

COLLABORATION BETWEEN FAMILY AND EDUCATIONAL INSTITUTIONS

Prof.dr Olga Zvereva
Moscow State Pedagogical University,
Faculty of Preschool Pedagogic and Psychology, Russia
E-mail: zverev59@mail.ru

Abstract: *The goal of this article is to describe different ways of collaboration between family and educational institutes. The article reveals the need for collaboration with parents in kindergartens, consulting centers, as well as training specialists to communicate with parents. The author shows the content of cooperation based on the study of educational requests of parents. Typical problems, various forms and methods of cooperation are revealed. The author describes her own experience based on pools. Teachers and psychologists take into account the needs of parents and provide appropriate psychological knowledge. According to these needs each kindergarten or school writes a special curriculum for parents and that's why it is a different curriculum in each organisation. The content of communication with parents includes many issues of upbringing, development and education of the child and covers the entire range of tasks. There are various forms of interaction with the parents in the kindergarten. For example, parent-teacher meetings, role plays, discussions, seminars, talk show, e-mail, presentation, etc. Special brochures for parents are published and they provide "quick psychological assistance" for families. The article presents the results of a study of using information and communication technologies by teachers. More popular forms of interaction with parents via the Internet include: web-site of preschool educational organizations, the forum on the website of the educational institute, blogs and pages teachers, email, group, social network, and chat in messengers. In the article author describes some methods, such as analysis pedagogical situations with parents, parent-child educational projects and training with the use of role-playing games, etc. Cooperation with parents is based on the principle of tracking requests. The main results of research are: study of needs for collaboration, the request of parents, specific using UCT, methods of upbringing in families, Punishment in the family, adaptation of children to kindergarten is revealed.*

Keywords: *kindergarten, parents, psychological literacy, collaboration.*

Introduction

One of the goals of kindergarten is to collaborate with parents of young children. According to Russian legislation (The Federal Law of Education in RF, 2012) parents are the main teachers of their child and specialists are there to help them. The Federal State Standards of preschool education were published later in 2013 (The Federal State Standards of preschool education, 2013) and in these important documents is the article about collaboration with parents. With the birth of a child, the parents shall acquire the profession of a teacher.

In this paper we'll speak about collaboration with parents in Russian kindergartens. I'll share my experience how we sow the seeds of psychological literacy among the parents of young children in the kindergarten.

Research

We use such methods of research as a poll, study of literature.

At the beginning of the article I want to say some words about history of this problem. This idea isn't new: many Russian psychologists and teachers talked about it many years ago. In the 1970s and 80s there was mandatory education of parents in the Soviet Union, based on a unified curriculum, so teachers in kindergartens had to teach parents how to educate their child. But this was an inefficient way because it focused on general topics of communication, and the personal experience of parents was not considered. The main way of communication was monologue.

The teachers sow the seeds of psychological literacy among the parents of young children in the kindergarten. Certainly, parents can get information about development and upbringing of their children from the Internet. But they can't get information about their own child. The teacher and Psychologist can tell parents about individual character of every girl and boy.

The content of communication with parents includes many issues of upbringing, development and education of the child. It covers the entire range of tasks. It's necessary for parents to know the features of preschool age, peculiarity of development of young children, their needs, main activity, tasks of upbringing, preparation them for school, and etc. (Zvereva O, Krotova, 2009)

The motto of communication with parents is 'we help parents to teach their children, and what we suggest should be interesting and useful for them'. So, in effect, psychologists or teachers influence children indirectly via their parents. Unfortunately, re-education of parents is impossible. (Arnautova, E. 2001).

The teacher must take into account the needs of parents and provide appropriate psychological knowledge. According to these needs each kindergarten or school writes a special curriculum for parents and that's why it is a different curriculum in each organisation.

We conducted a survey of 60 parents. Let's generalize what topics are relevant for parents, or as we now say "by relevance". First of all, these are the features of the child's mental development. We have allocated this block separately. It includes such questions as the features of the crisis of 3 years (more than half of the respondents), the causes of children's whims, children's fears, age characteristics of children ("what cannot be missed in the development of a child"), children's adaptation to kindergarten. We support the need for this knowledge in parents, because without knowledge of the age-related psychological characteristics of the child, it is impossible to educate and develop him/her. Parents are asked to cover "interesting experiences and new things in pedagogy and psychology".

