

# The Development of Parents Pedagogical Competence in Pre-School Science Education Institution

Marina V. Vedishenkova

*Kazan (Volga region) Federal University, RUSSIA*

Yekaterina L. Nikitina

*Vyatka State University of Humanities, RUSSIA*

Asia Zhumabaeva

*Kazakh National Pedagogical University named after Abay, KAZAKHSTAN*

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The relevance of the study is due to the fact that currently there is an acute problem of the relationship between parents and children. Fathers' and mothers' pedagogical illiteracy leads to errors in family education, which is the result of a low level of education of many children today. The problem's solution is associated with the development of parents' pedagogical competence, provision of the family with specialized support in the education's issues of the children. In this regard, this paper aims at the conditions' identifying of parents' pedagogical competence's development in pre-school education and curriculum development for parent' teaching education. The article describes the developed and implemented curriculum for the development of parents' pedagogical competence in pre-school educational organizations, as well as provides empirical data on the curriculum testing results. The article reveals the content of the developed curriculum of parents' pedagogical competence's development.

*Keywords:* pedagogical competence of parents, parents' education, pre-school educational institution

## INTRODUCTION

### The relevance of the problem

Today's parents face up many unfavorable economic, social, environmental and other factors which previously did not take place and to cope with which in the context of family education is quite difficult. Most often in the upbringing of children, parents rely on the experience of people close to them, their own experiences and patterns of parenting that are known to have limited application, as they do not take into account the individuality of the child. Pedagogical illiteracy of

Correspondence: Yekaterina L. Nikitina,  
Vyatka State University of Humanities, 26 Krasnoarmejskaya Street, 610002, Kirov,  
RUSSIA  
E-mail: hum@vshu.kirov.ru  
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parents, lack of understanding of the complexity of child development, leads to large errors in family education. More recently, for successful parenthood was quite enough some natural pedagogical knowledge, but now it requires a deeper psychopedagogical competence in education (Arnautova, 2002; Sadovaya, Khakhlova & Reznikov, 2015; Mokeyeva, Zakirova & Masalimova, 2015; Kamalova, 2012; Petrova, Murtazina & Samsonova, 2012; Klimentyeva, 2013). Consequently, the modern family requires specific professional assistance at all stages of early childhood, the source of which can be a pre-school educational organization.

### **Research's problem setting**

One of the ways of addressing the problems of family education in modern conditions is purposeful pedagogical training of parents that is possible in the context of the close cooperation of pre-school education and family (Zakirova, Gaysina & Zhumabaeva, 2015). Acknowledgement of the family education priority by the state requires from the preschools other relationships with family, namely cooperation, collaboration and trust. Modern family makes look for new forms of interaction with it, to abandon the official stamps and boring templates and replace them with help to increase the level of parent-child relationships. Leading idea in cooperation of pre-school educational institution and the family in modern conditions becomes the creation of the necessary conditions for the development of responsible and interdependent relationships with the pupils' families, providing a holistic development of the personality of the preschool child, increasing the competence of parents in the education.

### **Problem's status**

The issues of parents' pedagogical competence formation are discussed in the scientific works of Russian Scientists T. A. Danilina, (2003), I. A. Merkul (2012), A.V. Minina (2015), S. S. Pijukova (2002), J. V. Pozdnyakova (2012). Theoretical concepts in the field of interaction of preschool educational organizations and families are reflected in the works of E. P. Arnautova (2002), T. N. Doronova (2002), O. L. Zvereva (2009), S. A. Kozlova. (2004), T. V. Krotova (2009). The analysis of the works of these authors, and many other publications pointed to the need for the development of the authors curriculum of parents' pedagogical competence's development to meet the growing needs of the society in a competent parent, taking into account the content of the new educational standards, as well as using the potential of the educational space of preschool educational organizations.

## **MATERIALS AND METHODS**

### **Research's objectives**

During the research the following tasks were solved: 1) selection of the experimental and control groups of parents; 2) the implementation of the curriculum on pedagogical competence's development "Joy of parenting" with the parents of the experimental group; 3) comparison of the development's levels of parents' pedagogical competence in the experimental and control groups; 4) experimental work results' analysis, effectiveness evaluation of the curriculum on parents' pedagogical competence's development.

## **Theoretical and experimental methods**

To test the hypothesis a complex of variety of ways, which are complementary to each other are used:

- theoretical: analysis of psychological and pedagogical literature on the problem of the study; the study and synthesis of innovative teaching practices, analysis, synthesis, comparison;
- empirical: ascertaining and forming pedagogical experiment, questionnaire, test, interview, as well as methods of mathematical statistics.

