teachers are constantly improving the content and forms of this activity, striving to achieve organic unity between the educational effects on the child in preschools and in the family, ensuring effective personal development. [7, 9].

The goals and tasks set in the educational process before the preschool pedagogue would not be fulfilled so well without the constant support and active participation of the parents, without the mutual help and interaction on behalf of the child. [2, 11].

To create favorable conditions in the family for his upbringing, to prevent mistakes in family upbringing for parents, it is necessary, above all, to master a sufficient amount of certain psychological and pedagogical knowledge, practical skills and competencies of pedagogical activity.

The main tasks are:
• To show the urgency of the problem.
• To apply a differentiated approach in working with parents.
• To emphasize the need for multiplication and work with parents of preschool children.
• To separate both traditional and new active forms of work with parents.

Coordinating its actions with the family, the kindergarten tries to supplement or compensate for the home conditions of upbringing. Only an active bilateral relationship can fill the 'inferiority'. Their existence helps children adapt to new conditions, organizes the connection of 'unreliable' children with the environment. And as far as the so-called "reliable" families and only in relationship kindergarten-family is possible to master the different types of activities, normalizes contacts of children from different social strata and enhance pedagogical culture of parents. It is important to note that the task of teaching staff from preschool to realize the differences between children, between their families to behave democratically and in any case does not distinguish between children. [5, 8].

Another problem - increasing aggression. Overcoming this crisis can again be realized through the interaction between the two social institutions - the family and the kindergarten. It is important that the conditions in the family and in the preschool institution do not differ from each other. In order for the child to be able to face not violence, including educational and pedagogical, both at home and in the kindergarten, but with understanding, care and attraction to educational work according to their abilities.

Third problem - the development of children's interest in learning about the world around them. That is why it is extremely important to pay attention to the conversations-conversations, to the sharing of the child with his parent. The main thing is that both in kindergarten and at home he does not come across a wall of alienation, but to feel comfortable and cozy. Unfortunately, not every family can have such a normal atmosphere, for some it is even an idyll. [18, 21].The tasks of pedagogues and psychologists in this aspect are manifested in teaching parents to communicate with their children, to show tender feelings to children. All this is possible by following and applying the active forms and methods of working with parents.

And another *problem* - to teach children to communicate with each other, not to be rude, insulting, but to show compassion, tolerance, tolerance, empathy. Here, too, the cooperation of the parents would have an absolutely positive and beneficial effect.

For pedagogical organization of preschools in any part of Bulgaria, including the work with parents, it can be said that each activity is united and subordinated to one goal - education of a free, creative, responsible person / a child, a person ready to live in society, in society. It is important to explain this task to the parent and try to upgrade it with joint efforts. The role of the family in society is incomparable in its power. [10, 12]. The child's personality is formed and developed in the family, the mastery of the social roles necessary for the painless and fast adaptation in the society begins. A person's connection with his family is palpable throughout his life. And it is in the family that the foundations of morality are laid, the norms of behavior are formed, the inner world and the individual qualities of the personality are revealed.

The current situation in which our society finds itself feels the need, the need for *new models* of public education for the individual, in an open social environment and very close contacts of the family with the preschool sector. Being one of the important factors of social impact, the family environment generally influences the physical, mental and social development of the child. [13, 15, 19]. Of all the problems, perhaps the most important is the one with adaptation in society. As the main characteristics of the process of adaptation is the social status of the family, ie its state in the process of adaptation in society. For the fruitful education of the parents it is necessary to take into account their social status.

We have focused on the following 4 statuses:
- Socio-economic;
- Social - psychological;
- Socio-cultural;
- Social - role-playing.

The assignment to the status is characterized by the state of the family, its position in certain spheres of life in the specific time moments, ie it is a slice of the state of the family in the continuous process of its adaptation in society.

The structure of social adaptation has the following expression.

1st component in the social adaptation of the family - its financial situation. Material well-being is expressed in monetary and property security.

2nd component in the social adaptation of the family - *its psychological climate*, ie. the emotional attitudes that accumulate as a result of the moods of family members, their emotional experiences, their relationship to each other, their relationship to others. A high indicator of the level of social and psychological climate are: favorable family relations built on the principles of equality, cooperation, respect for the rights of the individual of each family member.