We have identified the problems of educating a child in a separate section: the development of children's creative abilities, cognitive interest, motivation to knowledge, health promotion, introducing children to a healthy lifestyle, proper nutrition, and children's psychosomatics. Mothers are concerned about the question: "Why do our children get sick?" They are also concerned about the development of speech, children's involvement in fiction, issues of Patriotic education, respect for elders, and labor education depending on the child's gender, child labor in the garden and at home. As a rule, they are interested in the mental development of their children.

We always gather the opinions of parents, study feedback. Also we study the interest of parents via different forums in Internet. For example, parent's needs are how to teach their child, what kinds of punishments they have to use and etc. They want to know how to prepare him/her to do better at school, how to teach him/her to read and write, but they do not tend to worry as much about moral development, positive emotions, health and mood. The requests of parents are: they need information about age features of children, features of mental development, crises of 3 years old, whims and stubbornness and so on.

Parents did not avoid the difficulties of parenting in their responses, for example, they ask about the child's reluctance to go to kindergarten, ways to overcome negative emotions, aggression of preschoolers, its causes, consequences, how to cope with the child's impulsivity, as well as the upbringing of hyperactive children. The "eternal" problem of education is the use of punishments and rewards. Many parents are concerned about "tablet and game addiction in children", TV in the child's life, sexual education.

At the same time, teachers taking into account the requests of parents and their needs in pedagogical knowledge. The academic year begins with a meeting with the parents in the kindergarten. We present the main regularities of child's development, teach parents to watch the children, to organize their activities at home, to play together.

We studied the methods of family education using survey of parents. (Zvereva, Olga. (2013). 30 parents took part in the pool. All they consider that physical punishment is unacceptable because they debase the dignity of the child. "Violence begets violence". The parents consider the most appropriate punishment, deprivation of viewing of TV programs, cartoons, playing games on computer, gifts.

Some of parents use the method of "Ignoring the child". Use strict tone of voice. Mothers get the child to think about their bad behavior, appealing to the conscience. After that, the child asks for forgiveness. Some of them use the method of active "listening". For example, to say to child "it hurts me", or "I don't like it".... words can kill and cure. The parents told that it's necessary to appeal to the conscience of the child. After that, as a rule, the child asked for forgiveness.

Part of the respondents answered that sometimes show a child belt, but do not beats him. The mothers explain this lack of patience. One of the interviewees said that you can slap a child on the buttocks. Only father can punish son physically, but not the daughter.

Petr Lesgaft, the founder of the Russian theory of family upbringing, wrote that no punishments can match the role of loving words. The family acts as a role model for the child, demonstrating certain patterns of social behavior. In assessing what is happening in society, the child relies primarily on the type of communication he has with close relatives, and he will base his interaction with other people on this. No other type of informal group has the same influence on the primary socialization of children as that of the family. (Lesgaft, P. 1991)

We sow the seeds of psychological literacy about general preparation for going to school that include physical, mental, moral development In the kindergarten psychologists often work with parents individually, according to what they choose to do. We suggest that parents write a composition entitled 'My first day at school'. They write about their first teacher, their opinion about school life and their class mates, all things intended to stir their memories. Parents have to know about their child's motivation and intentions. Russian psychologist J. Gippenreiter says that many parents are much more ready to change style of communication in the family than expected by psychologists. As a result of training adults could not only stop the «cold war» with the children, but also found to have with them a deep understanding (Gippenreiter, J. 2018).

A very cute problem is a problem of adaptation of three-year-old children to kindergarten. English colleagues call this problem "The adjustment" to kindergarten. Parents are essential in helping a child to adjust well to kindergarten. In the "settling in" period, kindergarten staff and family should unite to support the child, but in this case support by the family is the key. A personal profile form was created by teachers, to be completed for each child and her/his family. This profile is based on the ways that parents supervise their children's behavior and how they meet their vital needs, their psychological development, and their personality skills. Parents are expected to help their children go through the period of adjustment (or adaptation), however, the parents themselves need psychological and pedagogical support in this period.

Parents were invited to a meeting on the topic "What is 'adjustment' and what does it depend on?" These interactions with parents were intensive and totally 'immersed' them in the educational aspects of child-rearing. Finally, parents were provided with recommendations which had been drawn up for each child. The psychologists referred to, for example, the changing nature of the child as they develop, and the crises of children at three years old. Follow-up individual consultations were conducted for parents on topics such as eating behavior, and their children's games and activities. The results of this work showed increased success of children's adjustment. Similar work has also been conducted with the parents concerning pre-school education.

