

PRACTICE-ORIENTED WORK AS A MEANS OF ACTIVATING PARENTS IN A KINDERGARTEN

Abstract. This article is about practical methods of working with parents, which is an effective means of attracting parents to participate in the educational process in a kindergarten. Parents, acting as social customers of educational services, often do not have deep knowledge in this area. In order to increase the level of psychological and pedagogical knowledge of families, a preschool institution needs to maintain and develop relationships with parents and the child's family.

Key words: practice-oriented learning; method; educational services; request.

Аннотация. Данная статья о практических методах работы с родителями, что является эффективным средством привлечения родителей к участию в воспитательно - образовательном процессе в условиях детского сада. Родители, выступая социальными заказчиками образовательных услуг, часто не обладают глубокими знаниями в этой области. Для того чтобы повысить уровень психолого-педагогических знаний семей дошкольному учреждению необходимо поддерживать и развивать взаимосвязь с родителями, семьей ребенка.

Ключевые слова: практико-ориентированное обучение; метод; образовательные услуги; запрос.

"A family for a child is a source of social experience. Here he finds examples for imitation and here is his social birth. And if we want to raise a morally healthy generation, we must solve this the problem of "the whole world": kindergarten, family, community"
V.A. Sukhomlinsky.

Modern parents consider themselves educated, quite literate and competent in matters of pedagogy. However, they often use unverified information and their knowledge is unsystematic and fragmented. Practice shows that, despite the overestimation of their knowledge and abilities, parents need competent information. The changes taking place today in the field of preschool education are aimed primarily at improving its quality. It, in turn, largely depends on the coherence of the actions of the family and the preschool institution.

A positive result can only be achieved with the cooperation of the family and kindergarten throughout the child's preschool childhood [1].

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In childhood, the institutions of childhood, with which the child has direct interaction, have a huge impact on the process of socialization. They are:

- family (parents or persons constantly caring for and communicating with the child, brothers or sisters);
- Kindergarten (primarily educators);
- society (peers, friends).

The family is an important factor in the upbringing and development of the child, in the acquisition of social experience. A child in a family learns to communicate, learns social orientation.

It is necessary to include the child in social forms of cooperation and communication with all participants in the educational process: teachers, other children, parents. Therefore, work should be method oriented where parents are actively involved rather than being listeners or observers. Work to involve parents in a single educational space in kindergarten is carried out in the following areas:

- study of the family, requests of parents, characteristics of children;
- organization of thematic classes, consultations with a psychologist at the request of parents;
- Work in the family living room
- implementation of a practice-oriented project on the socialization of preschool children.

One of the effective methods of interaction between a kindergarten and a family is the implementation of a practice-oriented project, which is developed taking into account the urgent needs of families and contributes to the formation of an active life position of participants in the educational process. We have developed a practice-oriented project for the socialization of preschool children "Kindergarten in the family circle", the purpose of which is to involve the family in a single educational space for the successful socialization of a preschool child[2].

Modern researchers E.P. Arnautova, V.P. Dubrova, T.A. Danilina, T.N. Doronova, T.V. Krotova, L.V. Svirskaya point out the importance of cooperation between teachers and parents for the upbringing and development of preschool children. The inclusion of the family as a partner and active subject in the educational environment of preschool education changes the conditions for interaction between teachers and parents. The family, acting as the most important institution of the socialization of the individual, forms the psychological basis of the child's identity, the system of values and models of moral behavior.

The values instilled in the family can change under the influence of further socialization experience, but it is in childhood that they lay the foundation for a person's worldview. Under the influence of the system of values, needs and motivation formed in the course of family education, forming an attitude towards the country, its peoples, historical and cultural heritage. The partnership of the family and the preschool educational organization is the most important condition for the effective solution of the upbringing and educational tasks of preschool education.

The partnership of the family and the preschool educational organization is the most important condition for the effective solution of the upbringing and educational tasks of preschool education. The problem of interaction between a teacher and parents at the present stage of development of science and society is relevant and justified by the fact that parents, as priority educators, need the help of kindergarten specialists: they need to be helped to master skills that would contribute to the development of positive child-parent relationships

The application of a practice-oriented approach is aimed at using practical methods in working with parents: games, exercises, master classes, practical tasks within the framework of the action, projects, creation of photo newspapers. The advantage of this approach is that it ensures the effective formation of the skills and abilities of parents, based on the acquired knowledge, which can be used in the upbringing and education of the child. According to L.V. Kolomiychenko "... The success of family education is largely determined by the coordination of the actions of the kindergarten and the family ...". Active involvement of parents is focused on solving common problems.

