

# The Family Club Activities for Organizing a Social Partnership of the Pre-School Educational Institution and the Family

Zagir A. Latipov  
*Kazan (Volga region) Federal University, RUSSIA*  
Svetlana S. Bykova  
*Vyatka State University of Humanities, RUSSIA*  
Maria P. Zhigalova  
*Brest State University, BELARUS*

•Received 29 July 2015 •Revised 17 December 2015 •Accepted 22 January 2016

---

The urgency of the theme is caused by the need for interaction between the family and the preschool educational organization towards a fully and harmoniously developed personality. Of all the forms of cooperation of educational organizations and families, the most relevant is a social partnership, where the subjects have common interests, equal rights and are equally responsible for the quality of educational results. This article is aimed at solving problems while organizing the social partnership of the pre-school educational institution and families by means of a family club. The leading approach to the study of this problem is systemic activity allowing to represent the cooperation of all the participants of educational process: parents, teachers, psychologists and children. The article describes the developed and implemented activities program of the family club for organizing the social partnership of the pre-school educational institution and the family, where the coordinating role belongs to teachers of the pre-school institutions. The article can be useful for educators working within pre-school education.

*Keywords:* social partnership, cooperation, the pre-school educational institution, the family, the family club, system-activity approach.

## INTRODUCTION

### The relevance of the study

The relevance of research is determined by the objectives of the implementation of the Federal state standard of pre-school education, which sets the direction for updating the work with the pupils' families. The Federal state educational standard

Correspondence: Svetlana S. Bykova  
Vyatka State University of Humanities, Krasnoarmejskaya str., 26, Kirov 610002,  
RUSSIA  
E-mail: vetabykova@mail.ru  
doi: 10.12973/ijese.2016.338a

focuses teachers on close cooperation with the family, and it requires the review of the status of both parents and teachers of the pre-school educational institution. Building a partnership is an integral part of a modern organization in terms of providing the family with quality educational services (Zakirova, Gaysina & Zhumabaeva, 2015; Zakirova, Masalimova & Nikoghosyan, 2016; Sibgatova et al., 2015; Muravyeva et al., 2014; Zaitseva, 2013). The aim of the organization is to involve parents in educational activities, to provide psycho-pedagogical and informational support to the family. The family club here is the most suitable form of work that will enable effective and focused cooperation of the pre-school educational institution and the families.

### **Organizing a social partnership of the pre-school educational institution and the family**

Social partnership is a special type of cooperation between parents and the pre-school educational institution characterized by trust, shared goals and values, voluntary participation and stability of relations and the recognition of mutual responsibility of the parties for the result of education (Biktagirova & Valeeva, 2015; Kamalova & Zakirova, 2015). In this regard, it is necessary to analyze the main provisions of the system-active approach. It denotes cooperation as a teamwork, in which one of its participants (the parent) acquires the experience, while the others create favorable conditions for that (teachers) (Abulkhanova-Slavskaya, 1991).

Russian science developed the issue of organizing a social partnership of the pre-school educational institution and families primarily to solve the problems of child's upbringing (Arnautova, 2008; Zvereva, 2011; Vinogradov, 2011; Ostrovskaya, 1990; Shaikhelislamov, Shaekhova & Murzalinova, 2016).

Pedagogical comprehension of scientific works devoted to the problems of organizing a social partnership of the pre-school educational institution and the family has led to the search for new effective forms of work. The studies made by O. V. Solodyankina (2006), I. Selezneva (2010), N. M. Sartakova (2015) refer to the use of alternative forms when addressing issues of social partnership. These are the forms which are based on television entertainment programs, and aimed to establish informal contacts with parents, which enable their involvement in cooperation with pre-school organization.

### **Evaluation criteria while organizing social partnership of the pre-school educational institution and the family**

To determine organization level of social partnership of the pre-school educational institution and the family some criteria were developed: parents' satisfaction with the quality of educational services for pre-school education; motivational readiness of parents to cooperate; parents' involvement in cooperative activity of the pre-school educational institutions and families.

