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FEATURES OF ESTABLISHING COOPERATION BETWEEN PARTICIPANTS OF THE EDUCATIONAL PROCESS OF THE PRESCHOOL EDUCATION INSTITUTION

***Abstract.** The article is devoted to the problem of establishing cooperation between participants in the educational process of a preschool education institution. Based on the analysis of philosophical, psychological and pedagogical literature, the state of problems is revealed.*

The purpose of the article is to study the peculiarities of establishing cooperation between the participants of the educational process in the preschool education institution as a condition for ensuring its quality. The purpose of the article determined the following tasks: 1) to carry out an analysis of the problem in the pedagogical theory and practice of preschool education institutions; 2) to investigate the state of establishment of cooperation between the participants of the educational process of the preschool education institution as a means of ensuring the quality of preschool education.

To achieve the goal and solve the set tasks, the following research methods were used: analysis of philosophical, psychological-pedagogical and methodical literature on the research problem; methods of pedagogical diagnostics (teacher questionnaires).

The article substantiates the pedagogy of partnership as a factor in the formation of effective interaction of participants in the educational process of a preschool education institution and a means of ensuring its quality. The essence of the concept of “partnership pedagogy” is revealed, the principles and criteria on which partnership pedagogy is based are indicated.

The present requires the teacher to work for the future, to be ahead of his time, which involves improving professional skills, constant analysis of pedagogical activity and making corrections in accordance with social demands throughout the entire professional activity. All this actualizes the search for effective ways of professional development of educators, is considered as one of the means of developing the competence of pedagogical partnership to ensure the quality of preschool education. Ensuring the equality of all participants in the educational process, partnership pedagogy is a direction of pedagogical thinking and practical activity aimed at democratization and humanization of the pedagogical process of a preschool education institution. The implementation of the principles of partnership pedagogy creates the basis for ensuring the quality of preschool education.

The conducted research mainly confirms the opinions of scientists that partnership pedagogy is an important factor in the effective interaction of participants in the educational process of a preschool education institution.

The practical significance of the article is that its materials can be used in the organization of the educational process of preschool education institutions for monitoring the internal quality system.

***Key words:** monitoring, head of a preschool activity institution, professional activity, professional development, interaction, partnership pedagogy, participants in the educational process.*

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Introduction. Despite the difficult conditions of martial law, the concept of partnership pedagogy is the basis of reforming modern preschool education. It is based on the ideas of humanistic pedagogy as one of the directions in the theory and practice of education. And an important trend in the establishment of partnership interaction in a preschool education institution is

the orientation of the educational process to a personal model of communication between the educator and child, educator and parents, overcoming authoritarianism on the part of the teacher in education and training, an attempt to establish in education the principles of interaction, mutual understanding, support, conscious personal responsibility for its results.

In the Concept of Education of Early and Preschool Children, it is emphasized that partnership pedagogy changes the philosophy of education - for the first time, it puts the individual in the main place in society. As you know, the Ukrainian school, a modern institution of preschool education, has been undergoing continuous changes, reforms, and transformations for decades due to ideological, socio-economic factors, needs of society, children, parents, perspective priority development of the country, taking into account the leading international trends in the field of education [7].

M. Vovk, O. Lobach, [3], O. Tadeush, [8] present the innovative experience of pedagogical partnership as an important factor in creating a constructive educational environment in separate works. Separate aspects of the problem of developing the competence of pedagogical partnership are highlighted in the scientific publications of I. Androschuk [1] and others.

The features of the functioning of preschool education outlined above determine the need to establish cooperation between participants in the educational process of a preschool education institution, as one of the requirements for quality assurance in the conditions of a preschool education institution.

It should be noted that the importance of establishing cooperation between the participants of the educational process in a preschool institution is key to ensuring the full development of children and creating optimal conditions for their upbringing. This process includes teachers, parents and children of preschool age. Therefore, the interaction between them determines the quality of education and forms the basis for further learning and social adaptation.

In addition, the successful establishment of cooperation plays an important role in the child's development, as it creates a favorable climate for mutual understanding between teachers and parents. Educators who feel supported by parents can more effectively influence the development and learning of children. On the other hand, parents who take an active part in the life of the preschool have the opportunity to better understand and support their child's needs. It is important that cooperation between the participants of the educational process helps to increase its effectiveness and allows introducing modern pedagogical approaches into the educational process

of the preschool education institution. Exchange of experience and innovations becomes possible thanks to open communication between teachers and parents [6].

Therefore, the establishment of cooperation between the participants of the preschool educational process is a necessary component for creating optimal conditions for children's development. This contributes to the creation of a high-quality educational environment where every child can feel supported and find an opportunity to maximize their potential.