We've written curriculum for parents. Knowledge of psychology cannot be avoided. Sometime it is very difficult to separate pedagogic and psychology. The Great Russian teacher K. Ushinsky wrote: «If pedagogic wants to educate people in all respects, it must know it too in all respects».

We suggest parents some topics: “Preparation children to school”, “Do you know your child?”, “Why baby plays?”, “Development of Child’s creation”, “How to answer children questions?”, “What toys needs your baby”, etc. One of the main topics is communication in the family. Parents must not only educate, but to teach a way to correct communication with children. Personal contact is necessary for the child as food. By psychologists it is proved that the need for love, facilities, the necessity to another, is one of the fundamental human needs. Her satisfaction is a necessary condition of normal child development. Adult must tell a child that he is just good. Such messages are contained in welcoming views, gentle touch, direct words: «As well, that you're born», «I'm glad to see you», «I like you», «I love when you're home», «I feel good when we are together...».

We conduct various forms of interaction with the parents in the kindergarten. Areas for action of psychologists and pedagogues are consultation, education, joint activities, parent Conferences, individual consulting, parent-child educational projects and training with the use of role-playing games and some others. Certain activities were therefore held, with the aim of supporting parents in this way, including: classes for parents were also held on the following topics: psychological characteristics of age, daily routine, self management, etc. Interaction between teacher and parents is based on the principles of trust, dialogue, and partnership. We don't read the text. We have conversation, dialog. Communication with parents in Russia is organized or in a large group, or individually, in the form of training or interviews, or in the form of consultations. Trainings have become increasingly popular. Communication is built on the principles of dialogue and trust, the key to good communication is “partnership”. Teachers invite parents to attend lessons in kindergarten, to take part in lessons as pupils, to discuss what they have learned and how they feel. They aim to give parents useful information about their child’s development using booklets, web-sites and handouts. There are group consultations for parents too. Psychologists and pedagogues organise joint activities for parents and children in kindergarten. These take the form of activities such as ‘The club of interesting meetings’, ‘Let’s make acquaintance’, ‘Dog-show’, ‘Family theatres’, ‘Happy birthday’, etc.

We use e-mail, multy-media presentation, many virtual forms. There are 6 ways to organize virtual communication with parents. These include: web-site of preschool educational organizations, the forum on the website of the organisation, blogs and pages teachers, email, group, social network, and chat in messengers.

The site makes it possible to show parents the device and activities of a preschool organization at any convenient time. This can be facilitated by photo and video tours around the building. In addition, the sections of the site can be very diverse and contain a lot of information that will be useful for parents: the mode of the day, the menu, events and holidays, the training program, etc.

Advantages of using these forms:

- parents spend much less time to get important information for themselves;
- the teacher has the opportunity to choose an individual approach to each parent;
- immediate information regarding the organizational aspects of the pedagogical and educational process;
- the ability of parents to be always aware of the programs being implemented;
- ability to provide parents with photo reports and video materials related to the child's activities;
- providing a virtual dialogue between the teacher and parents of the group;
- increasing parents ' motivation through the use of ICT.

In the kindergarten we inform parents on reflective basis and rely on their experience. Before the meeting, talk about what made them happy in a child's development, upsetting than the child likes to do. A teacher offers parents to write a composition «My child». For example, a meeting begins with the questions: did the parents marked the changes in child’s behavior? If Yes, what? And then talk about the development of self-reliance in children 3 years of age, the needs of children in movement, in communication. As we wrote, very actual questions for parents are the questions about the crisis of three years old. We tell parents about the desire of children independence, separation itself from an adult. Consider why their children are capricious and obstinate. Experience shows that the parents are very concerned about this issue. They cited examples from their own experience of raising children, argue, and make conclusions.

During the Classes we use a method of analysis pedagogical situations with parents. They study the reasons of child's behavior, its intentions, motivation. For example, one mother exclaimed, if she had known about crisis of 3 years she wouldn't punish her son.

As a rule, psychologist takes an active part in these meetings. He gives different advises, consults parents. There is a timetable of consultations. The consultations are in written and oral form, or by correspondence, in individual and group. This work is very useful both for parents and teachers.