### **The family club as a non-traditional form of social partnership of the pre-school educational institution and the family**

At the present stage of development of the pre-school educational institutions traditional forms of social partnership with the family are used and new ones are created.

Traditional forms of the work with the family have lost its effectiveness as teachers play the leading role there, what doesn't correspond to the principles of

organizing social partnership. Nowadays, as O. V. Solodyankina notes (2006), non-traditional forms of organization are particularly popular among teachers and parents. A characteristic feature of non-traditional forms is the restructuring of cooperation in the direction of partnership participation of all subjects of education.

One of the innovative forms of social partnership today is a family club. The difference of the club from other forms of work is the position of equality of its participants (parents, teachers and psychologists). The family club is a dynamic structure, so the meetings of "a big club" are possible, where there are parents, children, teachers, and "a small club" – only parents and a teacher (Solodyankina, 2006; Sibgatova et al., 2016). Topics for discussion are offered in advance, information about them is posted on "the wall" of the group in the social network. The main objective of the family club is to improve the socio-pedagogical and socio-psychological literacy of parents. The club work makes possible to create an atmosphere of common interests of the family and educational institutions for inclusive and harmonious development of a pre-school child.

Let's imagine an implemented course schedule of the family club "We and our children".

The largest number of participants was recorded at cooperative meetings of parents and children such as "We are together", "Mom, dad, and I - we are the family together", "The family values", "I'm a parent, and it means".

### **The stages of building social partnerships**

The first stage is "introduction", where common goals, shared values and resources of the parties were determined. As a part of this stage the following activities were carried out: monitoring of parental requests, resources and institutional "values audit". The results of the activities were discussed at the teachers' meetings of the pre-school educational institution and were incorporated in the annual work plan with parents. Parents' desire for the joint activity with this educational organization can be considered as the main outcome of the first stage

The second stage is working together to design specific programs of collaboration. In the course of the joint activity the feedback and open communication channels become particularly relevant. To do this, the teacher regularly informs, advises parents and provides social and psychological assistance to the family. The concept of contribution is important on this stage – sharing responsibility for various aspects of joint activities. The main outcome of the second stage should be the ability of parents to participate in joint activities, i.e. their specific competence, based on the credibility to the educational organization.

The third stage is a social partnership itself. At this point, the following conditions must be met: voluntary participation, which refers to the availability of freedom and consciousness in choosing different forms of cooperation (joint activity); long-term relationships, i.e. the focus of its members on a continuous and repeated nature of the interaction; the mutual responsibility, the foundation of which is laid at the beginning of the joint activity. The educational institution ought to define clearly what level of responsibility the family can take, and divide its attention and support to the families differentially. It is the role of feedback at all stages of building social partnership of the family and a preschool educational organization that is so important. This stage implements the theme plan of family club activities for providing social partnership of a pre-school educational institution and the family.

