

## PROBLEMS OF WORKING WITH PARENTS OF CHILDREN NOT INVOLVED IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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### ABSTRACT

Education is a very responsible matter. It is doubly responsible when it comes to educating preschoolers. After all, it is during this period that the foundation of a person's personality is laid. To understand a small child, to teach him something, you need to know, understand and be able to do a lot. Traditionally, the first and main institution for raising a child is the family. The family is a special kind of collective that plays a long-term and special role in the education of the receptive.

**Keywords:** educational needs of parents, coordination of educational influences, questioning, cooperation between kindergarten and family, features of the structure of family ties, specifics of the family and family education of a preschooler, pedagogical needs.

From how childhood passed, who led the child by the hand in childhood, what entered into his mind and heart from the outside world - this decisively depends on what kind of person today's baby will become.

V.A. Sukhomlinsky

The kindergarten is the first educational institution that the family comes into contact with. But the kindergarten cannot replace the family, it complements it by performing its own special functions.

Effectively organized cooperation between the family and the Kindergarten can give impetus to building interaction with the family on a qualitatively new basis, which implies not just joint participation in the upbringing of the child, but an awareness of common goals, a trusting relationship and a desire for mutual understanding.

All of us have chosen the teaching profession, regardless of whether we work in a kindergarten or bring up our baby at home. And they decided to devote their lives to educating and educating the younger generation. Our pupils are the smallest members of our society - children of preschool age.

Education is a very responsible business. It is doubly responsible when it comes to educating preschoolers. After all, it is during this period that the foundation of a person's personality is laid. To understand a small child, to teach him something, you need to know, understand and be able to do a lot.

Traditionally, the first and main institution for raising a child is the family. The family is a special kind of collective that plays the main, long-term and most important role in education. What a child acquires in the family in childhood, he retains throughout his subsequent life. The importance of the family as an institution of education is due to the fact that the child is in it for a significant part of his life, and in terms of the duration of his impact on the personality, none of the institutions of education can be compared with the family. The family lays the foundations of the child's personality. The family performs a number of functions that ensure the life of society. One of the most important functions of the family is the upbringing of children. Sociologists name several types of family education:

- Democratic - in which, first of all, the interests of the child are taken into account (type of "consent").
- Authoritarian - in which parents impose their opinion on the child (type of "suppression").
- Permissive - in which the child is left to himself (type of "free upbringing").

Childhood is the most important in a person's life. And how they will pass depends on adults - parents, educators.

It's hard to raise kids in today's complex world. Problems, workloads affect parents, and this, in turn, affects children. All parents sincerely love their children, but many do not know how to show their love. They know what a child needs: clothes, food, education, love. All this parents give to the child with the exception of unconditional love.

The secret of love, love for one's neighbor, for children is simple: it must be unconditional love, not dependent on transient moments (misconduct, age, etc.), to love regardless of anything. This is the kind of unconditional love for a child that young parents lack.

In conditions when the majority of families are concerned about solving the problems of economic, and sometimes physical survival, the tendency of self-withdrawal of many parents from solving the issues of upbringing and personal development of the child has intensified. Parents, not possessing sufficient knowledge of the age and individual characteristics of the development of the child, sometimes carry out education blindly, intuitively. All this, as a rule, does not bring positive results.

Kindergarten, as a social institution in support of the family, helps to raise a child. In the current socio-cultural and economic conditions, interaction with the family is an important activity of the kindergarten. Everyone is well aware that the family and the kindergarten constitute for the child at a certain stage the main educational microenvironment - the educational space. Both the family and the preschool institution convey social experience to the child in their own way. But only in combination with each other they create optimal conditions for the entry of a small person into the big world. The path to dialogue between these two social institutions is complicated by the fact that there has been an imbalance in the processes of education in the family and preschool educational institutions.

The instability of society, social tension, economic pressure have moved the educational functions of the family to the second and third places, and in preschool education, education always comes first.

The impact of the family and the preschool educational institution on the development of the personality of preschool children is carried out on the basis of the principle of joint activities of educators, public organizations and the family in educating the younger generations, which requires that all persons, organizations, public institutions involved in education act together, present the pupils with agreed requirements, went hand in hand, helping each other, complementing and strengthening the pedagogical impact.

If such unity and coordination of efforts are not achieved, then the participants in the educational process are likened to the characters of the well-known fabulist I.A. Krylov - Cancer, Swan and Pike, who, as you know, pulled the cart in different directions. If educational efforts do not add up, but counteract, then it is difficult to count on success. At the same time, the pupil experiences huge mental overload, tk. he does not know whom to believe, whom to follow, he cannot determine and choose the right influences among those authoritative for him. To free him from this overload, to sum up the action of all forces, thereby increasing the influence on the personality, and the principle of the unity of educational influences requires.

Analyzing the problems that a teacher faces in working with parents, I came to the conclusion that all the difficulties stem from the apparent lack of trust, mutual understanding and cooperation between the kindergarten and the families of pupils, as well as insufficient pedagogical competence of parents.

Taking into account the triangle of relationships between the participants in the educational process, I identified two main tasks of the teacher's activity:

Tasks:

1. Establishing cooperative relations with parents and supporting their psychological and pedagogical competence;

2. Establishing relationships of play partnership with children and promoting their successful development in the environment of a preschool institution.

For the coordinated work of the kindergarten and parents, it is also necessary to solve the following tasks:

- Activate and enrich the educational skills of parents.
- Work closely with the families of their pupils.

The teacher also needs to reveal to parents the important aspects of the mental development of the child at each age stage of preschool childhood and recommend appropriate methods of education.

Properly built communication between parents and educators is the key to successful education of a preschooler. The attentive attitude of the teacher to the parent-child relationships allows us to see the complex process of the formation of parental behavior.

The parent-child relationship is essential to understanding the factors that determine a child's development. The first year of the life of parents with a child is decisive. It is during this period that the nature of the future parent-child relationship is laid - will the parent become a close person for the child, with whom one can share joys and sorrows that cause love and respect. A harmonious, emotionally accepting, supportive parental attitude contributes to the formation of a child's trust, interest in the mother's world, and the assimilation of forms of interaction with others.

The vast majority of parents (80%) prefer to raise a child 1.5-2 years old in a kindergarten. Aspects of parents' satisfaction with the conditions of the kindergarten are changing. Family and kindergarten are two public institutions that stand at the origins of our future, but often they do not always have enough mutual understanding, tact, patience to hear and understand each other. The misunderstanding between the family and the kindergarten falls heavily on the child. It is no secret that many parents are only interested in the child's nutrition, they believe that a kindergarten is a place where they only look after children while their parents are at work. And we, teachers, very often experience great difficulties in communicating with parents for this reason.

Pedagogical research shows the selective attitude of parents to various forms of education. So, according to some data, 15% of parents positively evaluate lectures, 40% - the study of materials in sliding folders and parent corners, 60% - parent meetings and 95% prefer individual consultations with specialists.

Traditional parent-teacher meetings in the form of lectures and reports no longer find a response in the soul of parents and do not give the desired result. The idea of the insufficiency of traditional forms of work with parents and the need for targeted education of parents in order to increase their functional literacy and ability to fully cooperate with teachers of an educational institution is realized today by both parents and specialists: teachers, psychologists. The education of parents is understood as the enrichment of knowledge, attitudes and skills necessary for caring for and raising children, harmonizing family relations, fulfilling parental roles in the family and society.

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