The Prospective Nursery Teacher’s Training of Pre-School Establishments for the Educational Interaction with Parents

Inna PEREPELIUK

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Abstract

The paper shows some aspects of professional training in preschool establishments future specialists that are based on forms and methods of training, oriented on pre-school effective cooperation with parents.

Keywords: training, nursery teacher, educational interaction with parents.

Articulation of the issue

The main priority of the prospective nursery teachers’ training of pre-school institutions is to develop skills, abilities and strategies for interaction with the child's family. It is caused by the difficult current economic, social and political conditions and the relation paradigm is changing between teachers as the representatives of the educational system and the parents as representatives of their own child and the defenders of their rights.

The recent issue of the cooperation with the family acquires a new social meaning today. There are highlighted such issues as the interrelation with the teaching staff and parents, the interpersonal cooperation, the approach to the child as a result of joint educational and training efforts and etc. The purpose of interaction with the child’s families should not be limited to the qualitative fulfillment of their social duty as to the child minding, educating and training who now are regarded to see "competitive" and mostly prepared for learning at school. The important matter in cooperation with each family is to help parents to understand and accept modern humanitarian ideas and references that are based on the respect for the child and the concern to the comprehensive development. This approach involves the perception of the child as a unique individual,

1Assistant of the Department of Pedagogy and Psychology of Primary Education, Yuriy Fedkovych Chernivtsi National University, Chernivtsi, Ukraine, i.perepeliuk@chnu.edu.ua.

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recognition of the rights, and the attitude towards them as the subjects of their own needs. This requires from parents the possession of certain knowledge about patterns of child’s development.

At this stage it is important to develop a model of interaction between kindergarten and family on child development to facilitate successful implementation of educational programs and to meet the high demand of the harmonious personality formation. However, declaring such serious changes in the system of pre-school education, pre-school teachers often are not prepared for this task. They need a thorough training that will allow them not only to implement innovative approaches to the education and training of the child, but also to involve parents to this process, to create conditions for the prospective and meaningful cooperation with the family. The above mentioned leads the modern universities seek new forms of prospective nursery teachers training.

The analysis of the recent researches and publications

The problem of the professional pre-school teacher education is the subject of the researches by L. Artemova, G. Byelyenka, K. Byeloyi, A. Bogush, A. Borodich, O. Dragunova, I. Yerofeyeva, M. Kovardakova, N. Lysenko, V. Loginova, M. Mashovets, M. Oliynyk, O. Panko, T. Ponimanska, K. Prakhova, P. Samorukova and others. The researchers clearly show that nursery teacher training profession, in the first place, should meet the requirements of our time, because this is the first educational element, which determines the erudition level and the education of future generation.

The importance of training future teachers to work with parents was described by educational thought classics - A. Makarenko, S. Rusova, V. Sukhomlinsky, K. Ushinsky. Separate aspects of the family relationship and preschool institutions in shaping the child covered in the writings of L. Zahyk, A. Kononko T. Kulikov, N. Lysenko, T. Markova, B. Maishevoyi, L. Ostrovski, N. Pobirchenko V. guard, N. Khymych and others. Some aspects of training future teachers to work with parents reflected in studies by G. Boryn (organizational and pedagogical conditions for training of teachers to work with parents of young children), by T. Zharovtseva (theoretical and methodological principles of the prospective specialists of preschool education training to work difficult families), by A. Zaliznyak (training future educators to work with parents on moral education of preschool children). But in modern literature currently no single holistic coverage of the preparation of future teachers for preschool institutions of various forms of educational interaction with their own parents, parents of general education
and other forms of educational work, improving pedagogical culture of family, strengthening the concept of conscious and responsible parenthood.

The purpose of this paper is to reveal the location of training prospective teachers of pre-schools to cooperate with parents in the educational process of the university; to describe the current needs appropriate forms and methods of teaching students.