**Table 1.** Course schedule of the family club "We and our children"

<b>Date</b>	<b>Topic, form of the activity</b>	<b>Objective</b>	<b>Responsible person</b>
January	Questionnaire	- identifying the needs of parents for organizing the Club's activities and the successful experience of the family upbringing.	Social worker, psychologist, teachers
	Topic of the meeting № 1 «We» (round table)	- introducing the goals, objectives of the Club to the participants; - forming an attitude to an active work; - studying the value of the parents in the child's upbringing and development, parent-child relations were used - increasing parental competence.	Social worker, Deputy Director for studies and educational work, psychologist, teachers
February	Topic of the meeting № 2 «Our children» (psychological training)	- developing the skills of constructive communication in parent-child relationships. - forming a positive emotional contact between parents and teachers of kindergarten, and within the groups of parents.	Social worker, Deputy Director for studies and educational work, the psychologist, teachers
March	Topic of the meeting № 3 «We are together» (practical work)	- forming an active participation of parents in child's upbringing to meet the teacher's requirements and taking into account the individual characteristics of the pre-school child.	Social worker, Deputy Director for studies and educational work, psychologist, teachers
	Topic of the meeting № 4 – «Mom, dad, and I -we are the family together» (Presentation of the parents)	- actualizing the memories of childhood, relationships with their parents, introducing the prerequisites for different polarities in the verbalization of the relations between parents and children.	Social worker, psychologist, teachers
April	Topic of the meeting № 5 – «The family values» (play between parents and children - practical work)	- creating conditions for developing the family values and traditions.	Social worker, psychologist, music teacher, teachers
	Topic of the meeting № 6 - «In harmony with a child» (training)	- parents' getting acquainted with the principles of effective communication; - learning the methods of reflexive listening; - forming the skills of making utterances in the form of "I - message"; - parents' getting acquainted with the techniques of more effective communication with children; - presenting to parents how the communication style with their child influences his development, education, and his future life.	Social worker, the psychologist, teachers
May	Topic of the meeting № 7 – «I am a parent, and it means ...» (master class)	- presentation of the results of teachers and parents' cooperation; - summarizing; - identification of prospects	Social worker, Deputy Director for studies and educational work, psychologist, teachers

**MATERIALS AND METHODS**

**Methods of study**

The study used a complex of complementary methods:  
 - theoretical – analysis of psychological-pedagogical literature, legal documents, conceptions, educational programs, modeling, hypothesis constructing;  
 - empirical – questionnaire, talks with parents, teachers of a pre-school educational institution, experiment; methods of mathematical statistics.

**The experimental base of the study**

The base of the study was the preschool educational institution No. 22 in Kirovo-Chepetsk, Kirov region. The experiment involved 50 parents of the senior groups, their children and teachers of this educational institution.

**RESULTS**

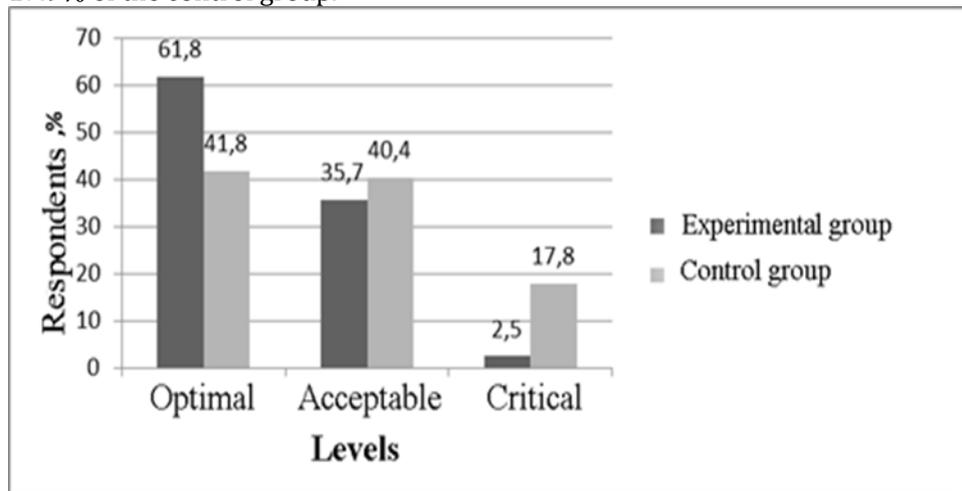
As a result of implementing the program of social partnership of a pre-school educational institution and the family it can be stated that a family club is an effective form of work. This form allows to integrate the efforts of all subjects of the social partnership to form a complete and harmonically developed personality of a preschool child.

On completing the program there was a control diagnosis with the help of a specially developed questionnaire. Table 1 and Figure 1 present summarized quantitative results of the evaluation level of social partnership of a pre-school educational institution and families at the control stage of the experiment.