## **Research's base**

The base of the research was: Municipal pre-school educational institution Kindergarten No. 4 in Belaya Kholunitsa, Kirovsky region, Municipal budget preschool educational institution kindergarten of general developing type "Spark", Slobodskoye, Kirovsky region, Municipal budget preschool educational institution kindergarten of general developing type "Poplar", Slobodskoye, Kirovsky region, Municipal budget preschool educational institution № 55, Kirov.

## **Research's stages**

Experimental work on the development of parents' pedagogical competence consisted of three stages:

- the first stage was the preparatory stage, where the modern state the research problem in pedagogical theory and practice as well as basic legal documents that defined the process of modernization of pre-school education were analyzed (Law "On education of the Russian Federation" dated 01.09.2013, Federal state educational standard of preschool education from 01.01.2014 and others); the study technique was developed;
- the second stage – the main stage – when the study of the level of parents' pedagogical competence's development was conducted; testing of the curriculum for parents' pedagogical competence's development "Joy of parenting" was implemented.
- the third stage – generalized –the analysis of development's dynamics of parents' pedagogical competence was carried out, the results' generalization of the pedagogical experiment to verify the curriculum effectiveness was fulfilled; systematization and registration of research's materials was implemented.

## **The essence of the concept of parents' pedagogical competence**

Modern scientists interpret parents' pedagogical competence, as a broad cultural concept which forms part of the pedagogical culture (Kulikova, 2003); the unity of theoretical and practical readiness of parents to implement educational activities, the ability to understand the needs of children and to create conditions for their satisfaction (Arnautova, 2002); integrative, system, personal education, the totality of the personality and activity characteristics that contribute to the ability to effectively implement the process of raising a child in the family (Pijukova, 2002). In this study, we follow the point of view of I. A. Merkul (2012), understanding under parents' pedagogical competence a formed personal entity in the form of readiness of the individual to the constructive implementation of the parental role, evolving from an adequate understanding of the essence of performed parent tasks, their social significance, constructive mastering of lessons learned in the family, subjective attitude to the child, continuous improvement of parenting style based on

psychological and pedagogical developments in the national and world culture in the field of parent-child relationships.

Developing the structure of the parents' pedagogical competence, we allocated the following interrelated and interdependent components: cognitive, emotional and axiological, communicative and activity and reflective (Table 1).

**Table 1.** The structure of parents' pedagogical competence

<b>Pedagogical competence's components of parents who have children of early age</b>			
<b>Cognitive</b>	<b>Emotional and axiological</b>	<b>Communicative and activity</b>	<b>Reflective</b>
- possession of basic psychological-pedagogical knowledge about parenting and child development; - the ability to observe the child and identify individual manifestations of his personality; - the ability to find, analyze and select the appropriate pedagogical information	- the attitude to the child, his education and development as a value; - unconditional acceptance of the child; - the ability to recognize the feelings and emotions of the child and their own; - emotional support for their child; - emotional closeness with the child.	- cooperation with the child; - ability to give correct and available explanation ; - ability to assist and support in difficult situations; - use different methods and techniques of interaction with the child; - the granting of autonomy to the child.	- self-perception and self-knowledge of yourself as a parent; - adoption of the parental role; - ability to self-analysis based on the assessment of the child's development results; - self-evaluation of their own pedagogical growth; - ability to self-improvement

### **The stages of psychological-pedagogical support of parents' pedagogical competence's development**

The curriculum of psychological-pedagogical support is understood as the pedagogical, psychological and informational support to parents, promoting the development of their pedagogical competence. The purpose of this curriculum is the development of parents' pedagogical competence.

The curriculum of psychological-pedagogical support of parents' pedagogical competence's development in pre-school education consists of five consecutive stages.

The first stage is exploratory, the purpose of which is to form in the parents a culture of belonging to educational space of their children, emotional convergence between participants of educational process, creation of a positive installation on cooperation and interaction with the teacher and other parents in solving the problems of education and development of children. At this stage the following things are fulfilled: parents get acquainted with the history and traditions of educational institutions, with the administration and teaching staff, are informed about the curricula of pre-school education, attend open classes. This stage aims at developing of the parents' ability to learn their child and opportunities for his or her development in the conditions of preschool institutions, as well as to learn the parents themselves as parents.