Aim and tasks. The purpose of the article is to study the peculiarities of establishing cooperation between the participants of the educational process in the preschool education institution as a condition for ensuring its quality. The purpose of the article determined the following tasks: 1) to carry out an analysis of the problem in the pedagogical theory and practice of preschool education institutions; 2) to investigate the state of establishment of cooperation between the participants of the educational process of the preschool education institution as a means of ensuring the quality of preschool education.

Research methods. The following methods were used to solve the above-mentioned problem: analysis of philosophical, psychological-pedagogical and methodical literature on the research problem; methods of pedagogical diagnostics (teacher questionnaires).

Research results. We defined three criteria for establishing cooperation between participants in the educational process: 1) cooperation of teachers with parents on issues of development, education and upbringing of children, providing constant feedback; 2) established practice of pedagogical mentoring and other forms of professional cooperation between teachers in the preschool education institution; 3) availability of a work system for adaptation and integration of pre-school education students into the educational process. Let us characterize each of them.

Cooperation of teachers with parents on issues of development, education and upbringing of children, providing constant feedback. The effectiveness of the organization of the educational process depends on the pedagogy of partnership. In order to create an atmosphere of trust, it is necessary, in particular, to establish communications between all participants in the educational process. Such communication can have different formats, but the following features unite all of them: respect for the other person; openness; constructiveness and informality.

In order to study the quality of this criterion, the following was found out: whether pedagogical workers communicate with parents, how systematically; what kind of feedback do parents most often receive from teachers; what percentage of parents positively evaluate the results

of communication. In addition, the pedagogical culture of parents was analyzed, which was manifested in the fact that parents understand and are aware of their responsibility for raising children, how they treat them, and evaluate their behavior.

At the same time, attention was paid to various forms of cooperation with parents, which are the most common in the preschool education institution, namely: a) individual (introductory questionnaire, previous visits of parents with children to the preschool education institution, interviews, consultations, telephone communication); b) visual and written (parents' corners, thematic stands, screens, bulletin boards, tablets, information sheets, thematic exhibitions, questionnaires, suggestion boxes, individual notebooks, informal letters, family newspapers, pedagogical library, invitations, greetings); c) group (consultations, workshops, mutual aid clubs, school for young parents, interest groups, evenings of questions and answers, meetings with interesting people – teachers, doctors, psychologists, lawyers); d) collective (parental conferences, thematic meetings at the “round table”, meetings of the parents' committee, open days, creating a group of parents-advisors, watching mornings, joint holidays, sports competitions, rest on weekends).

To study the peculiarities of the cooperation of teachers with parents on issues of development, education and upbringing of children, we conducted a survey of teachers of preschool education institutions. The obtained results are illustrated in diagram 1 (figure 1).

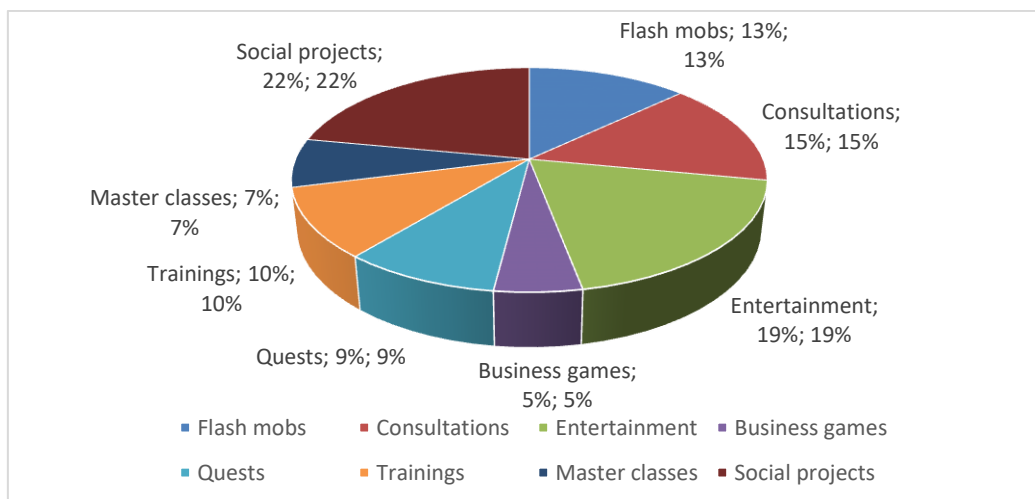


Figure 1. Peculiarities of cooperation between teachers and parents on issues of development, education and upbringing of children

The results showed that the most common form of interaction is joint social projects – 22 %, followed by joint holidays and entertainment in kindergarten – 19 %, individual consultations for parents – 15 %, flash mobs in support of the armed forces of Ukraine – 13 %, trainings – 10 %, quests – 9 %, master classes – 7 % and business games – 5 %.

