

THE IMPACT OF EDUCATIONAL PARTNERSHIP IN TRAINING PEDAGOGICAL FAMILY CULTURE

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Sciences education and business partnership problem teaching institutions education is one of the most discussed. Obviously, the formation of personality, in any society, is the result of the influences and measures the quality of a number of actors, but kindergarten children, is the first institution of the system of education that teach parents to collaborate with educational agencies and contributes substantially to the formation of family culture teaching.

The obvious child personality formation begins in the family continue in educational establishments, which founded the active collaboration in the direction of time. For the purposes of targeted, be taken to be noted that the educational partnership is a complex that includes a set of action interconexe:

- a commitment to a negotiated joint action;
- a piped supply of resources, changes, contacts, networking associated with constructives terms and work together;
- a provision of services by the social agents; a mutual cooperation accord between equal partners who work together to achieve;
- an institutional framework to solve some common problems through coherent actions, ranging from defining objectives and framework with clear responsibilities and processes for assessment (S. Cristea p. 280).

Identification and analysis of existing problems in this area was made on the basis of research carried out by *Early Education* sector, based on quantitative methods and qualitative. The research comprised a sample of 3 kindergartens (62 parents) of the Republic of Moldova. The target groups of the study were parents with preschool age children, parents, members of the Committee, the Group of kids and parents social excluded. Observations were organized and discussions with parents in the meetings in the preschool institution. Parents have expressed opinions on the many issues facing the education of the children that often I don't know how to address resolution for a more effective and positive long-term effects. The range of problems facing the modern family is a consequence of very varied and dynamic environment that require adaptation to new rhythms. Parents discover a new reality of daily life that requires a different type of culture education in the family, much different from that lived in their own families, are often in a position to decide without knowing which is the most appropriate decision may sometimes become contradictory, unconscious and incoherent in their actions.

Law causes that reflect the real issues facing the family and child education in kindergarten:

- a) the contradictions are between parents' knowledge about the fragmentation of the life and work of children in the institution and the absence of preșcolară teaching skills of teachers in an educational organization of effective partnership; the contradictions between the need to;
- b) parental skills in solving problems facing his child and inefficient transmission of information, in the context of meetings by teachers;
- c) co-operation between the contradictions need parents effective educator and increased the frequency of conflict between both sides that education creates difficulties in achieving an educational partnership.

Teachers wear which are in service and cultural degradation process of parents (especially those who work extra urban areas) are not effectively prevented at present, but neither can we expect higher promotion of teaching values in the preschool or in the education of parents, as long as the spirit of the reform issues and they are not just how it should be interiorizate by the destiner to give him life (CosmaT, 2001, p. 13).

It is therefore necessary to consider the problem of family education research, in order to be able to determine our company adapted scientific landmarks, for compiling programs with the aim of forming a culture teaching parents to establish an effective partnership for education.

Of course it's hard to appreciate the measures that can be taken to improve the expertise of their parent, but we believe that it is an actual necessity ' permanent concern to parents and raise cultural and

professional level training in order to be a model and to support children in developing their personality "(I. Bontaș, 2001).

Studies on the training of pedagogical culture of family are quite modest in the world and in R. Moldova, which explains the research opportunity. Investigations of the great teachers

(I. Grebennikov, S. Makarenko, etc.) confirms that the basic condition of success in family education is the teaching of culture, parents in their knowledge and educate the iscusința. And educator L. G. Emilianova in his work has highlighted one of the main components of the concept "social-pedagogical conditions for the education of young children pre-school parents e pedagogical culture with its components:

- ✓ attitude in relation to the education of children;
- ✓ psycho-pedagogical knowledge level;
- ✓ practical accomplishments in education of children.

In scientific work of R. Moldova, the term "pedagogical culture of parents" is regarded by researchers; N. Socoliuc, V. Cojocaru [6 p. 315] as a set of features and qualities of teaching reflects the degree of maturity that manifests in educators and the business of family and social education of children. The growing classroom parents depend to a certain extent, their social orientation, the degree of culture as well as a sequence of individual traits, features, etc. The main components of culture teaching parents the following researchers: classroom training, pedagogical activity, pedagogical mastery ability, tact, as well as some characteristics of the parents, which characterizes their attitude towards children.

