Introduction: The article deals with the problem of raising the level of pedagogical culture of parents in a kindergarten. Conscious parenting and pedagogical literacy of family members are important conditions for the harmonious, successful development of a child's personality. Modern parents are interested in the successful development of their children and are ready for active cooperation with teachers. The theoretical and methodological substantiation of the designated problem indicates the need to consider it from the perspective of a synthesis of the approach: acmeological, competence, and activity. An effective form of interaction between the kindergarten and the family is the "Mother's School". The content of work in such a school includes: informing parents about the features of the children habilitation, possible problems and ways to prevent them, preparing parents for the admission of children to kindergarten, effective trainings and master classes, consultations.

Research methods: Theoretical methods were used for the research: analysis, synthesis, comparison, generalization. The experimental part of the research included a conversation and a survey.

Results of the research: Theoretical and methodological substantiation of the problem of raising the level of the pedagogical culture of parents in the context of interaction with the kindergarten; the developing the form of interaction between the kindergarten and families - "Mother's School".

Conclusions: The need to improve the level of pedagogical culture of parents is beyond any doubt. "Mother's School" will help to include them in the pedagogical process as an active participant. The activity of the school is not only aimed at informing parents, but also at developing an active responsible attitude towards parenthood and effective skills to interact with their children.

Keywords: Preschool education, child, family, parents, interaction, "Mother's school".

1 INTRODUCTION

The cooperation of the pre-school educational organization and the family is one of the urgent problems. The Federal Law "On Education in the Russian Federation" and the Federal State Educational Standard for Pre-School Education focus on cooperation and joint upbringing of children of pre-school age [4]. Both the family and the kindergarten understand that it is impossible to solve all the problems associated with the education, development, and health of the modern child alone. It is possible to do it together.

Human development is influenced by many different factors, both biological and social. Undoubtedly, the family is one of the decisive factors that have a direct impact on the formation of the child's personality. The family laid the moral foundations of the individual. From the very first days, in the process of intimate relationships with close people, basic trust in the world is laid down, a positive or negative attitude towards other people begins to form, such qualities as activity, initiative, independence and others are maintained or ignored. Formed qualities will either help a person in later life or create insurmountable obstacles for him.

On the one hand, the family loves the child and takes care of him, but on the other hand, it is the family that can cause irreparable harm if the people close to the child do not have pedagogical knowledge. In this case, the role of the preschool institution becomes extremely important. It should not only prevent the possible negative impact of the family on the child, but also help parents (legal representatives) to increase their pedagogical competence, change the style of pedagogical communication, if necessary, and create conditions for family rallying.
2 METHODOLOGY

Interaction in the educational process is a system of interdependent contacts in the unity of social, psychological and pedagogical ties. The social side predetermines the result of pedagogical interaction. The psychological side provides a mechanism for its implementation. Pedagogical connections create the environment in which the process of organizing pedagogical interaction becomes necessary and possible. The family is the most important environment for the development of the personality of a child of preschool age. Creating an educational space in a pre-school organization with family involvement is one of the promising areas for the development of a pre-school education system in Russia.

The family is a living, constantly changing system, not only under the influence of socio-economic conditions, but also due to internal development processes. The family is affected by such phenomena as migration, urbanization, industrialization, etc. The family is not a homogeneous, but a differentiated social group, in which various age, sex, and sometimes professional “subsystems” are represented. This allows the child to more actively express their emotional and intellectual abilities, to realize them faster.

The family as a psychological system was considered in their research by B.G. Ananyev, L.S. Vygotsky, A.A. Bodalev, R.V. Ovcharova and others. In the works of E.P. Arnautova, P.C. Bure, O.L. Zvereva, V.M. Ivanova, S.A. Gantry, T.A. Kulikova, T.A. Markova, B.C. Mukhina reflects pedagogical statements about the family as an educational system [2, 3].

The features of social and pedagogical work with the family were described by V.N. Gurov, T.V. Lodkina, L.V. Mardahaev, V.A. Nikitin, S.I. Tokarev, S.I. Hunger, A.I. Antonov et al. The general theoretical models of parenting are reflected in the studies of J. Hamäläinen, J. Lam and W. Lam, R. Yakku-Sihvonen, S. U. Bizhu, B.L. Hopkins, J. Hall, V. Bierl, M. Kashtan, M. Takala, and others. The problem of the interaction of educational institutions with family and family members among themselves was studied by N.A. Andreeva, Yu.P. Azarov, P.P. Pivnenko, T.V. Volkov [1]. The methodological foundations of family and family education are investigated in the works of V.G. Afanasyev, Z.I. Vasilyeva, C.B. Darmodekhina, A.G. Kharcheva and others.

Psychological and pedagogical research (L.I. Bozhovich, N.F. Vinogradova, L.V. Zagik, T.A. Markova and others) showed that the family needs the help of specialists throughout the entire preschool childhood.

The modern system of preschool education supports the interaction of teachers with their parents. Such interaction provides a solution not only to the tactical tasks of raising a child, but also makes it possible to reduce the level of neuroticism of a child in the conditions of public education, to provide connections between the preschool educational institution and the family.