According to Russian legislation consultation points for parents of children who do not attend kindergartens are being created. (Federal Law of RF, 2013). There are psycho - pedagogical, diagnostic and advisory kinds of help. The activity of consultation points contributes to improving the quality of family education.

Parents can always get professional help if they need it. These points are very popular because the psychologists can speak with the clients personally, "face-to-face", taking into account their needs. We use recommendations for parents. In such cases it is best to listen to child. Psychologists have found and very thoroughly described a way of «helping hearings», or «active listening». We recommend using method of «active listening». It means to share feelings and emotions with child. For example, to tell him: "I'm upset", "I'm very glad", "I'm proud of you", "You are tired", "You took offence" etc. Many parents who first tried quietly to «voice» child's feelings, told about the unexpected, sometimes miraculous results.

Special brochures for parents are published and they provide "quick psychological assistance" for families. For example, there are such topics in brochures as 'Developmental stages of the child', 'How to help your child to focus on success', 'How to help your child to achieve normal mental development', 'what to do if your child is sluggish, or if your child is hyperactive', etc.

As well as having conversations with parents, psychologists and teachers also carry out measures of the mental development of children. This is carried out only with consent of parents and, on the basis of their findings; the psychologists may consult the parents.

Of course, not all parents are interested in this program. Some of them ask many questions attend all classes and read the recommended popular literature but others don't show any interest in the sphere of development of the child. We encourage them to be interested in the achievements of their children, to give the good characteristic to their child, and pay attention to their problems.

Also we teach students how to collaborate with parents. I'll describe my own experience. I'm a member of European Federation of Psychology Teacher's Association (EFPTA). As a follow up to the EFPTA Conference in Copenhagen "Place of evil in the classroom," 2012 I decided to continue the theme with students about cruelty in the family in the form of a role play in the form of a talk show. "Can I do without punishment?" The game was held in the Moscow state Pedagogical University (Faculty of Preschool Pedagogic and Psychology). Roles were distributed in advance: TV presenter, journalists, parents, children, psychologists, teachers and lawyers. The students were first shown a film 'I'll never come back here' a problematic video of a child who had been beaten and then had to consider conflicting points of view, arguments, and examples "for" and "against" physical punishment, discuss the causes and consequences and make recommendations. Everybody had to talk about physical punishment on the child's emotional state which can result in a sense of remorse and frustration. A specialist was also available and gave reference to the Russian laws and the international Convention on the Rights of the Child. (The Convention, 1989)

Students also had to prepare visual material in the form of campaign posters. The participants came to the conclusion that physical punishment is not a valid method of discipline

The pedagogue had a speech: the child as a result of these influences is withdrawn and is often rude in his communications. The psychologists added that the child uses in his lexicon the type of expression he has heard from adults. The 'doctor' told about pain, tears of the child for example, pain promotes the reactions of fear and fury; as a result children become humiliated and mortified and as a result don't feel the pain of another person. Some of students were 'parents' and some of them were 'children'. The problem of physical punishment was discussed. Everybody had to talk about physical punishment on the child's emotional state which can result in a sense of remorse and frustration. During the role play

there were contradictory options. For example, the 'mother' was told that cruel punishment is very useful for her son because he will behave better but the 'son' was crying.

'Another' mother told about using active listening. She often embraces smiles to her child, laughs together with him. Understanding the child is the main method.

The participants came to the conclusion that physical punishment is not a valid method of discipline. The question about a 'rough' style of upbringing was discussed. The best thing a parent can do is to listen to child. Famous family therapist Virginia Satyr wrote that people have many faces – their face of power, fear, love, competence, anger, intelligence and joy. Often we judge our faces to be good or good or bad, right or wrong, while failing to recognize the potential of each of them to make us fuller, more balanced human beings. Virginia Satyr recommended that parents embrace their child several times a day. (Satyr, V. 1992).

Results

We studied the requests of parents; they need to know the features of the child's mental development, the development of children's creative abilities, cognitive interest, and motivation to knowledge, health promotion, introducing children to a healthy lifestyle, proper nutrition, and children's psychosomatics.

Parents need to have more informal communication with other parents and with the participation of educators. A non-traditional form of communication is preferable, for example, "Family living room", where everybody discuss topics that concern parents in a relaxed atmosphere having a Cup of tea or coffee with cookies.

