



DOI: 10.1515/cpp-2017-0063

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## PRE-SCHOOL EDUCATIONAL INSTITUTIONS AND FAMILY INTERACTION IN THE SYSTEM OF PRE-SCHOOL EDUCATION IN UKRAINE AND POLAND

### ABSTRACT

*The problem of the relationship between a child's institution and a family that acquires a new social significance has been considered. It has been defined that for the current level and pace of civilization development, cooperation with the pupils' families goes beyond the educators' implementation of the traditional social order for supervision, education and training of children. Parents themselves show an increasing desire not to passively observe the process of raising their child in a preschool institution, but to be an active participant. The cooperation of parents and educators as partners in the child's upbringing is a stable and expressive tendency of modern preschool functioning. It has been substantiated that modern teachers of pre-school establishments need a thorough preparation that will allow them not only to implement innovative approaches to the education and child's upbringing, but also to involve parents in this process, create conditions for fruitful constructive cooperation with the family. Polish experience can serve as an important source for future teachers to prepare for cooperation with the child's family on a qualitatively new level. In Poland there are peculiar standards of good quality work of kindergarten, including fruitful cooperation between parents and teachers. Integration of a kindergarten with the child's home is a necessity of modern preschool education in the context of caring for a child. It has been established that the use of the "partnership" concept, which means social intercourse based on the equality and voluntariness of partners, is traditionally used in relation to the work of a pre-school institution with parents in Poland. The conditions of the partnership of a preschool institution and a family in the child's upbringing have been revealed, its basic principles (mutual trust, mutual recognition of rights and competence, integration of actions, mutual loyalty) have been analyzed.*

**Keywords:** *interaction of preschool institution and family in the child's upbringing, partnership, partnership principles, pedagogical interaction.*

### INTRODUCTION

Modern preschool institutions are opened to parents, children and the society. The kin and a preschool educational establishment are two public institutions that lay the foundation for the future of the child. They have one goal – to educate a healthy, socially adapted, fully developed person with a high intellectual, creative and spiritual potential.

The problem of the relationship between a child's institution and a family remains relevant at any stage of society development. At the same time, it acquires a new social sound. Nowadays cooperation with the families of the pupils goes beyond the educators' implementation of the traditional social order for the supervision, education and training of children. Parents themselves show an increasing desire not to passively observe the process



of raising their child in a preschool institution, but to be an active participant. The cooperation of parents and educators as partners in the child's upbringing is the tendency that becomes stable and more significant.

Therefore, one of the priority directions of training future educators of pre-school educational institutions should be the formation of their readiness to establish interaction with the child's family on a partnership basis. Modern teachers of pre-school establishments need a thorough preparation that will allow them not only to implement innovative approaches to the training and upbringing of the child, but also to involve parents in this process, create conditions for favorable functional cooperation with the family.

Ideas and foreign countries practice may become important ground for the readiness of the educator to cooperate with the child's family on a significantly new level. In this perspective, the appeal to the Republic of Poland experience is justified as it is one of the closest states in terms of geographical location, culture, centuries-long historical ties and Slavic mentality. Due to the cooperation between our countries in the field of pedagogical science and practice, the experience of Poland is accessible; it is actively studied and today has already been presented with an essential scientific output.

#### THE AIM OF THE STUDY

The aim of the article is to study, from the perspective of systemic and comparative approach, Polish experience of organizing family and preschool educational institutions cooperation in the child's upbringing and to determine the possibilities of its application in Ukraine to ensure quality interaction of educators and parents in Ukrainian pre-school institutions.

#### THEORETICAL FRAMEWORK AND RESEARCH METHODS

Various functioning aspects of the education in Poland are shown in studies by M. Babiash, L. Hrynevych, E. Lodzińska, O. Lyashenko, V. Pasichnyk, F. Schlosser, A. Vasylyuk. The proceedings of O. Lugina, M. Oliynyk, V. Pasichnyk, A. Wilczowska, E. Wilczowski and others are devoted to the actual pre-school education and training of specialists in this field. It should be noted that recently the number of various works oriented towards the Polish direction has significantly increased. However, as our bibliographic analysis has shown, the issue of the interaction of a family and a preschool institution in Poland has not yet been highlighted in the Ukrainian pedagogical literature.