The unfavorable psychological climate is in those cases when family members experience anxiety, emotional discomfort, alienation. All this hinders the performance of one of the main family functions - psychotherapy, relief from stress and fatigue. The level of the psychological climate in the family is another important component of the differentiated approach to education and training of parents. [14].

3rd component - socio-cultural adaptation, which is almost the main component in pedagogical education. High cultural level: the family covers a wide range of interests, develops and satisfies spiritual needs. The family is oriented towards the comprehensive upbringing of the child and maintains a healthy lifestyle. In families with a low level of cultural spiritual needs the circle of interests is limited, there is no free time for cultural activities, the moral regulation of the family members is weak, it leads an immoral way of life.

4th component - social-role adaptation, which is related to the attitude towards the child in the family. In the cases of constructive attitude, the high culture and the activity of the family in solving problems, the (family) is assigned to the high social-role status. If in the attitude towards the child there is an emphasis on the problems - medium. In cases of ignoring the child's problems and negative attitude towards him - low social role status.

The activity of the pedagogue with the family includes 3 constituent main parties, *tasks*:
• Aid for education.
• Psychological help.
• Mediation.

And another *categorization* - for the level of social adaptation from high to medium, low and extremely low:
- Reliable families.
- Families from the so-called risk groups.

- Unreliable families.
- Antisocial families.

The categorization shows the need for a differentiated approach when working with parents. Differentiation helps to find the necessary contact, to ensure the individual approach to each family.

The main component of the socio-pedagogical activity is the education of the parents. Assistance in training aimed at preventing emerging family problems and forming a pedagogical culture of parents in order to unite child care and education by all family members, emphasizing the joint activity kindergarten - family. For such purposes, extensive training is provided to parents on topics or issues depending on the category of families. [16]. Nowadays, *various methods and forms* of pedagogical education for parents are used, both those already established in these field and innovative, non-traditional ones. Used (the list does not claim to be exhaustive Visual materials.

- Home visit.
- Parent meetings, gatherings.
- Talks and consultations.
- Parent conferences.
- Oral diaries.
- Polls.
- Open days.
- Round tables.
- An evening of questions and answers.
- Organizing business games.
- Separate rooms for the parents.

And other.

Visual materials. The implementation of pedagogical propaganda can be carried out in combination with different types of visualization. This allows not only to acquaint parents with the issues of education through materials, thematic exhibitions and others, but also to directly show them the educational process, methods of work, accessible and convincing to give them the necessary pedagogical information. [22]

Home visit. Pedagogical assistance for parents should be based on a thorough and comprehensive study of each family, each child. The work with the parents will be specific with an active character, promoting mutual understanding and mutual interest between parent and teacher.

Parent meetings, meetings. Usually parent meetings are held traditionally - a teacher's report on the topic and discussion of organizational issues. As a rule, parents do not show any activity at meetings of this type. And passivity is an indicator either of lack of interest or that the very form of their conduct does not provoke, does not predispose parents to statements, questions, debates. We need to provoke interest, a sense of responsibility for the child's upbringing and interaction with the teacher aimed at the emotional comfort of their own children.

Open days. Parents are very interested in how their children live in kindergarten, what they do. It is necessary and expedient to tell them how the preschool pedagogue works, for what purpose and what is the need to conduct this type of activity.

Round table meetings. The meetings of the "Round Table" expand the educational horizons not only of the parents, but also of the pedagogues themselves. The design of the event is of great importance. The hall should be more tidy, decorated, specially arranged furniture, paying attention to the musical background, which would predispose to conversations, revelations and sharing.

The topics of the meetings can be different. Talks should start with activist parents, then it is necessary to involve psychologists, doctors, special educators, teachers, social educators, other parents. Different situations from family life, problems arising in the upbringing of the child in different types of families can be offered for discussion. In this form of work, it is acceptable that practically no parent will stay away, everyone will take an active part, sharing interesting observations, giving business advice. Summarizing and closing the meeting would be good to do by a psychologist or social educator.

An evening of questions and answers. The evenings of questions and answers are in their own way concentrated pedagogical information on various issues, which are debatable and their answers often turn into hot, interested discussions.