**Table 1.** The level of social partnership of PEI and families (control experiment)

Levels of social partnership	Experimental		Control	
	Quantity	%	Quantity	%
Optimal	170	61,8	115	41,8
Acceptable	98	35,7	111	40,3
Critical	7	2,5	49	17,9

61.8% of parents in the experimental group have the optimal level of social partnership, in control group this level was 41.8%, parents with an acceptable level of social partnership in the experimental group amounted to 35.7%, and in the control one – 40.3%, the critical level was detected in 2.5% of parents of the experimental and 17.9% of the control group.



**Figure 1.** The level of social partnership of PEI and families (control experiment)

Figure 2 and Table 2 presents the results of diagnosis of the organizational levels of social partnership between PEI and the family before and after implementing the program of the club family activities.

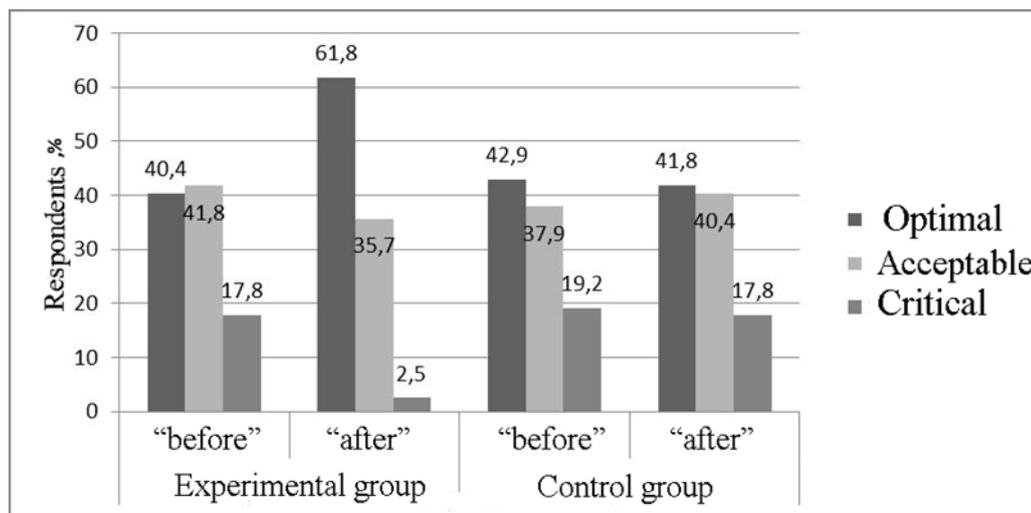
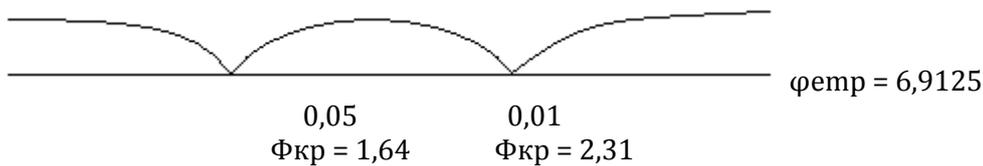
As a result of implementing the program of family club activities positive changes in the experimental group parents were identified: the critical level of 2.5% revealed a decrease in the index by 15.4%, the acceptable level is 35.7%, the optimal level has increased by 21.5% and amounted to 61.8%. The secondary diagnosis results in the control group showed that the critical level fell by 1.3% and amounted to 17.9%, the acceptable level increased by 2.4% and amounted to 40.3 %, the optimal level of 41.8% identified a decrease by 1.1%.

The method of mathematical statistics was used to check the accuracy of the data (criterion  $\varphi^*$  - Fisher's angular transformation). The calculation was made according to the formula.

$$\varphi = (\varphi_1 - \varphi_2) \cdot \sqrt{\frac{n_1 \cdot n_2}{n_1 + n_2}}$$