Understanding that the success of his further pedagogical activity depends on how quickly the new teacher fits into the staff of the institution, whether he manages to establish relationships, find interesting ways of working with children. One of the primary tasks of the manager, methodical and psychological service of the institution is not just to attract young specialists to work, but to “keep” them in the pedagogical field. An experienced employee usually becomes a mentor, who gives the beginner his knowledge and experience, introduces him to the preschool education institution, the team, helps him quickly and calmly enter a new life, and gives basic attitudes.

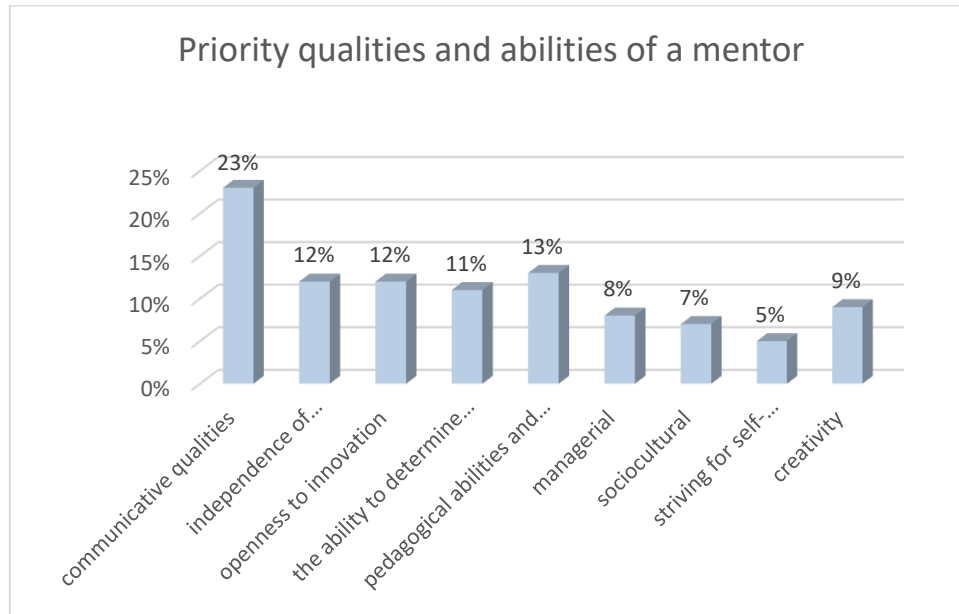
Thus, quality was studied according to the second criterion – the established practice of pedagogical mentoring and other forms of professional cooperation between teachers in the preschool education institution. At the same time, they tried to find out in what forms cooperation between pedagogical workers in the institution takes place. For this purpose, the results of their cooperation were evaluated – they analyzed whether mentoring was available and how effective it was in the institution. Individual communication with young teachers and their mentors helped us in this.

They paid attention to the following:

1) took into account what qualities and abilities educators pay attention to when choosing a mentor (managerial, communicative, pedagogical, sociocultural);

2) the desire for self-development and self-realization, independence of judgments and views, the ability to determine oneself in difficult situations, openness to innovation, self-criticism, and creativity are important for a teacher-mentor. The obtained data is visualized in diagram 2 (figure 2).

The majority of interviewed young professionals prefer such qualities and abilities of the future mentor as: communicative qualities – 23 %, independence of judgments and views and openness to innovation – 12 % each, the ability to determine oneself in difficult circumstances – 11 %, pedagogical abilities and qualities – 10 %, managerial – 8 %, socio-cultural – 7 %, striving for self-development and self-realization – 5 % and creativity – 9 %.



Understanding that the first steps in the institution for most children are associated with unchildish experiences, and sometimes with deep psychological trauma. That is why the issue of a child entering a new life situation is always acute not only for her, but also for her parents and kindergarten workers. However, the degree of aggravation of children's experiences and the difficulties that the child will experience in the process of getting used to the conditions of the kindergarten depends on the adults.

According to the third criterion – the existence of a work system for the adaptation and integration of pre-school education recipients into the educational process – attention was paid to how the institution directs the work to facilitate the adaptation of children in the following directions: constructively interact with the parents of future pupils; to improve the professional skills of teachers; to provide psychological and pedagogical support for a novice child.

Discussion. Pedagogy of cooperation and partnership is a direction of pedagogy that includes a system of methods and techniques of education and training based on humanism and a creative approach to personality development. The idea of partnership is not new for pedagogy; it is based on humanistic concepts of foreign and domestic practices. Since the middle of the last century, humanistic pedagogy, based on the works of A. Maslow, R. Steiner, S. Frenet and K. Rogers, has become the most widespread. The main concepts of such pedagogy are “personal self-actualization”, “personal growth”, “developmental assistance”. The authors considered the most important thing is attention to the individual, the organization of learning as an interested

independent activity of the student [4].