The research included comparative and contrastive methods of predictive and interpretive analysis with the aim of studying and comparing the experience of family and preschool educational institutions organization in the practice of the Republic of Poland preschool education and the possibilities of its creative use in the education system of modern Ukraine.

#### RESULTS

To understand the essence of the raised issue, it is important to characterize, in general terms, the pre-school education in Poland and Ukraine with the definition of common and different features. An interesting study in this sense is the work of a Polish teacher F. Andrushkevych, presenting a comparative analysis of the transformational processes in the education of Poland and Ukraine (Andrushkevych, 2011). Here are some aspects of this analysis to understand the starting conditions of the preschool education in Poland and Ukraine.

Thus, the researcher emphasizes that the basis of the Polish educational reform is the principles of a democratic system of education, which characterizes the specifics of the country, and is shown in the "On the system of education" Law, adopted in 1991 by the



Seim of the Republic of Poland. In particular, this law establishes the school system structure, which includes pre-school institutions (including special schools), primary schools, gymnasiums, post-gymnasium schools with integration departments, lyceums, as well as special schools, sports and Olympic reserves, art schools; educational establishments, institutions of extracurricular activities, continuing education institutions; psychological and pedagogical consultations and other specialized consultations; schools (including special) for children and youth; establishments that provide the tutelage and education for students outside the place of permanent residence; voluntary labor detachments aimed at teaching and educating their participants; institutions of teaching and improving teachers; pedagogical libraries (Ministerstwo Edukacji Narodowej, 2001).

Ukrainian researchers of Polish education A. Vasyliuk and L. Hrynevych draw their attention to the emergence of a large number of state programs and various innovative teaching methods in the process of reforming the educational system in Poland. In order to ensure a common standard of education, the Polish Ministry of Public Education (MNO) established an independent mechanism for its evaluation through the preparation and conduct of exams by nine new state institutions, i.e. the Central and District Examining Committees (Hrynevych, 2004; Vasyliuk, 2002).

It should be specified that school education in Poland is largely similar to ours. The system of secondary education in Poland is divided into the following stages: kindergartens, Elementary School, gymnasia, secondary school (general lyceums, professional lyceums, technical schools). Our study focuses on pre-school education.

Both in Poland and Ukraine, there are state and private kindergartens. State kindergartens are for children aged 3 to 5 years old (in exceptional cases children under the age of 2.5 may also be admitted). Pre-schools do not only provide the guardianship and education, the childcare while the parents are at work, but also promote social (contact with peers in the group) and intellectual development of children (educational activities). Public and private kindergartens offer a broad educational program: creative development, language learning, dancing, rhythm, etc. Some part of the classes is included in the main educational program, another part is additional and paid courses. Nursery schools are administered by local authorities, which determine the free of charge stay period in the institution (5 hours) and the number of hours that should be additionally paid by parents if the child stays more than 5 hours (Lugina, 2013).

It is known that kindergartens are officially free in Ukraine. The level of personnel and material provision of kindergartens is quite high, as the state pays much attention to this area (Hrynevych, 2004). Here we have common features. The last period of stay in a kindergarten in Poland is the preparation of children for school, so it is mandatory, unlike our country. Classes, called “zero”, are intended for children who will begin their first grade the next school year. Zero classes that prepare children for admission to school, namely: to write, to read, to count, can be organized in kindergartens and elementary schools.

By 2014, a six-year-old child had to go either to zero, or to grade 1, and from September 1, 2014–15, all children in the age of six began to study in the first class. There are no zero classes in our country. Senior groups in the kindergarten are engaged in preparing children for school. They teach reading and writing elements.

Common for preschool education systems of the investigated countries is the use of the education notion, considered as a consciously organized activity, the purpose of which is the disclosure of the pupils' abilities, the formation of a moral and spiritual life competent personality, which is successfully implemented in the society as a citizen, family, and professional.



The cooperation between the child welfare institution and the family is a common feature for Poland and Ukraine. Such activities are extremely important for the upbringing and education of children. The process of cooperation is very complicated, as preschool workers must know and understand the characteristics of each family, know all the approaches and methods of breeding used by parents at home. Parents in their turn should be responsible for all measures that take place in a preschool institution. It concerns not only calendar holidays, but also various parent and child workshops, round tables, meetings with preschool workers. Effective cooperation between parents and preschool institutions is a step towards successful future activity of the child.