At the same time, if the research questions relating to preschool education and family education results are recorded, the question of what is the undeniable level of pedagogical culture are minimal, since familie between the three current average life age of child preșcolară-preșcolară family, instituția, Entourage, there is at present a decline in the values of the pedagogical. Due to disagreements between the manifestation of the vocational training of teachers in education and family interests of parents for raising the minimum level of its culture, pedagogical indicates the current state of educational institutions functioning pre-school partnership.

Retrospective analysis of the problem in question shows that the results of scientific and practical research in the field of family education advanced are not fully used, insufficient efforts by teachers in the training of culture peagogice parents pre-school education.

The charges they are parents of kindergarten are:

- ✓ collaboration with apathy (not coming to meetings listed);
- ✓ lack of accountability (waiting for educators initiative);
- ✓ timidity (lack of self-confidence);
- ✓ excessive concerns for the child (preparatory);
- ✓ the role of parental ill defined (not correctly understand the functions and roles in the education of the child);
- ✓ limited contacts with nursery (only in exceptional situations, crisis in the behaviour of the child);
- ✓ conservatism (negative reactions to new ideas).

The charges they are educators working with families on children are similar, including:

- difficulty to establish relationship with adults (parents and children as treats and as partners in the education of the child, deciding authoritatively at meetings with his parents);
- imprecise definition of the role of educator (shuttles back and forth between the autonomy of the tradition and the future of the partnership);
- the lack of preparation on the relationship of kindergarten-family. Inadequacies mentioned and others, which remained unsolved, directs our study to the theoretical aspect and we highlight *three stages in the evolution of family relationship preschool institution*(Gh. Bunescu):
- ✓ *stage nursery pre-school institutions autosuficiente*: is considered a closed institution, which does not affect the family environment and does not leave him influențata. Characteristics of stage 2 are: contacts with the family are rare, formal; accept the idea that his parents have not seen anything about what was happening in kindergarten; administration of children kindergarten choice; parents not taking part in the Councils of Trustees preschool; Aron's parents associations are not encouraged; training of educators and neglects the family relationship between kindergarten.

- ✓ *professional stage of uncertainty*: educators are beginning to recognize the influence of family factors on pre-school results, but the parents continue to believe that kindergarten is autosuficienta. Phase characteristics are: a tendency to increase prosecution of family pre-school results poor; the administration of the institution preşcolară has the tendency to maintain the attitude of the preceding stage; formal contacts with parents, routine continues; localized experiences appear on communicating with parents; voluntary organisations of parents appear; management councils shall be established, in which the participation of preschool parents has a minor role, nedicizional; family relationship educators training approaches-kindergarten as an issue of secondary importance.
- ✓ *the development phase of mutual confidence and family educators*: discover together how many neîcrederea least that is replaced with some confidence than from others. Characteristics of stage 2 are: relationship with families is becoming increasingly encouraged by the kindergarten; the Council includes representatives of the parents ' (associations) with decision-making role in all educational matters; parents organizations are accepted and encouraged in the work of preschool; exceptional educators specialising treats problems of working with families; educators recognize the status of organizations and the role of associations of parents; training of educators in the relationship with the family approaches the problem as one of the major problems; It organizes courses for educators and parents.

Characteristics of modern society have printed her own family life: meanings in fast-paced economic-social events, instability in professional life and family relations, thus, have been much diluted. Therefore, *responsibility and education of children and parents attitude towards kindergarten* has fallen very much.

