

Preschool Family Partnerships and Parent Education

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Need for Preschool-Family Interaction

The renewal of the preschool education system is conditioned by the need to intensify the interaction of the preschool institution with the family. (Jordan, Wolf, & Douglass, 2012)

Family as Psychological and Social Foundation

The family is a unique primary society that gives the child a feeling of psychological security and “emotional back” and support.

Family for the child is also a source of social experience. Here, he finds examples of imitation, where his social birth takes place. If we want to grow a morally healthy generation, we must solve this problem “all the world”: kindergarten, family, and the public. (Morrison, n.d.)

Legal and Educational Foundations of Family Partnership

The idea of the interrelation between social and family education has found its reflection in a number of normative and legal documents, including the “Concept of preschool education,” “Regulations on pre-school educational institutions,” the Law “On Education,” etc. Thus, the Law “On Education” in Art. 18 it is written that “parents are the first teachers. They are obliged to lay the foundation for the physical, moral and intellectual development of the child’s personality at an early age. ”

Parent Education and Pedagogical Support

On this occasion, N.K. Krupskaya, in her “Pedagogical Works,” wrote: “The question of working with parents is a big and important issue. Here, it is necessary to take care of the level of knowledge of the parents themselves about helping them in the matter of self-education, arming them with a well-known minimum, and attracting them to the work of the kindergarten. ” An essential aspect of the interaction of the kindergarten and the family, N.K. Krupskaya, is that the kindergarten serves as an “organizing center” and “influences ... home education”, so it is necessary to organize the interaction of the kindergarten and the family as much as possible to raise children. “... In their commonwealth,

in mutual care and responsibility – a huge force. ” At the same time, she believed that parents who can not educate need to be helped.

Challenges in Contemporary Child-Rearing

One of the topical problems pertaining to the eternal problems of mankind is the upbringing of children. Today, this problem is discussed by teachers, psychologists, parents, and sociologists. Practice and conducted research show that parents have difficulties in raising children, which are explained for a number of reasons:

Child Health and Developmental Concerns

Deterioration of children’s health (mental, physical);

Socioeconomic Pressures on Families

socio-economic problems of society, leading to an increase in the percentage of socially unprotected parents and children, socio-psychological anxiety, fatigue, the redistribution of material and economic functions within the family, the difficulties of organizing family life amid crises;

Parental Stress and Emotional Isolation

personal problems of the parents: fatigue, mental and physical stress, anxiety in connection with a decrease in the safety of life, a growing sense of loneliness (especially in single-parent families), lack of understanding;

Global Environmental and Conflict-Related Problems

global problems that determine the development of adults and children by environmental problems, local wars, etc.).

New Philosophy of Family-Preschool Cooperation

Therefore, it is no accident that in recent years, a new philosophy of interaction between the family and the preschool institution has begun to develop and be introduced. It is based on the idea that parents are responsible for the upbringing of children, and all other social institutions are called upon to support and supplement their educational activities. (Jordan, Wolf, & Douglass, 2012)

Changing Role of Preschool Institutions

The policy of transforming education from the family into the public, officially implemented for many years in our country, is disappearing into the past. In accordance with this, the position of the pre-school institution changes with the family. Each preschool educational institution not only educates the child but also advises parents on the issues of raising children. The teacher of a pre-school institution is not only a teacher of children but also a partner of parents for their upbringing.

Advantages of Teacher-Parent Partnership

The advantages of the new philosophy of interaction between teachers and parents are undeniable and numerous. (Morrison, n.d.; Jordan, Wolf, & Douglass, 2012)

Positive Emotional Cooperation

First, it is a positive emotional attitude of teachers and parents to work together to raise children. Parents are sure that the DOW will always help them in solving pedagogical problems and, at the same time, will not harm, as they will take into account the views of the family and proposals for interaction with the child. Educators gain understanding from parents in solving problems (from material to economic). And in the greatest prize, there are children, for the sake of which this interaction is realized.

Recognition of the Child's Individuality

Secondly, this is a consideration of the individuality of the child. The teacher, constantly maintaining contact with the family, knows the peculiarities and habits of his pupil and takes them into account when working, which, in turn, leads to an increase in the effectiveness of the pedagogical process.

Parental Choice and Responsibility

Thirdly, parents can independently choose and form at the school age the direction in the development and upbringing of the child, which they consider necessary. Thus, parents take responsibility for the upbringing of the child.

Unified Educational Programs

Fourthly, this is an opportunity to implement a unified program for the upbringing and development of the child in the preschool and family.

Updating Parent Education Practices

Since, in the current conditions of the activity of a preschool educational institution, the priority is interaction with the family, these tendencies occurring in the life of society can not be ignored. Therefore, the need has arisen to update such an important line of activity of a preschool educational institution – how the teacher interacts with the parents of pupils.

Openness Trust and Mutual Understanding

According to experts, the activity and communication of teachers and parents should be based on the principles of openness, mutual understanding and trust. Parents are the main social customers of the services of preschool educational institutions, therefore the actions of teachers should be based on the interests and needs of the family. It is for this reason that many kindergartens are focused on the search for new forms and methods of work that would take into account the actual needs of parents, which have contributed to the formation of an active parental position. It is necessary to change the existing practice of working with parents, in which each family was imposed an external value system, without taking into account the structure of the family of its traditions and experience. (Jordan, Wolf, & Douglass, 2012)

Federal Standards and Differentiated Family Engagement

A new federal state educational standard for preschool education (FGESD) has been developed that responds to new social needs and in which much attention is paid to working with parents. The GEF states that working with the parents of pupils should have a differentiated approach, take into account the social status, the microclimate of the family, parental inquiries and the degree of interest of parents in the activities of the POW, and enhance the culture of the family's pedagogical literacy. There are also requirements for the interaction of the organization of work with parents. One of the principles of which is the cooperation of the DOW with the pupil's family; the FGESD is the basis for assisting parents (legal representatives) in the upbringing of children, protecting and strengthening their physical and mental health, developing individual abilities and correcting developmental disabilities. One of the requirements for psychological and pedagogical conditions is to ensure the increase of the competence of parents (legal representatives) in matters of development and education, protection and promotion of children's health.

Protecting Preschool Mental Health

Maintenance and maintenance of the mental health of preschool-age children is possible only with the combined efforts of teachers and parents. The establishment of a kindergarten and a family for cooperation is central to the process of effective education and upbringing.

Creating a Unified Developmental Environment

Proceeding from this, the goal of educators is to create a unified space for the development of the child in the family and the DOW, to make the parents participants in a full-fledged educational process. To achieve high quality in development and to fully satisfy the interests of parents and children, it is possible to create this single space with the systematic interaction of the DOW and the family. Success in this difficult process of educating a full-fledged person depends on the level of professional competence of teachers and the pedagogical culture of parents. (Morrison, n.d.)

References

Morrison, G.S., Early Childhood Education Today, Chapter 14 & 15

Review Cultural and Linguistic Competence in Family Supports (from Module 6)

Jordan, J., Wolf, K., & Douglass, A. (2012). Increasing Family Engagement in Early Childhood Programs. YC: Young Children, 67(5), 18-23. [new window]