Experimental group

Zone of non-significance uncertainty Zone of significance



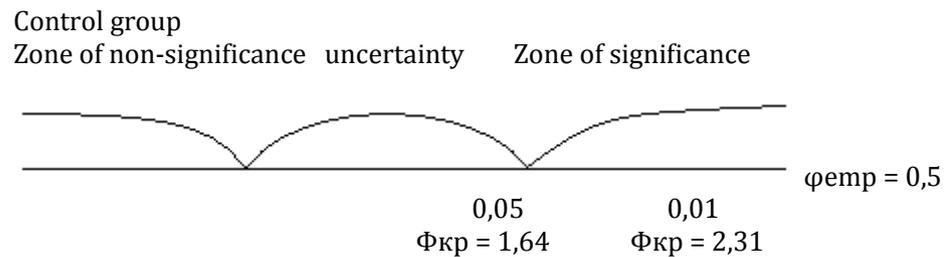
**Figure 2.** Comparative analysis of the organizational levels of social partnership of PEI and the family before and after implementing the program of the family club activities

**Table 2.** Comparative analysis of the organizational levels of social partnership of PEI and the family before and after implementing the program of the family club activities

Groups/ stages	Experimental		Control	
	«before» (%)	«after» (%)	«before» (%)	«after» (%)
Optimal	40,3	61,8	42,9	41,8
Acceptable	41,8	35,7	37,9	40,3
Critical	17,9	2,5	19,2	17,9

The obtained empirical value of  $\varphi$  is in the area of significance.  $H_0$  is rejected and  $H_1$  is accepted. The shift in this direction is statistically significant, then we can assert with

a probability of 99.9 % that due to implementing the family club activities the level of social partnership of the pre-school educational institution and the family has increased.



The obtained empirical value of  $\varphi$  is in the area of non-significance.  $H_0$  is accepted and we can assert with a probability of 99% that the level of social partnership of the pre-school educational institution and the family in the control group has decreased or remained unchanged.

Thus, according to the used criterion, we see that in the experimental group there is an increasing level of social partnership of the pre-school educational institution and the family (accuracy 99%) and in the control group the level of social partnership of pre-school educational institution and the family decreased or remained the same (accuracy 99%).

## DISCUSSION

E. P. Arnautova (2008), L. V. Baiborodova (2003), T. A. Danilina (2013), O. L. Zvereva (2007) studied the issues of organizing work with parents. They pointed out certain difficulties of this work due to several causes:

- 1) a low level of psycho-pedagogical culture of the participants (parents and teachers) of the collaboration;
- 2) parents and teachers have no "pedagogical reflection";
- 3) teachers don't understand that parents are social customers of educational services, and not vice versa;
- 4) parents don't get enough information about the life and activities of their children in preschool educational organizations, and educators – about the conditions and peculiarities of the family upbringing of each child;
- 5) teachers perceive parents not as partners, equal subjects of educational activity, but as an object of their influence.

As a result the family is detached from the pre-school educational institution. As O. L. Zvereva's research (2007) shows, later these data were confirmed by E. P. Arnautova (2008), parents' relation to the activities of a preschool educational institution depends primarily on the way educational work is conducted and initiatives of the administration, education of parents, the pedagogical position of a teacher. The pedagogical position of a teacher in relation to parents should vary, relations of social-partnership should be built. An important component of this work is considering the needs of not only the child but also the needs of parents and teachers towards the development of joint activities.

## CONCLUSION

Second language learning is associated with the development of the intellectual potential of the young person. Intellectual development of personality is associated with the formation of key competences. The competence is not just the sum of knowledge and skills, but also a means of action in a particular situation. One of the important prerequisites for the formation of the intellectual potential in the process of second language learning is emotional intelligence (EI) that enhances training quality of future professionals, gives it an emotional color, thereby bolstering its effectiveness. Emotional intelligence makes a person able to perceive and accurately express one's own and others' emotions; support thinking

process through the use of emotions; develop such qualities as self-awareness, motivation, understanding emotions, expressing and controlling them. So, all in all, it plays a significant role in future career of graduates. As a result of the theoretical analysis, synthesis of years of experience and research, the authors have identified a set of conditions necessary for the formation of emotional intelligence, which influences the competences (general cultural and professional) of second language communication and a number of parameters. They make it possible to create a positive emotional climate in the process of second language learning.