The second stage is diagnostic. The aim of this stage is to study the characteristics of families and family education, interests and needs of parents. At this stage a survey of parents, conversations, analysis of joint activities' results of children and parents are carried out, observation of the communication between children and parents is conducted. The main difference of this phase of work with the family from the traditional study of families is that parents are provided with materials to diagnose their child, as well as for self-diagnosis with the purpose of parents' abilities forming to analyze their own educational activities, to evaluate it critically, to find the reasons for their pedagogical errors. An important outcome of the second stage is clearly organized educational needs of parents.

The third stage is the design one. The goal is parents and teachers' interaction goals' and objectives' setting, determining of the content of teaching education. At this stage, teachers need to focus efforts on the development of parents' skills to design their own educational route. Teachers help to adjust the goals and objectives of pedagogical education of parents through individual and group consultations.

The fourth stage is informative-practical one, during of which the implementation of the planned tasks occurs. This is the main stage, which is implemented throughout the school year. This stage seeks to enhance parents' communicative-pragmatic abilities in the implementation of individual educational routes. At this stage there are two unit of work with parents in developing their pedagogical competence: necessary, including the conduct of the "Joy of parenting" curriculum, and elective one, implying the selection of content and methods of work with parents, depending on the formation of each component of parents' pedagogical competence, individual characteristics and needs of the parents.

The fifth stage – assessment and reflective, when summarizing of the results of the interaction, analysis of the process and evaluation of its effectiveness, future cooperation's strategy planning occur. This stage is aimed at developing parents' ability to self-evaluation based on the results' assessment of the child's development and self-evaluation of their own pedagogical growth, determining their own development objectives. Parents again are given diagnostic materials for introspection. The main achievement of this stage is the development of parent reflection and the emergence of new educational needs.

### **The curriculum of parents' pedagogical competence's development "Joy of parenting"**

The analysis of the works on research's problem shows that modern parents need specialized care in the upbringing of their children. Parents need special knowledge in the field of development and education of the child, effective methods of education. Considering the needs of parents in pedagogical knowledge and skills, we have developed a curriculum for parents "Joy of parenting". The goal of the curriculum is to increase the level of pedagogical competence of parents, harmonization of parent-child relationships in the family.

Presented curriculum consists of ten sessions of two hours each, with one 10 minute break. Its frequency is twice a month.

The curriculum contains the following topics:

1. The family as a system.
2. Features of child's upbringing in the family.
3. Factors, influencing the development of child's personality.
4. Five languages of love: their diagnosis and ways of existence.
5. Children's emotions: their impact on the psychological maturity of the child.
6. The order of birth in family: manifestations and methods of correction.
7. Influence of the type of relationship to the child in the formation of his character.
8. Features of education of girls and boys in the family.
9. Recognition of hidden motives of "bad" behavior of the child.
10. The value of personal example of the parents in the upbringing of children

The basis of methodological support of the created curriculum included: 1) technology of constructive change (Mitina, 2014); 2) training of conscious parenthood (Ovcharova, 2003); 3) a guide on responsible kids' upbringing and creating happy families "Parenting on the basis of healthy sense" (Burke, Herron, 2001).

Technology of constructive change of parent's behavior includes the following stages:

1. First stage – "Preparation" – participants receive motivational knowledge in the field of the children's education and development.

2. The second stage is "Awareness" - parents are aware of the need to change the existing situation and the development of new methods and techniques of self-development (with the help of interactive teaching methods: trainings, role play, case study method, etc.).

3. The third stage is the "reevaluation" - parents overrate and reflect the impact of their own undesirable (or not yet competent) behavior on the child.

4. The fourth stage – "Action" – parents test new types of behaviors in their practice activity.

The curriculum "Joy of parenting" is focused not only on the extension of psychological and pedagogical knowledge, but also on the mastery by the parents of specific educational technology, on development of parents' ability to learn their child and themselves as parents. To solve these problems to form each of the components of parents' pedagogical competence a range of contemporary forms is used: trainings, round tables, master classes, parent-child game interaction, collaborative design activity for children and parents, business games, case-technology, creating of collages. In addition, forms of distant work with parents: brochures, website, electronic library of scientific literature and fiction, webinars are widely used.

For results' fixing and visibility for each parent notebooks "Diary of a successful parent" were decorated containing concise recommendations, reminders, tips, in which parents are able to capture useful information and "homework" for testing in daily contact with the child.