On the basis of the questionnaire with the parents of kindergartens in experimental we determined that the definition of the role of the kindergarten is very different from their point of view:

The attitude of parents toward kindergarten	%
<i>passive involvement:</i> ·nursery "laboratory knowledge base" ·"public institution "kindergarten	65%
<i>involvement exaggerated</i>	4%
<i>active involvement</i>	31%

✓ of parents see kindergarten as a *laboratory* in which the child once inserted, is subjected to scientific operations. From them it is assumed that, after a few years, on the basis of integrated activities organized with the baby will have a piece of knowledge and the corresponding author's behavior. Therefore, the parents of this type show confidence in educational establishments without having to engage in particular activities taking place in it. They believe that only the kindergarten belongs solely to educate and to train.

✓ kindergarten parents see it as being a *public institution* whose task is to take care of their children, to give them assignments to keep him busy during the day. They believe, however, that teaches them to kindergarten is insignificant compared to the "School of life", so it does not get tired to the great importance of this institution (saying "leave that know what is done to the kindergarten only I've taught poetry and songs!")

This category is made up of parents who do not manifest interest necessary to the evolution of the child, as such, allow all kindergarten care. The educator must know whether these parents lack of interest is the expression of an indiferenţe to the development of the child and why. And in one case and in the other, kindergarten, should assume the obligation to investigate and get to know all situations as a factor of Manager.

- ✓ parents are *very involved in educational activities*, sometimes exaggerate without realizing. They are able to do almost anything that their child to possess a great amount of knowledge. Sometimes the excess gel, require educatoarelor to use methods which they deem effective to tell how to accomplish tasks, etc. In this case, sometimes you can get to taunts, especially when the children's performances are lower than would be expected parents.
- ✓ parents who *are actively involved* in the educational process, participating in all meetings, roundtables, debates, etc., organized by educator. The content of these activities in order to inform

and education parents deal with a suite of themes that bring in their consciousness: *the importance of the personality of the child, the correct assessment of the behaviour of children, positive relationships between parents and children*, etc. Parents attend integrated activities and have the opportunity to observe the progress of the child from one activity to another, to see how they behave in a community and how it relates to his peers. In the framework of the activities children-parents to carry out their daily tasks, as will understand very well our obligations of children to kindergarten, will be in step with the appropriated and will have dicuții topics with his child in any time of the day. Knowing him better, he will be able to come to meet its development the intellectual and emotional, psychic and ultimate so that will reach the upper stairs of its natural evolution, that every child to meet his age-specific tasks in an optimal manner.

A well-organized and educational partnership working must be based primarily on objective grounds and centered on the current problems of the parents solve. We cannot stimulate the motives of their training and participation in educational programs without strategies which are based on their real needs, knowledge, education. Such strategies include and a system of "auto-lock" learning-specific education parents-to be carried out both by recourse to specialised educators (trainers) (teachers, doctors, lawyers etc.), and by appealing to trainers of adults trained in educational programmes and acts more in partnership kindergarten-family.

The quality of the partnership between parents and teacher education is dependent upon the existence of:

- the need for parents or educational collaboration for stimulating this need by the teacher;
- responsibility and the competence with which educatoarele engages in this partnership for raising culture teaching to parents;
- bringing the power of partnership of parents at a level that would be functional, efficient educational partnership, under the guidance of the educatoarei express or implied.

We propose a set of *recommendations* for the effective implementation of a partnership:

- enhancing the competence of educational-pedagogical aspects of the educatoarelor by a more extensive initial and continuing training will raise the educational level of the parents ' culture;
- increasing the involvement of educatoarei in the development partnership with parents (the current practice is superficial and sporadic) will arouse the interest of the parents being actors of education, involving *affective* and *cognitive* alongside kids activities.
- improved quality of education, information and suggestions that include individual and collective and consultations provided by the teacher, the parents will deepen the knowledge about the specific physiological peculiarities of that age, in order to determine the temperament, the needs, concerns and aspirations, so will learn to address from a different perspective the relationship with his child.

An effective education partnership presupposes mutual information currently on all questions, new, important, over the settlement of problems or situations about maintaining status unknown. All aspects of life of the child may be subject to exchange of information. Only in this way both educational environments, both parents and educators, knowing well the evolution development of the personality of the child will make deep.

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