



Moscow state pedagogical University

Code and field of study: 44.04.02

Psychological and pedagogical education

Master's degree program: Organization of pre-school education

Master's thesis

# INTERACTION WITH PARENTS IN PREPARING CHILDREN FOR SCHOOL IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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# INTRODUCTION

- **The problem of the study:** what are the effective ways to prepare parents in preparing children for school?
- **Object of research:** pedagogical competence of parents in the preparation of children for school.
- **Subject of research:** the process of preparing parents to prepare children for school.

# INTRODUCTION

**Hypothesis of the study:** the formation of pedagogical competence of parents in the preparation of children for school will be successful if:

- to develop a system of diagnosis of the level of development of pedagogical competence of parents in the preparation of children for school;
- use differentiated forms and methods of interaction of Doo with parents;
- provide information and methodological support of the process of formation of pedagogical competence of parents in the preparation of children for school.

# INTRODUCTION

## Research problem:

- 1. On the basis of the analysis of psychological and pedagogical researches, to characterize features of formation of pedagogical competence of parents in questions of preparation of children for training at school.
- 2. Identify the level of formation of pedagogical competence of parents in the preparation of children for school in modern practice in the preschool educational organization.
- 3. Identify and test the conditions for the development of pedagogical competence of parents in preparing children for school.


# CHAPTER 1. THE THEORETICAL BASIS OF PREPARING THE CHILD FOR SCHOOLING

- 1.1. Degree of scientific development of preparation of the child for school in psychological and pedagogical researches
- 1.2. Comparative analysis of the Federal state educational standard of preschool education and the Federal state educational standard of primary General education
- 1.3. Parental competence in preparing children for school


## 1.1. Degree of scientific development of preparation of the child for school in psychological and pedagogical researches

Currently, there is no common understanding of "readiness for school", as each author offers his own views on this concept. We consider the types of readiness to learn in school, offered by L. A. Venger, A.L. Venger, Marcinkowskay T. D. According to the authors, readiness for schooling is a set of components which includes:

- - motivational, personal readiness, including the " internal position of the student»;
- - intellectual readiness;
- - strong-willed readiness;
- - sufficient level of development of visual-motor coordination.



## **1.2. Comparative analysis of the Federal state educational standard of preschool education and the Federal state educational standard of primary General education**

- Continuity is a continuous process of education and upbringing of a child, having specific and common goals for each age period.
  - Pre-school education provides the child with the basic development of his abilities. Primary General education using the experience of pre-school education, contributes to the further personal growth of the child.
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### 1.3. Parental competence in preparing children for school

- Readiness to study at school is the most important result of education and training in preschool and in the family. An important role in preparing the child for school is played by his parents, but not all of them know how to prepare the child for the future of school life. The main reason for parents' mistakes in preparing children for school is the insufficient level of educational culture of the family.
- Competence – the level of education of the individual, which is determined by the degree of mastery of theoretical means of cognitive or practical activity



## CHAPTER 2. EXPERIMENTAL STUDY OF PARENTAL COMPETENCE IN THE PREPARATION OF THE CHILD FOR SCHOOL EDUCATION

- Experimental work was held on the basis of GBOU School № 998, pre-school departments № 7 and № 8.
- 104 parents of children from preparatory groups of preschool institutions took part in experiment: 52 people – experimental group, 52 people – control group. The age of the subjects ranged from 23 to 35 years.



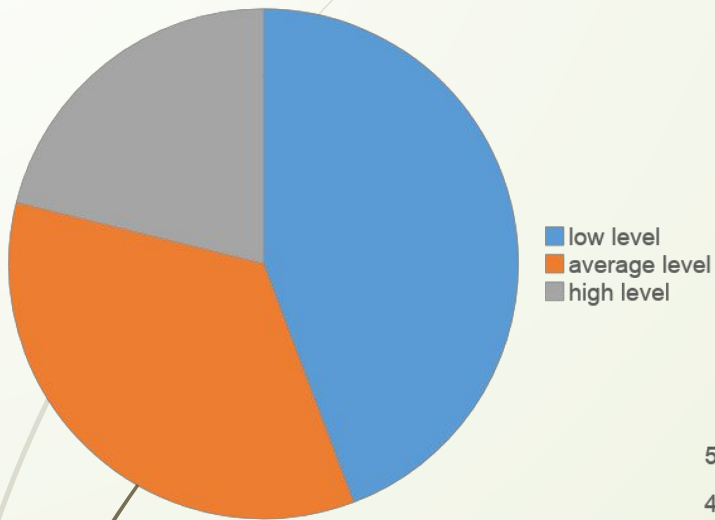
## 2.1. Characteristics of pedagogical competence of parents in preparing children for school