## RESULTS

### Ascertaining stage

On ascertaining stage of the experiment a diagnostics of the level of parents' pedagogical competence's development was carried out (120 people); the practical experience of teachers on the development of parents' pedagogical competence was analyzed.

The main research methods of the components' formation level of parents' pedagogical competence as on ascertaining so on control stages of the experiment were: for studying of cognitive component - tests of achievement; for the study of emotional and value component of parents' pedagogical competence – test questionnaire of parental relationship A.Y. Varga and V. V. Stolin (2001) and the questionnaire EPI of G. Eysenck (1995); for the study of communicative and active component – method "type of response in a conflict situation of K. Thomas" (1998) and a test of communicative skills of L. Michelson (2013); for the reflexive component's study – research methodology of reflexivity of A. V. Karpov (2003).

Competence's assessment was given on the basis of composite index in the form of the final score of the estimates of all the parameters studied. According to the frequency of distributed total scores were selected the quantitative values for three levels of components' development in parents' pedagogical competence: high (over 70%), medium (30%-70%) and low (below 30%).

Analysis and generalization of investigation techniques' results allowed determine the levels of development of parents' pedagogical competence in the experimental and control groups (Table 2).

**Table 2.** The parents' distribution in the experimental and control groups at different levels of pedagogical competence's development in ascertaining experiment (%)

The levels of development of parents' pedagogical competence	Experimental group of parents	Control group of parents
Low	42	38
Medium	53	56
High	5	6

The data in Table 2 indicate that the parents mostly have average (53% and 56%) and low (42% and 38%) levels of pedagogical competence's development. This indicates on the need to improve its development.

The data obtained led to the necessity of studying the practical experience on the development of parents' pedagogical competence in preschool educational organizations. The information was collected in the form of monitoring the activities of pre-school organizations for the development of pedagogical competence of parents by questioning of kindergartens' teachers, online surveys, analysis of websites of educational institutions and pedagogical documentation. The summary of monitoring data revealed that 65% of preschools had not curricula to improve the competence of parents, did not make full use of material and technical resources (hardware, library of family reading, Internet resources, etc.). Insufficient level of professional skills in communicating with parents showed 35% of teachers, 42 % of teachers indicated on a lack of teaching materials for working with parents, 70 % didn't use in their work with family interactive methods, 12% of teachers did not exclude the possibility to be engaged in the development of children by partnering with parents. The results of the study indicate on the lack of readiness of pre-school organizations' teachers to improve the pedagogical competence of parents.

Taking into account the results of the experiment, we concluded that the necessary conditions for successful development of parents' pedagogical competence are: improving the teachers' readiness to implement the curriculum and methodological support of parents' pedagogical competence's development.

### **Forming stage**

At the forming stage of the experiment scientific-methodical provision of psychological-pedagogical support of parents' pedagogical competence's development was developed and tested, which was presented by scientific and theoretical (leading ideas and main theories of psychological-pedagogical support of parents), content (selection and structuring of the content of the activities, methodological and practical materials for teachers and parents), and methodological levels (curriculum of parents' pedagogical competence's development in pre-school education, methodical recommendations for teachers and diagnostic tools).

### **The content of psychological-pedagogical support of parents' pedagogical competence' development**

Initially the improving of the teachers' professional competence in the sphere of interaction with the family was carried out. This activity was aimed at achieving the following objectives: to equip educators with the idea of family as a system; to reveal the psychological and pedagogical bases of the interaction between family and educational institutions; to develop skills in traditional and non-traditional forms and methods of interaction with the family; to consider the difficulties encountered by entities (parents and teachers) in the process of communication and ways of overcoming them.

The main forms of work with teachers were: discussions, round tables, master classes, business games, seminars, trainings. In addition, the information and methodical support of teachers was organized through its web site, the pages of which contained theoretical and methodological materials, creative tasks, projects and deadlines. A forum was created where teachers could ask questions and share their experiences.

Psychological-pedagogical support of parents' pedagogical competence's development was carried out by teachers, educators, psychologists and other professionals, in each pre-school educational organization on the developed curriculum "Joy of parenting" with constant information and methodical support.

### Experimental verification of the curriculum effectiveness on the parents' pedagogical competence's development

To determine the curriculum effectiveness of psychological and pedagogical support of parents' pedagogical competence's development the control and experimental groups were formed. Analysis of experimental data showed that on the ascertaining stage of the study of parents' pedagogical competence in the experimental and control groups there was virtually no differences in levels of its development.

