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## Organizing of developing “parent - child” cooperation in process of preschoolers’ growth and upbringing

In modern day society, conception of human abilities, potential and aims is changing. A new vision of capabilities and essence of humanity as a whole is born, a new view on human nature as a unified, complex system is formed, the basic terms of pedagogy – education, upbringing, and development – broaden.

Education in pedagogic conceptions is first of all referred to as “actualization of humane in a human being” (Bityanova M.R.) [3], which is only possible in a dialogue between a parent and a child, or a tutor and a pupil. Such approach supposes modeling an education system in which the main role is given to creating conditions for cooperation between the subjects of educational process,

directed on developing value-sense area of personality, instead of traditional translation of knowledge, skills, values, morals, etc. The nature of developing cooperation has been researched by the best representatives of our native humane knowledge (Sh.A. Amonashvili, M.M. Bahtin, L.S. Vigotski, S.L. Rubinshtein, V.V. Rubtsov, G.A. Tsukerman) [1, 2, 4, 8, 9, 10].

Preschool pedagogy gives “child – adult” community a special role in the space of developing cooperation. Preschool age is a very important period in formation and development of personality, when basic personality attributes necessary for self-implementation in any kind of practice are manufactured. A certain level of independence, creative activities along with the experience of solving certain mental and practical problems appear at this period. Other than that, social skills such as bearing other’s opinion in mind, entering a cooperation, being insistent in reaching one’s goals develop too. V.T. Kudryavtsev [6] in his research considers the “child adult” community as an educational process polysubject in which polyphonic relations, implying cooperative and equal universalization of child’s and adult’s abilities in cooperative activity, establish. Thereby, cooperating with valued adults is an important environment factor of child’s development, which allows acquiring communicative flexibility of thought, which, in its turn, provides openness to the outer world, and it means ability to cognate and discover too.

An important role in developing a “child – adult” community is given to family, which is the main and most natural habitat for a child. Family features as an educational factor are described in works of O.L. Zvereva, T.A. Kulikova [5, 7] and others. Family in these authors’ researches is presented as a small group which corresponds to requirements of gradual joining to social life and phased broadening of purview and experience. The saying “everything starts in the family” describes the way of gaining elementary values and points of human existence with surprising accuracy.



Modern preschool science emphasizes the priority of family in upbringing, which is revealed in variety of forms of cooperation and in diapason of values that child assimilates. However, as psychological-pedagogic researches show, not all families realize the whole complex of developing cooperation with a child. The reasons differ: parental incompetence, passive position towards their own child, or over up rated requirements to education establishments. All of these cases require qualified pedagogic help which means increasing forms of cooperation between education and family based on principles of accompanying and supporting parents.

Distinguishing feature of extra preschool education is constant presence of parents together with the child. That leads to expansion of "teacher – child" developing space into that of "teacher – child – parent". Mastering this polysubject space implies using innovative forms of organizing cooperation between education establishment and family.

Taking into account the features and capabilities of extra education system, a special laboratory for working with parents was created in the Children and Youth Creative Activity Center "The City of Joy". The laboratory was set up for creating "adult – child" developing space in establishments of extra education. Projective approach lies in the basis of laboratory activity. Using projects in the educational process allows providing integration of different order not only in it's subject areas, but also in the activity of all subjects of educational process (teacher – child – parent) and other.

Several main directions in laboratory work have been chosen. They are: psycho-pedagogic consulting on education problems, upbringing and development of a child, organizing collective creative activity with parents and children, involving parents into realization of child's individual educational route in extra education establishment, designing educational projects for parents, organizing practical work, round tables and express-conferences.

So, for example, realization of project "The walking one will manage the road", according to pedagogue-psychologist N.S. Shamaeva, suggests organizing psycho-pedagogic classes for parents aimed at forming and developing skills of cooperation with children and working out a position towards child's problems. The work of discussion club "Children and parents: together or apart?" helps overcome certain educational barriers, appearing in the family. Designing and realization of childrens' and parents' co-projects in "Create, invent, try out" creative workshop allows to strengthen the connection between different generations in family, creating conditions for expanding communicative space between teachers, children, providing not only saturation of social environment with emotionally valuable events, but also living these events together with close adults.

Parents involvement causes interest for discovering their selves and their children in them, heightens their cultural competence in up bringing a preschooler, due to which they become a real subject in education process, no the declared one.

To trace efficiency of laboratory methods and forms of activity, a package of diagnostic methods is being developed. Results of tests on parents show that organizing



laboratory invoked their activity in educating space of extra education establishment, their competence in psychology and pedagogy increased significantly. Besides, creative co-activity in teacher - child – parent triad allows integration of different order in “nearest development” zones of both child and parent. Hereby system work with parents is one of the most important directions in upbringing of preschoolers in extra education establishments.

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