Business games. The business game - a space for creativity. It brings the participants in the game as close as possible to the real situation, forms habits for quick perception of pedagogically correct decisions, skills to detect and correct the mistake in time. The themes of business games can be different conflict situations. [3].

Each of the above, and those beyond those listed, have a lot of potential and opportunities for collaboration. Even if only 1-2 are applied systematically and methodically in the kindergarten, they are a sure guarantee for success, for achieving the set goals and tasks from the annual plans for work with the parents. Because there are no more important **tasks** than:

• Preservation, strengthening and development of the physical and mental health of children.

• Ensuring the intellectual and personal development of adolescents.

• Caring for the emotional well-being of each child.

• Interaction of the family for the full development of the child's personality and for increasing the pedagogical potential of the parents.

In connection with the above, it is clear that working with parents becomes especially important and remains a topical issue. The family is the source of upbringing. It is of particular importance at the peak of changes in public family values. The family is now experiencing enormous economic and spiritual difficulties. Not all parents have a sufficient level of general culture and pedagogical knowledge necessary for the upbringing of the child. That is why the *main efforts* of the preschool pedagogue, of the pedagogical teams should be directed in the following directions, in the name of improving the life of the child, namely:

o Improving the family microclimate.

o Forming positive relationships in the family and especially with the child.

o Increasing the pedagogical culture of parents through active learning and education.

o Formation with joint efforts of a full-fledged child's personality and their preparation for school.

The new type of kindergarten-family interactions uses new forms of work, traditional and non-traditional, which are crucial conditions for updating the system of forms, methods and tools in preschool institutions. [17, 20].

The director of the kindergarten, as a direct observer of the work of the pedagogues with the parents and their children, is also at the level to help, to provide help and valuable advice. With his professional competence, both in the specific situation and through systematic work to increase the level of knowledge and skills not only of young teachers, but also of each member of the staff of the kindergarten in the field of cooperation with parents.

The need for constant interaction with parents, not only in the form of psychological and pedagogical assistance to specific families, but their active involvement in the life of the kindergarten, through participation in developing educational activities with children, will undoubtedly help build that world, a world without fear. and violence, that real world of love, understanding and comfort, a world that children deserve.

REFERENCES

[1] Alexandrache, C., 2014, Differentiated Education in the Service of Preventing/Reducing the School Conflict. Procedia - Social and Behavioral Sciences, 159 (23), 433-436. Retrieved 27.12. 2019, from https://www.researchgate.net/publication/272380070_Differentiated_Education_in_the_Service_of_Preventing_Reducing_the_School_Conflict.

[2] Angelova, Sv., 2019, Ангелова, Св. (2019). Здравето на детето в образователен дискурс (концептуален модел). Русе: Авангард принт ЕООД. [Angelova Sv. (2019). Zdraveto na deteto v obrazovatelen diskurs (konceptualen model). Ruse: Avangard print EOOD.]

[3] Barbareev Kiril, Mitkovska Snezana, 2005, The Methods in preschool. In: XII Congress of Pedagogy in Macedonia", Ohrid, 2005, 405-415 pp).

[4] Borisova, T., 2012, Opportunities for overcoming the weak link between educational institutions and business. Yearbook, vol.12, 2012, pp. 215–225.

[5] Dineva, V., 2018, Динева, В. (2018). Основни методологични принципи и подходи в терапевтичната работа със семейства. В: Берчев, Д. и Георгиева Ив. (Състав.) Сборник доклади от годишна университетска научна конференция. Велико Търново: НВУ „Васил Левски".[Dineva, V. (2018), Osnovni metodologichni principi i podhodi v terapevtichnata rabota sas semeistva. In: Berchev, D. & Georgieva, Iv. (Ed.). Sbornik dokladi ot godishna universitetska nauchna konferencia. Veliko Tarnovo: NVU 'Vasil Levski'.]

[6] Dobreva, Sn., 2017, Добрева, Сн. (2017). Ролята на компютърно-опосредствената комуникация за постигане на целите на родноезиковото обучение. В: Иванова, Д., Иванова, И., & Тихова А. (Състав.) Годишник на Шуменския университет „Епископ Константин Преславски". Факултет по хуманитарни науки. Том XXVIII А. Шумен: Университетско издателство „Епископ Константин Преславски", 156 - 176 .[Dobreva, Sn. (2017). Roliata na kompiutarno-oposredstvenata komunikaciya za postigane na celite na rodnoezikovoto obuchenie. In: Ivanova, D., Ivanova, I., & Tihova, A. (Ed.) Godishnik na Shumenskia universitet 'Episkop Konstantin Preslavski'. Fakultet po humanitarni nauki. Tom. XXVIII A. Shumen: University Published 'Episkop Konstantin Preslavski', 156 -176.]