The main material

Modernization of the preschool education content, the strategy renewal and the interaction tactics of nursery teachers of preschool institutions with parents requires training teachers of the new generation of high professional culture and creativity, generally educative, which has fundamental humanitarian direction and scientific and research preparation who is capable to create and seeks to the constant self-improvement. That is why, in Ukraine the processes formation system of multilevel continuous pedagogical education was modified which would allow forming the network of professional institutions for training competitive specialists. The main creation purposes that was determined for such educational and professional system are, firstly, the organization of specialists creative activity, the creation of flexible conditions for its reorientation in accordance with changes in socio cultural environment, providing clear quantity correlation for trained specialists with the labor market needs; secondly, the formation of interpersonal qualities (professional characteristics, way of thinking, the level of culture, intellectual development, etc.), that allows to some extent solving the staffing problem, the implementation of new technologies, the modernization of the educational process by the expansion of positive experience through worldwide system of training professional teachers, and the international expansion of cooperation (Fitsula, 2000).

In Ukraine, the training of nursery teachers focuses on the State standard of higher education, consisting of educational qualification characteristics and educational and professional training program of the special branch. "State education standard is a set of rules and regulations that determines the state requirements for education of individuals at different levels of education and state guarantees in its achieving by the citizens" (Law on Higher Education, 2015).

According to the normative document, after four years of study in higher education in the specialty "Preschool Education" graduate gains the level of higher education "Bachelor" in the specialty "Nursery teacher". Preschool teacher is the organizer and leader of educational process in
preschool education. The activity he/she performs is called teaching that the scientific literature is interpreted as "a special kind of social activity that involves the transfer of older generations to younger accumulated by mankind the culture and experience, creating conditions for their personal development and training to perform certain social roles in the society" (Oleynik, 2015).

The content of prospective nursery teachers education in higher institutions is defined by the educational program that is crucial for the development of teaching and methodological process of specialists training in specialty "Preschool education" i.e. curriculum design, the content of lectures and seminars, the development of problematic tasks for the independent work, tests diagnosis of student’s achievement, the content of teaching practice in kindergarten.

The educational program is a national normative document, which defines the normative content of education, establishes the requirements for the content, quantity and level of education and professional training of preschool education. This standard is used in the development of quality test level of education and professional training; the system of higher education, adjusting curricula; determining the content in the system of re-training and advanced training.

The content of students’ teaching of higher education in "Bachelor" by the specialty "Preschool Education" is divided into normative and selective part. In particular, the regulatory part involves the mastery of knowledge and skills of fundamental sciences, humanitarian, professional-oriented and practical skills that are required for mastering by the prospective nursery teachers. The sample of the teaching profession content recommends courses for learning subjects and objects designed to meet their need in specific specialization specialists and the needs of the student and include courses which are chosen by the student and the chosen discipline of higher education. As for the training of the future nursery teachers to work with the family, it is known that in the traditional system of training teachers it is observed, on the one hand, the duplication of learning content from a variety of disciplines: psychology (sex, educational, differentiated), education (general, comparative, social) history of Ukraine; cultural studies; sociology and etc. Thus, almost all courses deal with general issues of family and family relationships. On the other hand it is almost not practiced by many professional skills, because of the training time lack. The issue in solving the problem is to study the family and family education not autonomous, but in a single system based on semantic interaction between teachers by coordinating their efforts.
The preparation of the future nursery teacher to training interaction with parents today, is one of the most important problems arising in preschool education. According to L. Bayborodov the interaction of teachers and family is focused process, which resulted in favorable conditions for child’s development. The higher the level of cooperation and the more successfully the problem of raising children are solved (Bayborodova, 2003). In her opinion, the main characteristics of interaction are: mutual learning, understanding, relationship, interinfluence.

In the scientific and educational literature on the issue of educational forces unification is used the following synonymous number i.e. "kindergarten work with the family," "collaboration," "cooperation," "common activity", "collaboration", "interaction".

We suppose that the category of "interaction" is the most closely focused process of mutual influence of both preschool and family, which facilitates the successful implementation of their educational opportunities. "Interaction is a way of organizing common activity which is based on the social perception and communication" (Busel, 2004). The principal characteristics of these interactions are the equality in dialogue and the partnership in common activities.