The application of this approach in the implementation of program contents is especially effective. The implementation of projects occupies a significant place in the work of the kindergarten. Projects are implemented taking into account the characteristics of the contingent of families and educational needs. So, in the senior group of the kindergarten, the project "Introducing Children to Folk Holidays" is being implemented for the first year. Grandmothers share their knowledge and conduct master classes with families: "Acquaintance with the custom", "Ornaments", "Dolls of different nationalities". The teacher acts as a partner-assistant.

According to parents, they use the acquired knowledge and skills in the family: they made dolls and ornaments for the home, told and showed the production to relatives. In the middle group, the project "Testoskazka" was implemented. For parents with children, a series of master classes "Testoplasty - we mold from salt dough" were held. At the end of the project, almost every family was able to present the fairy-tale characters of their fairy tale. The activity of parents was up to 90%.

The kindergarten annually holds traditional practical events "New Year's toys from waste material", "Miracle books for kids". The active involvement of parents in thematic actions with children solves pedagogical problems: deepening knowledge, educating personality traits, acquiring a child the experience of life among peers and adults. The participation of families in competitions for the best drawing, napkin, handicraft made from natural materials unites children and adults in common activities. I would like to say about one important point in the system of work with parents. Each parent, having done the work, needs to evaluate his work.

Therefore, at the end of the event, certificates and diplomas are awarded. Of particular interest is the conduct of practical classes with elements of isotherapy with the involvement of a psychologist "Conversation on paper", "Two hands conversation", "Avoportrait". The activity of parents in creating photo newspapers and exhibitions suggests that these forms of work are in demand.

An analysis of joint events and a survey of kindergarten parents shows that 75% of families take an active part in organizing educational activities, up to 70% say that they use the acquired knowledge and

skills in the family. Parents began to show a sincere interest in the life of their group, learned to express admiration for the results and products of children's fine arts, and emotionally support their child.

The following methods of interaction between teachers and parents make it possible to optimize the process of interaction between child and parent relationships:

1. Training game exercises and tasks. The parent needs to evaluate the different ways of influencing the child and the forms of addressing him, to see the difference between them, to choose more successful ones, to replace unwanted forms of address with constructive ones.

2. Analysis of children's behavior by parents helps them see their pedagogical experience from the outside, provides an opportunity to reflect on the motives of the child's actions, teaches them to understand them from the point of view of his mental and age needs, inviting parents to express their opinion about the child's actions in a particular situation, it is useful to formulate before parents ask: "What would your child do in a similar situation?"

3. Appeal to the experience of parents, for example: "What is the method of influence that most helps you in building relationships with your son or daughter?" or "Has there been a similar case in your practice? Tell us about it, please", "Remember what kind of reaction your child gets from rewards and punishments", etc. Encouraging parents to exchange experiences activates their need to analyze their own successes and miscalculations in education, to correlate them with the methods and methods of education used in similar situations by other parents.

4. Game interaction of parents and children in various children's activities (drawing, modeling, sports games, theatrical activities, etc.) contributes to emotional rapprochement, getting parents and children the experience of partnerships. The above methods provide parents with the opportunity to model their behavior in a game environment, experimental observations show that when a parent models his own behavior in a game, his field of vision on the educational problem expands.

He can even question his own previous idea of the problem; in a conditional game environment, "recognition" of his habits and upbringing stereotypes takes place in an unobtrusive form, which can contribute to their awareness and change in their attitude towards them [3]. A parent involved in play training begins to literally rediscover the joy of communicating with a child, communication not only verbally, but also emotionally.

Thus, the use of various methods of activating parents helps to increase the flexibility of the parental position of mothers and fathers, gives them the opportunity to reconsider the usual ways of interacting with the child, the results of the introduction of active methods of communication with parents in the work of preschool institutions - experimental sites show that parents who were previously in the roles of "spectators" and "observers" gradually become active participants in the meetings, becoming involved in the study of their own parental behavior.

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INTERACTION OF PRESCHOOL ORGANIZATIONS AND FAMILIES

Abstract. This article touches on the topic of interaction between the preschool organization and the family. The problem of developing and strengthening the joint work of the family and the preschool organization in the education of preschool children is considered. Raising a child in a family and preschool organizations is a common goal. It is the development of the child's mind, instilling moral qualities, the