[7] Fatima Raheem Al-Mosawi, Inas Kamal Yaseen, 2019, (PDF) The Effect of Using Index Card Games on Iraqi EFL Performance in Conversation. Sci. Int. (Lahore), 31 (1) B, 87-91,2019; CODEN: SINTE 8 87 January-February. Retrieved 17.12. 2019, Available fromhttps://www.researchgate.net/publication/331198772_THE_EFFECT_OF_USING_INDEX_CARD_GAMES_ON_IRAQI_EFL_PUPILS'_PERFORMANCE_IN_CONVERSATION.

[8] Ivanova, E., 2017, Formation of creative potential of children from infancy through multimedia and multimedia applications, *Design and realization of developing complex creative tasks to enhance the creativity of learners,* (Rousse, PRIMAX, 2017), pp. 4–12, ISBN: 978-619-724.

[9] Karaivanova, P., 2016, Караиванова, П. (2016). Мобилност и интерактивност при възпитаване на социална компетентност в предучилищното детство. В: Педагогически алманах. Велико Търново: УИ „Св. св. Кирил и Методий", кн. 1, 21 -30, Retrieved 17.12.2019 from http://journals.uni-vt.bg/almanac/bul/vol24/iss1/ [Karaivanova, P. (2016). Mobilnost i interaktivnost pri vazpitavane na socialna kompetentnost v preduchilishtnoto detstvo. In: Pedagogycal Almanac. Vetiko Tarnovo: UI 'Sv. sv. Kiril i Metodi', kn. 1, 21-30. Retrieved 17.12.2019 from http://journals.uni-vt.bg/almanac/bul/vol24/iss1/]

[10]   Kolarova, Ts., 2004, Коларова Ц. (2004). Правата на детето. Социално-педагогически измерения. София: УИ „Св. Кл. Охридски“. [Kolarova, Ts. (2004). Pravata na deteto. Socialno-pedagogicheski izmerenia. Sofia: UI 'Sv. Kl. Ohridski']

[11]   Koleva, I., 1996, Колева, И. (1996). Социализация, рефлексия, ситуации. Практическо ръководство за детския учител. София: Око. [Koleva, I. (1996). Socializaciya, refleksiya, situacii. Praktichesko rakovodstvo za detski uchiteli. Sofia: Oko.]

[12]   Kiurkchiiska, V., 2017, Кюркчийска, В. (2017). Приобщаващото образование - предизвикателство за началния учител. Шумен: Университетско издателство „Епископ Константин Преславски”. [Kiurkchiiska, V. (2017). Priobshtavashtoto obrazovanie - predizvikatelstvo za nachalniya uchitel. Shumen: Universitetsko izdatelstvo 'Eposkop Konstantin Preslavski'.]

[13]   Liqaa Habeb Al-Obaydi, 2019, Cultural Diversity, Awareness and Teaching: A Study in an EFL Context. THE JOURNAL OF ASIA TEFL Vol. 16, No. 3, Fall 2019, 987-995 Retrieved 27. 05. 2019, from http://dx.doi.org/10.18823/asiatefl. 2019.16.3.15.987.

[14]   Neminska, R., 2018, Неминска, Р., (2018). Рефлексивна технология за развиване на педагогически компетентности в интеркултурна образователна среда. Е-сп. „Педагогически форум“, брой 4. Retrieved 17.12.2019 from http://www.dipku-sz.net/izdanie/590/refleksivna-tehnologiya-za-razvivane-na-pedagogicheski-kompetentnosti-v-interkulturna [Neminska, R. (2018). Refleksivna tehnologiaya za razvitie na pedagogicheski kompetentnosti v interkulturna obrazovatelna sreda. Online journal Educational forum, 4, 2018. Retrieved 17.12.2019 from http://www.dipku-sz.net/izdanie/590/refleksivna-tehnologiya-za-razvivane-na-pedagogicheski-kompetentnosti-v-interkulturna.]