## RECOMMENDATIONS

The Significance of the study lies in the applied orientation of the work. The proposed program of the family club activities to form the social partnership of the educational institution and the family can be used by teachers of preschool educational institutions.

## ACKNOWLEDGMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

## REFERENCES

- Abulkhanova-Slavskaya, K. A. (1991) *Life strategy*. Moscow, p300.
- Arnautova, E. P. (2008) *The practice of collaboration of the family and modern kindergarten*. Moscow, VLADOS, p224.
- Baiborodova, L. V. (2003) *Interaction of school and family*. Yaroslavl, Academy of development, p224.
- Biktagirova, G.F. & Valeeva, R.A. (2015). Formation of University Students' Readiness for Parenthood. *Review of European Studies*, 7(4): 93-97.
- Danilova, G. I. (2013) The role of a family club in moral and patriotic upbringing of pre-school children. *Modern kindergarten*, 1, 72-74.
- Kamalova, L. A., Zakirova, V. G. (2015). The formation of the pedagogical values of future primary school teachers at the University. *Review of European Studies*, 7 (5), 1-9.
- Muravyeva, E. V., Sibgatova, K. I., Biktemirova, E. I., Yusupov, R. A., Mironova, M. A., Lenzon, V. M., Fassakhova, G. R. (2014). College students' ecological education as a strategy of ecological crisis overcoming. *Life Science Journal*, 11(8), 486-491.
- Ostrovskaya, L. F. (1990). *Pedagogical situations in family upbringing of pre-school children*. Moscow, 159 p.
- Selezneva, I. (2010). Family club. Pre-school education, 12, 92-98.
- Sertakova, N. M. (2015). *Innovative forms of collaboration of PIE with parents: Parental meetings and conferences, discussions, tutorials, round table meetings*. Volgograd, p203.
- Shaikhelislamov, R. F., Shaekhova, R. K. & Murzalinova, A. Zh. (2016). Modern Pre-School Education from the Standpoint of Self-Worth Childhood. *Mathematics Education*, 11(1), 173-180.
- Sibgatova, K. I., Gilmanshina, S. I., Khalikova, F. D., Gilmanshin, I. R., Akchurina, I. R., Shchaveleva, N.G. (2015). Peculiarities of pupils and vocational college students' career guidance modeling in the integrated system "school - college -enterprise". *Asian Social Science*, 11(1), 386-391.
- Sibgatova, K. I., Ilchinskaya, E. P., Bastrikova, E. M., Kuramshina, L. L., Makarov, A. L., Chernova, N. Y., Khairullina, E. R., Murugova, V. V. (2016). The Traditional and Innovative Technologies of Vocational Guidance Work with Pupils and Students. *International Review of Management and Marketing*, 6(2S), 97-103
- Vinogradova, N. A., Miklyaeva, N. V., Miklyaeva, Abramova, R. M., Shpakovskaya, L. I. (2011) *Monitoring in modern kindergarten*. Moscow, TC Shere, p64.
- Zaitseva, N. A. (2013). The role of education system in adaptation of graduates from Russian institutes and colleges at European enterprises (by example of service companies). *Middle East Journal of Scientific Research*, 13(5), 693-697.
- Zakirova, V. G., Gaysina, G. I. & Zhumabaeva, A. (2015). Program of Adaptation Assistance in Foster Families and Particular Features of Its Implementation. *International Journal of Environmental and Science Education*, 10 (4), 553-559.
- Zakirova, V. G., Masalimova, A. R. & Nikoghosyan, M. A. (2016). The Contents, Forms and Methods of Family Upbringing Studying Based on the Differentiated Approach. *Mathematics Education*, 11(1), 181-190.
- Zvereva, O. L. (2007). Teacher's communication with parents in PEI. Moscow, TC Shere, 80 p.
- Zvereva, O. L. (2011). Development of the contents and forms of pedagogical education for pre-school children's parents. Moscow, p89.