Research work consisted of three stages:

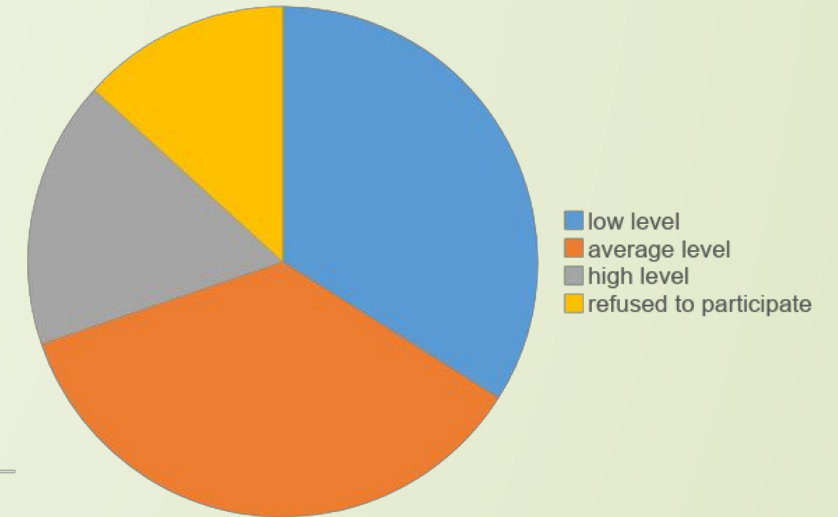
- Stage 1 – ascertaining, which was aimed at studying the current level of development of parental competence in the field of preparation of the child for school.
- Stage 2-forming, consisted in the implementation and testing of the model of parental support, aimed at the development of parental competence in the field of preparation of the child for school.
- Stage 3-control, analyzing trends in the development of parental competence in the field of preparation of the child for school.

# The results of the study of parental competence in the preparation of children for school. Ascertaining stage.

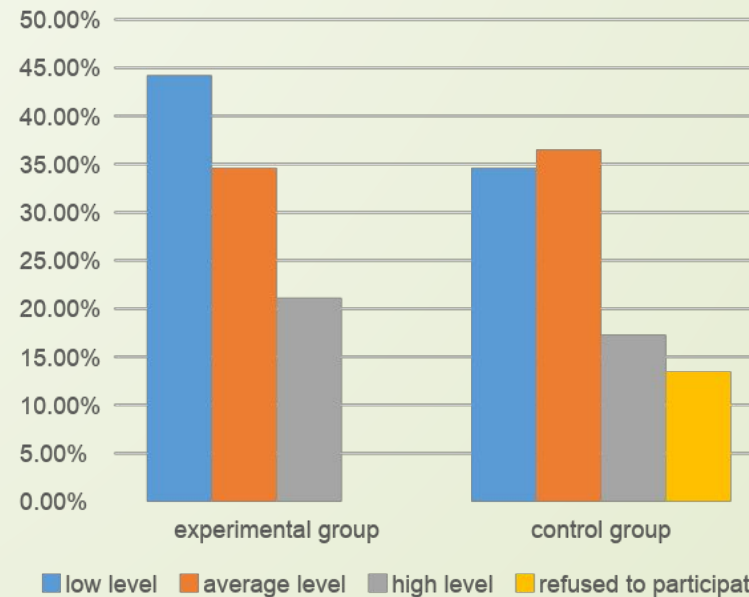
The level of formation of parental competence in the preparation of children for school. Experimental group



the level of formation of parental competence in the preparation of children for school. control group.



COMPARATIV ANALYSIS OF EXPERIMENTAL AND CONTROL GROUPS



## 2.2. Work with parents to prepare the child for school

- To work with parents was prepared seminar " Is your child ready for school?". The seminar demonstrated a presentation that gave answers to all questions from the questionnaire developed by us.