Solving the problem of the prospective nursery teacher readiness formation to pedagogical interaction with parents is connected with the showing notion of "educational cooperation", where accumulated teaching scientific knowledge is focused. The concept "readiness of the prospective teacher to pedagogical interaction" finds its meaningful reflection through the term "educational interaction" which as a concept has a specific semantic message. The analysis of psychological and educational literature showed that the study and systematization of various aspects of interaction between parent and teacher surrounding and its forms analyzes were dedicated works by A. Aleksyuk, A. Bondar, M. Gryshchenko. The interaction of family and school within the parents’ education system was studied by Z. Zaytsev, V. Postovyi, O. Khrom and etc. The problem of family education was investigated by Yu. Azarov, T. Alekseyenko, I. Bekh, M. Eyvtukh A. Makarenko, M. Stelmakhovych, V. Sukhomlynskyi.

In the education science the concepts "educational cooperation" is defined as a direct or indirect impact of this process on each other, creating their mutual conditionality and communication, which acts as an integrating factor of educational process that promotes the personal appearance of innovation in each object of such process. Yu. Verkhoturova understands the teaching interaction as a subject contact aimed at the development of the very child, which has consequently mutual behavior change, activity and relationship of the participants (Verkhoturova, 2008).
So, pedagogical interaction between teacher and parents is a common action of teachers and parents in the upbringing of the child, sharing thoughts, feelings, experiences and hopes that provided equal and trusting relationships becoming the cooperation. The collaboration involves interrelated actions of individuals to achieve common goals of mutual benefit to the cooperating parties. The gratitude arises through the interaction, the need in communication, the desire to compromise. However, the important aspect of successful cooperation is not just systematic communication between individuals, but creation of the interaction based on partnership. The partnership includes the concerted actions of common cause (Busel, 2004).

In our opinion, the personality formation of the prospective, XXI century nursery teacher to work with parents and to train pre-school children there are two main aspects i.e. cultural and professional. The cultural teacher is not an example of formal noble etiquette and intelligent person with the highest spiritual essence of creative and humane way of global consciousness sense. An important task that we consider is the formation of professional culture in the future nursery teacher, with the ability to be familiar with today constantly changing educational environment, which could be responsible to make the choice, control ratio of readiness in educational activity with the needs of society. Under the professional culture, we mean the degree of profession mastery, i.e. ways and methods of solving professional problems based on the formation of personality spiritual culture.

The direct interaction between nursery teachers and parents relies upon the study of family by the teachers and the usage of methods to influence each subject: the method of persuasion, opinions exchange, advice, explanation, expressing the thoughts, opinions, arguments, suggestion; method of practice: the personal example of the teacher, parents request, charge, instruction, demonstration, practical elements of the training, modeling and playing educational situations; a method of assessment: praise, gratitude, comments, encourage.

The study of raising a child in the family contribute such methods of the profound research as documentary method, indirect methods of studying the family (questionnaires, tests, surveys of parents); methods of direct study (systematic observation, interview questions), the method of independent characteristics generalization.

The problem of prospective teachers training to work with of preschool children’s parents also requires knowledge about the search work forms both with children and their parents.
The forms of teachers’ cooperation with parents can be either collective (pedagogical knowledge university, teacher-parent meetings, conferences, individual meetings with parents, "round table" meetings, the evening of questions and answers, parents' committee meetings, open houses, workshops, the creation of parent advisers, joint holidays, sports and leisure on weekends, etc.), and individual (introductory survey of previous visits to parents with children of pre-school, consultations, teachers’ visiting children’s home, telephone talks, conversation, etc.), group (consultations, mutual assist clubs, school of young parents, hobby groups, evenings of questions and answers, meet interesting people), clearly-written (parental corners, topical stands, screens, tablets, folder-shifting, classified ads, fact sheets, surveys, informal letters, family newspapers, educational library) and visual-information (exhibiting paintings, tape recordings of conversations with preschoolers, video clips of different activities, advertising books, publications in periodicals, throughout the Internet on issues of family care). We believe that positive results in children’s education can be achieved by the skillful combination of collective and individual forms of teachers with parents. Parents’ education should have dedicated purpose. In the modern educational practice the priority is in differentiation the centered approach to parents and preschoolers.