Parents want to share their positive experience of solving this problem. They need to know that they are not alone in solving their "special" problem, that other parents also face similar situations, and will hear options for solving the issue.

The results of studying of methods of family education based on survey of parents.

All they consider that physical punishment is unacceptable because they debase the dignity of the child. "Violence begets violence". The parents consider the most appropriate punishment, deprivation of viewing of TV programs, cartoons, playing games on computer, gifts. Some of parents use the method of "Ignoring the child". Use strict tone of voice. Mothers get the child to think about their bad behavior, appealing to the conscience. After that, the child asks for forgiveness. Some of them use the method of active "listening". For example, to say to child "it hurts me", or "I don't like it".... words can kill and cure.

The parents told that it's necessary to appeal to the conscience of the child. After that, as a rule, the child asked for forgiveness. Part of the respondents answered that sometimes show a child belt, but do not beats him. The mothers explain this lack of patience. One of the interviewees said that you can slap a child on the buttocks. Only father can punish son physically, but not the daughter.

Now popular forms of interaction with parents became ICT via the Internet. We asked 40 teachers. The poll has given such results: In most cases (80%), teachers choose ways to communicate with parents such as WhatsApp and direct contact at the same time. (12.5 %) opted for such methods as Viber, VK, and Email. These results suggest that teachers welcome the use of information and communication technologies in interaction with parents, but they do not refuse personal contact. 62,5 % use in their practice at the same time these ICT tools like computer, telephone and multimedia tools. The least used interactive table (10%) and electronic boards (25%). It can be assumed that the rare use of these funds is only due to the fact that this equipment is not purchased in all kindergartens. 90% of cases in pre-school educational organizations have created conditions for the use of ICT.

Conclusion

Cooperation with parents is based on the principle of tracking requests of parents. We have to study the main requests of parents. Nowadays parents are more like “partners” of teachers. Interaction between teacher and parents is based on the principles of trust and partnership, using many different form and methods. Teacher can find out about preferred forms of interaction.

There are different ways of collaboration with parent in educational organizations. We have to focus on typical problems. Some psychological advices for parents are to actively listen to their child’s feelings and his needs.

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СОТРУДНИЧЕСТВО МЕЖДУ СЕМЕЙНЫМИ И ОБРАЗОВАТЕЛЬНЫМИ УЧРЕЖДЕНИЯМИ

Аннотация: Целью данной статьи является описание различных способов сотрудничества между семьей и учебными заведениями. В статье раскрывается необходимость сотрудничества с родителями в детских садах, консультационных центрах, а также подготовки специалистов для общения с родителями.

Автор показывает содержание сотрудничества на основе изучения образовательных запросов родителей. Выявлены типичные проблемы, различные формы и методы сотрудничества. Автор описывает свой собственный опыт на основе пилотов. Учителя и психологи учитывают потребности родителей и предоставляют соответствующие психологические знания. В соответствии с этими потребностями каждый детский сад или школа пишет специальную учебную программу для родителей, и поэтому в каждой организации это разные учебные программы. Содержание общения с родителями включает в себя множество вопросов воспитания, развития и воспитания ребенка и охватывает весь спектр задач. Существуют различные формы взаимодействия с родителями в детском саду. Например, встречи родителей с учителями, ролевые игры, дискуссии, семинары, ток-шоу, электронная почта, презентации и т. Д. Публикуются специальные брошюры для родителей, которые предоставляют «быструю психологическую помощь» семьям. В статье представлены результаты исследования использования информационно-коммуникационных технологий учителями. К наиболее популярным формам взаимодействия с родителями через Интернет относятся: сайт дошкольных образовательных организаций, форум на сайте учебного заведения, блоги и страницы учителей, электронная почта, группы, социальные сети и чат в мессенджерах. В статье автор описывает некоторые методы, такие как анализ педагогических ситуаций с родителями, образовательные проекты родителей и детей и обучение с использованием ролевых игр и т. Д. Сотрудничество с родителями основано на принципе отслеживания запросов. Основными результатами исследования являются: выявление потребностей в сотрудничестве, просьба родителей, особенности использования УКТ, методы воспитания в семье, наказание в семье, адаптация детей к детскому саду.

Ключевые слова: детский сад, родители, психологическая грамотность, сотрудничество.