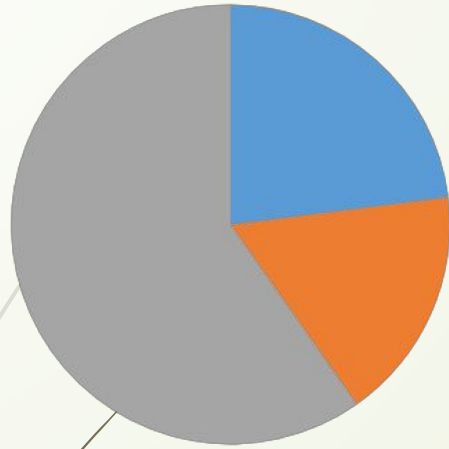




## 2.3. Dynamics of development of parental competence in preparing a child for school

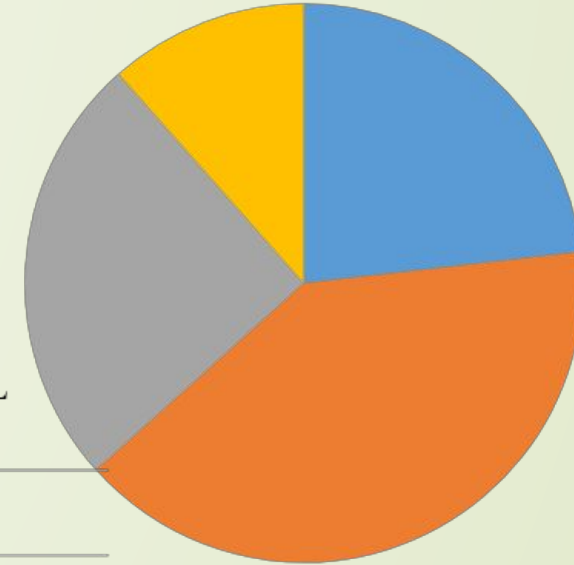
The level of formation of parental competence in the preparation of children for school.

Experimental group.



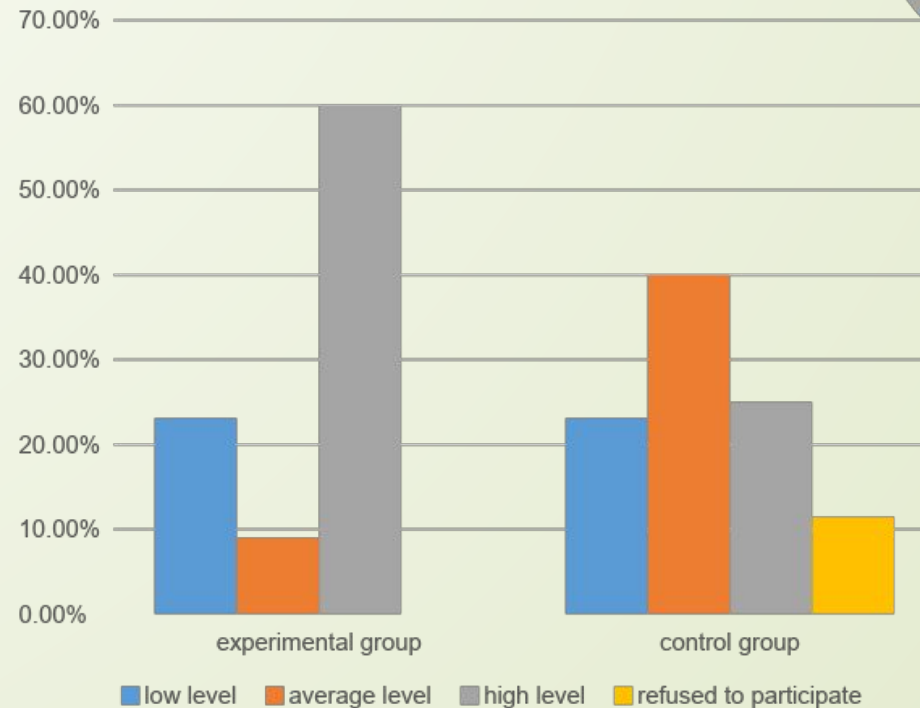
low level  
average level  
high level

The level of formation of parental competence in the preparation of children for school. Control group.



low level  
average level  
high level  
refused to participate

COMPARATIV ANALYSIS OF EXPERIMENTAL AND CONTROL GROUPS.



## CONCLUSION

- The experimental work and its analysis led to the conclusion that the tasks were solved, the hypothesis was proved. The theoretical results prove the correctness of the hypothesis and confirm the importance and relevance of the development of parental competence in the field of readiness of the child for school.



**THANK YOU FOR YOUR ATTENTION!**