Modern preschool education is faced with the question of educating citizens capable of successfully solving life tasks dictated by the rapid development of society, based on their own experience. Such a requirement is one of the key aspects in reforming a modern preschool education institution. Therefore, the urgent task of education is the reorientation of approaches to educational activity and the new focus of the educational process on the formation and development of a competent personality [2].

To promote the self-realization of each child, it is necessary to understand that each child is a unique and unique individuality. Therefore, the priority of the free development of the individual is the basic principle of building the educational environment of the preschool education institution, the main goal of which is to understand each individual and show respect for them.

Every child is unique, endowed by nature with unique abilities, talents and opportunities. The mission of a modern preschool education institution is to help discover and develop the abilities, talents and capabilities of each child based on a partnership between the teacher, children and parents [5].

Conclusions. The new format of cooperation with parents involves the introduction of the following forms of partnership: interactive forms of work with parents (family clubs, discussions, interactive games, thematic promotions, etc.); parent meetings over coffee (a schedule of parent meetings with the administration and teachers is drawn up four times a year, which take place face-to-face); trainings, business games and master classes for parents (effective interaction between teachers and parents, productive form of their communication); communications through electronic devices; holding master classes on the Day of Open Doors by parents, which contributes to the rethinking of the attitude to the work of an educator, the establishment of relations between parents and educators; application of “feedback” technology with parents (feedback from parents on an action, event or interaction, which makes it possible to establish effective cooperation between the teacher and parents).

Summarizing the above, we can state that cooperation between is an important factor in the effective interaction of participants in the educational process, the main goal of which is to support students, which contributes to the development of their capabilities, satisfies the intellectual, emotional and social needs of children, which meets the requirements of modern educational theory and practice.

The basis of cooperation is communication, interaction and cooperation between the teacher, child and parents. Ensuring the equality of all participants in the educational process, the pedagogy of partnership and cooperation is a direction of pedagogical thinking and practical activity aimed at democratization and humanization of the pedagogical process. This is what creates the basis for ensuring the quality of the educational process in the preschool education institution.

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ОСОБЛИВОСТІ НАЛАГОДЖЕННЯ СПІВПРАЦІ МІЖ УЧАСНИКАМИ ОСВІТНЬОГО ПРОЦЕСУ ЗАКЛАДУ ДОШКІЛЬНОЇ ОСВІТИ

***Анотація.** Статтю присвячено проблемі налагодження співпраці між учасниками освітнього процесу закладу дошкільної освіти. На основі аналізу філософської, психологічної та педагогічної літератури розкрито стан проблем.*

Метою статті є дослідження особливостей налагодження співпраці між учасниками освітнього процесу у закладі дошкільної освіти як умови забезпечення її якості. Мета статті обумовила такі завдання: 1) здійснити аналіз проблеми у педагогічній теорії та практиці роботи закладів дошкільної освіти; 2) дослідити стан налагодження співпраці між учасниками освітнього процесу закладу дошкільної освіти як засобу забезпечення якості дошкільної освіти.

Задля досягнення мети та розв'язання поставлених завдань було використано такі методи дослідження: аналіз філософської, психолого-педагогічної і методичної літератури з проблеми дослідження; методи педагогічної діагностики (анкетування вихователів).

У статті обґрунтовано педагогіку партнерства як чинник формування ефективної взаємодії учасників освітнього процесу закладу дошкільної освіти та засіб забезпечення її якості. Розкрито сутність поняття «педагогіка партнерства», зазначено принципи та критерії, на яких базується педагогіка партнерства.

Сьогодення вимагає від педагога працювати на майбутнє, випереджати свій час, що передбачає удосконалення фахової майстерності, постійного аналізу педагогічної діяльності та внесення коректив відповідно до соціальних запитів протягом всієї професійної діяльності. Усе це актуалізує пошук ефективних шляхів професійного розвитку вихователів, розглядається як один із засобів розвитку компетентності педагогічного партнерства задля забезпечення якості дошкільної освіти. Забезпечуючи рівність усіх учасників освітнього процесу, педагогіка партнерства є напрямом педагогічного мислення та практичної діяльності, спрямованої на демократизацію і гуманізацію педагогічного процесу закладу дошкільної освіти. Реалізація принципів педагогіки партнерства створює підґрунтя для забезпечення якості дошкільної освіти.

Проведене дослідження в основному підтверджує думки науковців про те, що педагогіка партнерства є важливим чинником ефективної взаємодії учасників освітнього процесу закладу дошкільної освіти.

Практичне значення статті полягає в тому, що її матеріали можуть використовуватися в організації освітнього процесу закладів дошкільної освіти з метою моніторингу внутрішньої системи якості.

Ключові слова: моніторинг, керівник закладу дошкільної діяльності, професійна діяльність, професійний розвиток, взаємодія, педагогіка партнерства, учасники освітнього процесу.

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