Thus, the successful problems solution of preschool children education is possible only via the interaction of the joint efforts of teachers and parents, harmonization of relations. Therefore, the prospective specialists of preschool education need to obtain the knowledge and skills that will enable parents to work purposefully, consistently and systematically.

To acquire these skills and abilities, it is important to integrate the content of subjects various themes related to the problems of family functioning and work with parents, selection methods and forms of teaching in higher educational establishment. The following topics are obligatory i.e. the history of family education; individual approaches to breeding a child in different types of families. The domestic conflicts mechanisms and prevention; the cooperation between pre-schools and families in the education of children; pedagogical communication is the basis for humane relations of teachers and parents; pre-school and family interaction i.e. main directions and tasks; improvement of pre-school and the family: content, conditions and provided directions; innovative forms of cooperation with parents; role-playing game "Visiting family"; modern methods of studying the family; comparative characteristic of educational process patterns for parents; school of young parents (Role Playing Game).

Traditional universities are such basic forms and methods of teaching: lectures, seminars, laboratory work, workshops and group sessions,
group exercises, special and functional games, theoretical (scientific and practical) conferences, tests (classes), consultations, essays, personal control of the interview, self-studying, practical training and practice, course work (projects, tasks) final qualifying.

One of the effective methods to enhance the learning process is considered problematic method of presentation. This approach is similar to a lecture dialogue, teaching simulates the research process (first put forward several basic premises of the topic lecture, the presentation is based on the principle of self-analysis and generalization of students learning material). Lectures as indicative and directed vectors of the student’s learning activity and self-study as the main means of self-identity and accumulation of the information underlie the training of future nursery teachers. Using the media, if to be exact the slide lectures in teaching, the combination of texts with illustrations, various animations, audio or videos can solve this problem. Animation and videos gave an opportunity to present information in the form of images; it reduced the need for intermediate "recoding" delaying thinking, but increases performance and perception. Slide lecture by changing vivid impressions of what we saw on the screen, can hold students’ attention during the whole lecture. Seminar (from the Latin seminarium - knowledge nursery) is one of the main methods of discussion teaching material in high school. Seminars are conducted in the most difficult issues (topics sections) of the training programs for the profound study of the discipline, teaching prospective nursery teachers preschool skills of independent search and analysis of educational information, formation and development of scientific thinking, the ability to actively participate in the creative discussions, do the right conclusions, teach thematic and defend the view and methodically correctly to teach. Along with lectures and seminars there are held practical workshops, helping future nursery teachers to organize, consolidate and deepen the theoretical knowledge; teach them methods of solving practical problems, and etc. Conducting seminars and workshops is aimed at developing the active mental activity of students, formation of professional qualities and skills, improving readiness for prospective teachers to work with parents of preschool children.

One type of the future nursery teachers’ independent practice is the laboratory studies, which, thanks to the experiments, deepen and strengthen their theoretical knowledge and skills, form the primary organization, planning and researching, including the problems of interaction between preschools and family.

Practically important is the task of independent and individual research that promotes creative activity of the students in the classroom, profound study of the program material. Students are offered different types
of tasks which promotes creativity, identify individual abilities, forming opinions, raising the level of professional competence, through the preparing the papers of scientific sources, which reveals the role of the family in the upbringing the younger generation; to interview parents (indicating the type of family) about their strategy of raising children in the family; create a family tree of the family; make rules of interaction with parents; develop content consultation for parents with issues of family education; develop a scenario of non-traditional forms of teacher’s work with parents; prepare your own model of parents’ education and etc.

Conclusions

Thus, the professional formation of the prospective nursery teacher of preschool children in the process of preparation in high school involves not only mastering the certain amount of knowledge and skills, but also the personal self-improvement, formation of professional positions and bring such qualities as competitiveness, initiative, creativity, communicativeness, tact, critical thinking, etc., that is essential to work effectively with parents. Modern education requires professionals in preschool profile of the new generation with competively suitable European or world level skills to achieve a common goal that is the formation of harmoniously developed personality. Therefore, it is necessary to radically upgrade the technology of their preparation for independent educational activity and educational interaction with parents at the appropriate level.

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