[15]   Petkova, Il., 2012, Петкова, Ил. (2012). Подготовка и квалификация на българския учител. София: Университетско издателство „Св. Кл. Охридски“. [Petkova, Il. (2012). Podgotovka i kvalifikaciya na balgarskiya uchitel. Sofia: Universitetsko izdatelstvo "Sv. Kl. Ohridski".]

[16]   Petrova et al., 2011, Emilija Petrova Gorgeva, Petrovska Sonja, Sivevska Despina: Pedagogy. *Vospitanie*, 1, 23-32 (2011).

[17]   Sotirov, Ch., 2017, Сотиров, Ч. (2017). Взаимодействието между детска градина и семействата на деца, нуждаещи се от приобщаващо образование. В: Янкова, Г. и Илиева, В. (Състав.) Годишник на ШУ „Еп. К. Преславски”, том XXI D. Retrieved 17.12.2019 from http://shu.bg/sites/default/files/izdaniq/God_na_PF_2017.pdf. [Sotirov, Ch. (2017). Vzaimodeistvieto mejdu detska gradina i semejstvo na deca nujdaeshti se ot priobshtavashto obrazovanie. In: Iankova, G., & Ilieva, V., (Ed.) Retrieved 17.12.2019 from

[18]   Stoiyanova, I., 2019, Стоянова, И., 2019, Съвременни методи на обучение в предучилищна възраст. В: Янкова, Г. и Илиева, В. (Състав.) Сборник научни трудове от Научно-практическа конференция "Предизвикателствата на съвремието и качеството на образованието". Шумен: Университетско издателство „Епископ Константин Преславски”. [Stoianova, I., (2019). Savremenni metodi na obuchenie v preduchilishtna vazrast. In: Iankova, G., & Ilieva, V., (Ed.) Sbornik nauchni trudove ot Nauchno-prakticheska konferenciya "Predizvikatelstvata na savremieto i kachestvoto na obrazovanieto'. Shumen: Universitetsko izdatelstvo 'Eposkop Konstantin Preslavski']

[19]   Stoiyanova, M., 2011, Стоянова, М. (2011). Модели за приобщаващ игров тренинг за деца и родители, Сп. Предучилищно възпитание, 2011: 6. [Stoiyanova, M., 2011, Modeli za priobshtavasht igrov trening za deca i roditeli, Journal Preduchilishtno vazpitanie, 2011: 6.]

[20] Topolska, E., 2019, Тополска, Е. (2019). Интеракция и интеркултурна комуникация в приобщаващото образование. В: Назърска, Ж. и Гарвалова, Св. (Състав.) Сборник с доклади от научна конференция "Хармония в различията". УниБит. София: Академично издателство "За буквите - О писменехъ". [Topolska, E. (2019). Interakciya i

interkulturna komunikaciya v priobshtavashtoto obrazovanie. In: Nazarska J. & Garvalova, Sv. (Ed.) Sbornik s dokladi ot nauchna konferencia 'Harmonia v razlichiata', UniBit, Sofia: Akademichno izdatelstvo 'Za bukvite – O pismeneh'.]

[21] Velcheva, K., 2019, Велчева, К. (2019). Педагогическата комуникация на субектите в образователния процес. В: Бонева, М. (Състав.) Сборник доклади „Съвременни аспекти на педагогическата комуникация“. Шумен: УИ „Епископ Константин Преславски“, 138-150.[Velcheva, K. (2019). Pedagogicheskata komunikaciya na subektite v obrazovatelniya process. In: Boneva, M. (Ed.). Sbornik dokladi 'Savremenni aspekti na pedagogicheskata komunikaciya'. Shumen: University Publishing 'Eposkop Konstantin Preslavski', 138-150.]

[22] Voinohovska, V., 2012, Войноховска, В. (2012). Информационните технологии и мултимедията като фактори за повишаване мотивацията на обучаемите и ефективността на учебния процес. Русе: Примакс. [Voinohovska, V. (2012). Informacionnite tehnologii i multimediata kato faktori za povishavane motivaciata na obuchaemite i efektivnostta na uchebniya process. Ruse: Primax]