

# DESIGNING ORGANIZATIONAL AND METHODOLOGICAL SUPPORT FOR PEDAGOGICAL EDUCATION OF PARENTS IN THE CONDITIONS OF PRE-EDUCATIONAL INSTITUTIONS

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## Abstract

The article reveals theoretical and methodological approaches to the design of organizational and methodological support for pedagogical education of parents in the context of a preschool educational organization (PEO). The key areas, forms and methods of education, as well as pedagogical conditions for effective interaction are presented. A model of organizational and methodological support with the identification of stages, content and expected results has been developed. Practical recommendations for the implementation of the system of interaction with parents are proposed. The material is addressed to preschool education specialists.

**Keywords:** Preschool education, pedagogical education, parents, interaction, methodological support, design, innovative forms.

## Introduction

The modern educational situation requires rethinking the format of work with the family, where pedagogical education of parents is the most important resource for the socialization of the child. However, many PEOs still function within the framework of outdated methods, which reduces the effectiveness of interaction and does not contribute to the development of parental competence. Therefore, the design of organizational and methodological support requires scientific validity and the inclusion of modern educational technologies.

## Theoretical foundations of pedagogical education of parents

Pedagogical education is a targeted activity to transfer to parents the knowledge and skills necessary for raising a child, as well as the formation of a positive educational position. Educational activities are based on several methodological approaches:

**Table 1. Methodological approaches to pedagogical education of parents**

| Approach            | Contents                                                                                 | Practical implementation                     |
|---------------------|------------------------------------------------------------------------------------------|----------------------------------------------|
| Personally-oriented | Taking into account the individuality of the family and the characteristics of the child | Individual consultations, family cases       |
| Cultural            | Involving national traditions, customs and values                                        | Thematic meetings, holidays, master classes  |
| Competency-based    | Developing pedagogical knowledge and skills in parents                                   | Trainings, workshops, informational booklets |

These approaches do not exclude each other, but complement and strengthen the system of interaction. According to the works of Selivanova N.L., Danilina M.V., Yudina E.G., only in conditions of equal partnership between teachers and parents is it possible to effectively raise a child.

## Analysis of the current state of work with parents in preschool educational institutions

The results of monitoring (for 30 preschool educational institutions) revealed the following problems:

**Table 2. Analysis of the state of pedagogical education of parents**

| Problem areas                            | Number of preschool educational institutions (out of 30) | Percentage |
|------------------------------------------|----------------------------------------------------------|------------|
| Lack of a unified program of interaction | 18                                                       | 60%        |
| Low activity of parents                  | 22                                                       | 73%        |
| Lack of methodological materials         | 16                                                       | 53%        |

Interaction is most often limited to formal information that does not involve parents in the educational process.

## Comparative analysis of forms of education

**Table 3. Comparison of traditional and innovative forms of parental education**

| Criteria              | Traditional forms                   | Innovative forms                        |
|-----------------------|-------------------------------------|-----------------------------------------|
| Form of submission    | Lectures, meetings                  | Master classes, case studies            |
| Level of interaction  | One-way transmission of information | Dialogue, joint activities              |
| Motivation of parents | Low                                 | Average and high                        |
| Tools                 | Printed materials                   | Digital platforms, online consultations |
| Efficiency            | Limited                             | Above average                           |

## Model for designing organizational and methodological support

The model includes the following components:

- 1. Target component** — defining goals, objectives and expected results.
- 2. Content component** — selecting forms and topics of events.
- 3. Organizational component** — distribution of functions, participation of families.
- 4. Methodological component** — preparation of materials, digital resources.
- 5. Evaluation and performance component** — diagnostics, feedback.

**Table 4. Stages of model implementation**

| Stage                | Contents                            | Tools                                      |
|----------------------|-------------------------------------|--------------------------------------------|
| Diagnostic           | Determining the needs of parents    | Polls, questionnaires, interviews          |
| Design               | Developing a plan and content       | Program designer, manuals                  |
| Implementation       | Implementing educational activities | Interactive forms, online platforms        |
| Reflexive-analytical | Analysis of results, adjustments    | Feedback analysis, comparative diagnostics |

## Practical recommendations

1. Create flexible educational programs taking into account the socio-cultural context of each family.

2. Use digital forms of interaction: instant messengers, online conferences, interactive longreads.
3. Involve parents as co-authors of the process - through joint classes, master classes, clubs.
4. Regularly evaluate the effectiveness of events using questionnaires, focus groups, feedback.
5. Develop teachers' competencies in the field of communication with families and parental coaching.

## Conclusion

Designing organizational and methodological support requires a systematic approach, synthesis of theoretical knowledge and practical tools. The developed model allows you to build an effective, scientifically sound system of pedagogical education of parents, based on partnership, innovation and openness.

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