



EUROPEAN CONFERENCE

Conference Proceedings



**The XIII International Science
Conference «PERSPECTIVE OF SCIENCE
AND PRACTICE»**

December 13 – 15, 2021

Amsterdam, Netherlands

PERSPECTIVE OF SCIENCE AND PRACTICE

Abstracts of XIII International Scientific and Practical Conference

Amsterdam, Netherlands

(December 13 – 15, 2021)

UDC 01.1

ISBN – 978-9-40363-349-7

The XIII International Science Conference «Perspective of science and practice»,
December 13 – 15, Amsterdam, Netherlands. 322 p.

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The recommended citation for this publication is: Honcharova O. Innovative cases in the aquaculture of the production of quality fish products // Perspective of science and practice. Abstracts of XIII International Scientific and Practical Conference. Amsterdam, Netherlands 2021. Pp. 12-15.

URL: <https://eu-conf.com>

INTERACTION OF PRESCHOOL EDUCATION INSTITUTION AND FAMILY IN SPEECH PREPARATION OF PRESCHOOL CHILDREN FOR LEARNING

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Today, a new system of preschool education is being formed in society, which is confirmed at the legislative level by the new state educational standard. In the Basic component of preschool education in Ukraine, much attention is paid to the interaction of preschool education institutions with the families of pupils [1].

In this context, an important task facing the child is to help the family in raising a child. In this regard, change not only the forms and methods of interaction with parents, but also the philosophy of interaction: from "work with parents" to "cooperation" [2, p.56]. Accordingly, parents should be active participants in the educational process, participants in all projects, regardless of what activities dominate them, and not just outside observers.

Interaction of teachers with parents involves mutual assistance, mutual respect and trust, knowledge and consideration by the teacher of the conditions of family upbringing, and parents - the conditions of upbringing in preschool education. The purpose of such interaction is to establish partnerships between the participants of the pedagogical process, to involve parents in the life of ZDO. It is important now to implement the principle of openness of preschool education for parents. This principle stipulates that parents can have the opportunity to freely, at their own discretion, at a time convenient to them to get acquainted with the activities of the child in the child, the style of communication between educators and preschoolers, joining the group. The new principles of interaction include the variability of the content, forms and methods of parenting. Modern parents need to study both new topics and well-known in the new sound.

One of the main conditions for the normal development of the child in the future - is the timely and full formation of language in early childhood. The main goals of cooperation between teachers and parents on the speech development of preschoolers - is to combine the efforts of adults to ensure successful language development of each child, highlighting priority lines of this development, showing the most effective methods and techniques of language development, education, formation of parents' desire and ability to communicate with children, manage children's activities [3, p.109]. Also in the family environment, a language environment should be created that supports the efforts of teachers and has a positive effect on the development of children's speech. Learning the native language and speech development provides rich opportunities for solving the problems of moral and aesthetic education of children.

This applies not only to the development of monologue speech (retelling, storytelling), but also to private (structural) aspects of learning the native language - the education of sound culture of speech, vocabulary, the formation of grammatical structure of language. Thus, mastering the native language, the development of language skills are considered as the core of the full formation of the personality of the preschool child, which provides great opportunities for solving many problems of mental, aesthetic and moral education [4, p.56]. This circumstance actualizes the problem of interaction of teachers with parents on the issues of language development of preschool children in the conditions of ZDO and family.

The effectiveness of the interaction of preschool education with the family in the development of active language in older preschool children is ensured by the implementation of the following pedagogical conditions: increasing the professional competence of teachers in matters of educational interaction with the family; use of active forms of interaction with the family on the development of active language of older preschool children; the use of active methods and techniques for the development of active speech of older preschool children in the conditions of ZDO and family [2, p.38].

Thus, mastering the native language is one of the most important acquisitions of a child in preschool and is considered in modern preschool education as a general basis for education and training of children. In the process of mastering the language and language is formed not only the child's language readiness for school, but also personality. Since, forming language skills in the native language, we simultaneously cultivate an aesthetic attitude to nature, man, society, art. Also, learning the native language helps to solve the problem of moral education. The child learns through language the norms of morality, moral evaluations, which with proper education become the standards of his own behavior, attitude to the world around him, to people, to himself.

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