It should be noted that the issue of educators and parents cooperation in this country has long been regulated by normative provisions, which date back to the 30s of the 20<sup>th</sup> century. The need for cooperation between educational institutions and the immediate environment of the child was also highlighted in the “Report on the Status of Education in the Polish National Republic” (1973), which, referred to the need for parents to take interest in what was happening in children's institutions and to encourage them to solve most problems jointly. The relevance of the issue has not disappeared at the turn of the 20<sup>th</sup> and 21<sup>st</sup> centuries, when cooperation between educators and parents is determined by the decisive criterion of the quality and efficiency of the kindergartens functioning.

During the direct acquaintance with the upbringing practice in pre-school institutions in Poland and as a result of the scientific literature analysis, we have found out that, unlike the Ukrainian vocabulary (work with parents, cooperation with the family, interaction, etc.), traditional for Polish usage is the implementation of the “partnership” concept.

In general terms, a partnership is “a kind of interrelation between units or groups that is based on the compatibility of actions and goals and on the equality principles, loyalty, mutual responsibility and assistance” (Okoń, 2001). Such a definition is presented by V. Okoń (2001), emphasizing that “partnership manifests itself in the dedicated cooperation effort with another individual or group without the avoidance of orders and instructions” (Okoń, 2001).

M. Łobocki (1985) emphasizes that partnership is a social relationship based on the equality and voluntariness of partners “... for their equal participation in decision-making” (Łobocki, 1985).

In the pedagogical context, the partnership, according to J. Kujawinski (1990), is “... bilateral educational support, based on the fact that each participant in educational cooperation acts both as a supplier and a recipient of educational assistance, depending on needs and opportunities separately taken by the participants of the cooperation” (Kujawinski, 1990).

The partnership, as A. Jacewicz and J. Radzewicz are convinced, can be mentioned when the following conditions are fulfilled: the partnership comprises at least two people; partnership should be based on acceptance (adaptation), mutual trust and support among individuals; partners must integrate shared values and goals; partners must be considerate, friendly, and mutually supportive in different true life situations (Jacewicz, 2013).

Cooperation and partnership are grounded on the desire to reach the common goal, which in the pre-school education is a constant enrichment of the child's personality and care for his/her harmonious development. “Where there is no desire to reach a common goal, there is no partnership,” A. Maszke warns (Maszke, 2002). Implementation of the partnership issue in the preschool education will be possible, according to the researcher,



under the following five principles: 1) mutual trust; 2) mutual recognition of rights and competence; 3) community actions (integration of actions); 4) mutual loyalty; 5) exchange of information (Maszke, 2002).

According to M. Łobocki, cooperation between educators and parents will be successful if these two partners adhere to the following five fundamental principles: 1) positive motivation, 2) multilateral information exchange, 3) partnership, 4) influence unity, 5) active and systematic cooperation (Łobocki, 1985).

An analysis of the principles content that improves pre-school education with partner participation of parents leads to the conclusion that in realizing the idea of partnership it is important to remember that the purpose and activities of the community must be based on mutual trust, loyalty, respect and recognition of the partner rights. In addition, the need to achieve a common goal requires from the educational partners not only the unity and conscientiousness in all pedagogical procedures, but also an educational dialogue that enables the provision and exchange of information about the child. Dialogue should take place in an atmosphere of freedom, tolerance of respect for a partner, and most importantly, it must arise from the need to talk about what is happening to the child, the desire to overcome difficulties he/she encounters in different situations of daily life.

As noted above, the term “partnership” is popular with regard to the cooperation of the pre-school institution and the parents of a child. In the analysis of the domestic psychological and pedagogical literature, we define the content of the “interaction” concept. Interaction, in our opinion, most fully and substantially reflects the process of purposeful mutual influence of preschool educational institutions and families on each other, which in the end contributes to a more successful implementation of their educational opportunities. The starting point for the analysis of the “pedagogical interaction” concept is the comprehension of “interaction” concept, which is the part of the conceptual net of philosophy, psychology, social psychology, and pedagogy. This concept has become the status of the high-level generalization interdisciplinary category, since it captures significance and scope in each scientific discipline.

The thesaurus of contemporary Ukrainian language shows the following definition: “Interaction is a mutual connection of phenomena” (Zabiyaka, 2007).