The effectiveness of formative work proves the positive dynamics of changes in the levels of development of parents' pedagogical competence (Table 3).

**Table 3.** The nature of changes in the levels of development of parents' pedagogical competence

High level				Medium level				Low level			
Ascertaining stage		Control stage		Ascertaining stage		Control stage		Ascertaining stage		Control stage	
Cognitive component											
E.G.	C.G.	E.G.	C.G.	E.G.	C.G.	E.G.	C.G.	E.G.	C.G.	E.G.	C.G.
14	15	29	16	53	54	50	52	33	31	21	32
Emotional and axiological component											
23	24	38	25	65	66	55	67	12	10	7	8
Communicative- activity component											
2	3	31	5	55	57	52	63	43	40	17	32
Reflective component											
5	5	27	6	31	33	52	38	64	62	21	56

At the control stage of the experiment significant quantitative and qualitative changes were revealed in the development of the parents' competence in the experimental group compared to control. Comparative analysis of changes in the development of parents' pedagogical competence of the experimental and control groups on ascertaining and control stages of the experiment are presented in Table 4.

**Table 4.** The distribution of the parents of the experimental (E) and control (C) groups at different levels of parents' pedagogical competence's development on ascertaining and control stages (%)

The levels of parents' pedagogical competence's development	Stages of the experiment			
	Ascertaining stage		Control stage	
	E	C	E	C
Low	42	38	18	33
Medium	53	56	60	58
High	5	6	22	9

Quantitative data of the table show that in the control group of parents there were no significant changes in the development of pedagogical competence. The parents of the experimental group had significant changes in the levels of development of their competence in the child's upbringing.

Using the Fisher test we can check the significance of differences in percentages of development's levels of parents' pedagogical competence in the experimental and control groups at the control stage of the pedagogical experiment (Table 4).

**Table 5.** Calculation table of difference's significance in percentages of development's levels of parents' pedagogical competence in the experimental (E) and control (C) groups at the control stage of the experiment

Name of the group	The levels of parents' pedagogical competence's development			Total quantity of parents
	High	Medium	Low	
Experimental	22%	60%	18%	60
Control	9%	58%	33%	62
$\varphi_{ЭМП}$	2,81	0,31	2,66	
$\varphi_{кр}$		{1,64( $p \leq 0,05$ ) 2,31( $p \leq 0,01$ )		

Comparison  $\varphi_{ЭМП}$  and  $\varphi_{кр}$  allows us to conclude that the differences in the development of pedagogical competence of parents in experimental and control groups are statistically significant.

## DISCUSSION

There are a variety of curricula for working with parents. In the development of problems of parents' pedagogical competence's development we used ideas of: R. Dreikurs (1986) about the need for parents' education to use lectures and consultations; T. Gordon (1997) on the importance of the formation in the parents of the following skills: active listening, express their feelings, to use the principle of "both are right" in the resolution of contentious issues, H. Jainota (1986) on the methods of organization of group consultations and the principles of education, I. V. Grebennikov (1986), who developed the curriculum of pedagogical education of parents.

Issues of psychological support of parenthood interested R. V. Ovcharova (2003), which developed a technology of psychological support of parenthood. She suggested the curriculum "Seven steps" aimed at the formation and development of a sense of parental love, the technology of psychological correction of parent-child relations in families of adolescents. M. Kipnis (2008) developed a system of training exercises, a diagnostics toolkit for working with parent groups. E. I. Zhdekaeva (2001) developed a unique curriculum of correction of child-parent relationship "the Path to a happy family." As the main methods of work with family play therapy, drawing therapy, fairy-tale therapy are used.

## CONCLUSION

It is established that the developed curriculum "Joy of parenting" contributes to the development of parents' pedagogical competence, which is manifested in their readiness and ability to accept the child as a value, to obtain basic psychological-pedagogical knowledge and use a variety of ways of cooperation with the child of early age. At the same time as conditions for the development of pedagogical competence of parents in pre-school educational organization can be distinguished:

increasing the teachers' readiness to implement the curriculum; information and methodological support of development of parents' pedagogical competence; the establishment of partnerships with the family. The process of pedagogical education of parents can only be effective if the relationship between the teacher and parents are based on the following principles: respect for the family as a system, humanism, respect for entity-entity status in relation to parents, providing of emotional security of parents in the educational organization, creating of a comfortable environment. The article can be useful in practical terms for teachers and psychologists of preschool educational institutions.

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