In a broad sense, interaction is a relationship between objects in action, a concerted action between somebody; one of the forms of the relationship between phenomena, the essence of which is the feedback effect of one subject (phenomenon) on others; it occurs in space and time and is specific to each form of matter motion. In a society, interconnections have different bases and many different shades, which depend on the personal qualities of individuals entering interrelation. Interaction is manifested in the form of contacts of two or more people, the result of which is the mutual changes in the behavior of subjects, activities, relationships, guidelines; interdependent individual actions that are related to cyclic causative dependence.

In pedagogical science, the concept of “pedagogical interaction” is defined as the direct or indirect subjects’ influence of this process on one another, which gives rise to their mutual conditionality and connection, which act as an integrative factor in the pedagogical process and promote the emergence of personality neoplasms in each subject of this process.

Yu. Verhoturova understands pedagogical interaction as the contact of subjects, aimed at the development of the child’s personality, which has in consequence the mutual changes in behavior, activities and relations of participants (Verhoturova, 2008).



L. Velytchenko interprets “pedagogical interaction” as the joint activity element of the interacting parties (Velytchenko, 2005). In his opinion, the participation in the pedagogical interaction forms the corresponding qualities of the individual i.e. “contribution” to another person in the form of action, behavior, conduction that returns to the active individual in the form of a corresponding quality i.e. an effective behavioral pattern having a personal meaning for the individual. The author proposed the following principles of pedagogical interaction:

- attributiveness (interaction reproduces the essential features of the system within its implementation);
- predicativeness (pedagogical interaction is a personally active way of implementing the pedagogical process);
- functional system (pedagogical interaction is functional, synthetic basis of the pedagogical process);
- congruency (pedagogical interaction is based on the mutual correspondence of teachers and students’ activities in the regulatory and executive aspects) (Velytchenko, 2005).

The interaction between the teacher and parents is aimed at creating a single educational field, a single social sphere, where the highest values are the basis of life, a decent person. The family occupies a central place in the child’s upbringing, plays a major role in shaping the outlook and moral norms of the child’s behavior. The main task of the teacher in the organization of interaction with parents is to intensify the pedagogical, educational activities of the family, to give it a purposeful, socially significant character. Relations between all participants in the educational process, positive life examples and spiritual values contribute to the formation of the individual. A great social significance is played by purposeful communication with the family.

The main condition for the interaction of preschool educational institutions and the family is a complete understanding of the functions and content of each other’s activities. In order to understand each other and present the image of educational opportunities, they could establish real actions of mutual help, report on why this is done and clearly introduce the task of education, means and the final result. Mostly the family passes the baton of breeding to the educational institution, thus refusing from the process of child’s upbringing as an individual. Meanwhile, in the personal formation of the child, both sides must participate, with full mutual understanding and assistance.

There are many new forms of work within pre-school institutions in Poland, in particular: the method of projects or design, the creation of a room for meetings with parents, equipment for children and parents, the constant publication of articles and separate publications to help parents, parents involvement in preparation and conducting various kinds of activities with children, holding family holidays and birthdays, meetings with doctors, psychologists, teachers, politicians who study the problems of a preschool institution, arranging at home the place for child creativity, homework, etc.

The creative forms of work with parents, involving children, other teachers and workers of the preschool institution, are becoming widespread. Parents are not only interested in watching the child, but also in trying a new role, for example, participation in creative and didactic games, theatrical performances, sports competitions, competitions, clubs of interests meetings, recitation of poems, etc.

The forms of interaction between a pre-school institution and a family, based on traditions of trusting relationships, are inherent in Polish pre-school practice and can be introduced into the educational process of preschool institutions in Ukraine.



## CONCLUSIONS

Therefore, having made the analysis of the Polish and Ukrainian systems of pre-school education, in particular the pedagogical interaction of educators with parents, we can state that these are the joint actions of teachers and families in the upbringing of the child, the exchange of thoughts, feelings, experiences and expectations, which, subject to trusting and equal relationships, turn into co-operation. Cooperation involves interrelated actions of individuals aimed at achieving common goals for mutual benefit of the interacting parties. In the process of cooperation there is a sense of gratitude, need for communication, the desire to give in, and so on. However, an important aspect of successful cooperation is not just the systematic communication between subjects, but the creation of cooperation on the basis of partnership, which involves coordinated actions of participants in the common activity.

The conducted study does not involve all aspects of the issue of organizing pedagogical interaction between pre-school educational institutions and parents. The further development requires the preparation of specialists for the organization of parental education and training pedagogical staff for families' cooperation.

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