The main condition for the development of interaction with the family is communication in the system “teacher – child – parent”. Teachers and specialists of pre-school educational organizations should be able to implement a variety of psychological and pedagogical technologies.

Psychological and pedagogical education of parents is carried out in two aspects: informative education (acquaintance with the age characteristics of children, types of recreational activities in the family, methods of the educational and educational process in the family, etc.) and training of parents in practical skills and abilities activities, to promote the development of children’s speech, the creation of conditions for strengthening the physical and mental health of children, the creation of prerequisites for learning activities, eskim values).

Many young families do not adhere to cultural and historical family traditions, therefore, the cultural development of the child suffers. Some families today find it difficult to organize leisure activities, to unite the interests of all family members, they do not think about a child who lives by waiting for a game, a fairy tale or a journey. When parents begin to take part in the life of a pre-school organization, then everyone wins. Children have pride and respect for their loved ones. Parents, thanks to the interaction with teachers and participation in the life of a preschool institution, gain invaluable experience of cooperation with both their children and the teaching staff.

The causes of many children's problems lie in family relationships, so it is the process of joint communication that allows you to get more complete information about child-parent relationships in the family.
The involvement of parents in the lives of their own children helps them understand the intrinsic value of the preschool childhood period, teaches them to see the strengths and weaknesses of the child and take them into account in solving the problems of education, teaches to be prepared for the emotional support of his child in a difficult situation for him. It is important to create prerequisites for the development of a relationship of trust with the child, sincerely participating in his affairs, sharing his grief and joy.

Practical analysis of the problem of interaction between kindergarten and family allows us to state that teachers often do not know how to set specific tasks and choose the appropriate methods and methods of interaction with the family, and the content of the work is not sufficiently differentiated. When choosing these or other methods of cooperation, the teachers do not take into account the peculiarities of the family (young, repeated, single-parent, single-child or large families, etc.). The reasons for this are insufficient knowledge of the specifics of family education, the inability to analyze the level of pedagogical culture of parents and, accordingly, design their activities. With regret, we have to admit that many teachers have insufficiently developed communicative skills, which makes the process of effective interaction difficult.

Analysis of modern research shows that in order for the process of interaction between teachers and parents to be productive, the following structure should be observed:

- to study the families of students;
- select interactive methods and techniques to increase the activity of parents;
- to interact with a differentiated approach to different categories of families;
- fully take into account the needs of parents to the pre-school organization.

Studying the pupil's family allows the teacher to see the characteristics of a particular family, to understand its lifestyle, way of life, traditions, style of communication in the family, and the educational capabilities of the parents. But it should be remembered that the study of the family is a delicate matter, requiring the teacher to show respect for the families of the students. Methods of studying the family are the tools with which to gather, adapt, summarize the data characterizing the family, reveals many of the relationships and patterns of education of children.

Practical workers have accumulated a wide experience of traditional forms of interaction with the family (parent meetings, consultations, conversations, seminars, round tables, questioning). In modern conditions, interactive forms are more in demand (pedagogical trainings, clubs, project activities, workshops, schools, master classes, a newspaper or a magazine, Skure-accompaniment), because they provide direct live communication between the teacher and parents, allowing them discuss, analyze, search for different approaches to solving pedagogical problems arising in the process of raising a preschooler child.

One of the interactive forms of interaction with the families of pupils is the «Mother's School».

The «Mom's School» – a unique, it allows you to organize active interaction with parents whose children are not attending preschool educational institution at the outset. Active counseling, pedagogical trainings, talks and workshops organized in a pre-school educational organization allow parents and teachers to establish close business relationships. This interaction will make a softer adaptation of the child during the preschool age to the educational institution.

A preliminary acquaintance of parents with the premises and specialists of the kindergarten allows parents to actively navigate within the walls of the preschool institution, provides an opportunity to receive advice on the upbringing and development of the baby, and promptly seek help if necessary.

«Mother's school» is held once a month, each meeting is devoted to a specific topic, actual for parents with young children: «We go to kindergarten ...» – dedicated to adaptation to the preschool institution, «I am myself» – are considered features of the crisis of three years, "Once – a word, two – a word ..." – the importance of speech development of babies up to three years old is discussed (Table 1).
Table 1. Perspective plan.

<table>
<thead>
<tr>
<th>Month</th>
<th>Event name</th>
<th>Forms used</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>«The development of speech in young children»</td>
<td>group counseling, exercises</td>
</tr>
<tr>
<td>October</td>
<td>«Games with kids»</td>
<td>exercise games, trainings</td>
</tr>
<tr>
<td>November</td>
<td>«We protect health»</td>
<td>workshop, workshop for parents</td>
</tr>
<tr>
<td>December</td>
<td>«Fantasy»</td>
<td>master class (with children)</td>
</tr>
<tr>
<td>January</td>
<td>«Skillful fingers»</td>
<td>exercise games</td>
</tr>
<tr>
<td>February</td>
<td>«Reading Mom»</td>
<td>group consultation,</td>
</tr>
<tr>
<td>March</td>
<td>«My friends»</td>
<td>master Class</td>
</tr>
<tr>
<td>April</td>
<td>«Child and physical activity»</td>
<td>group consultation</td>
</tr>
<tr>
<td>May</td>
<td>«Soon to kindergarten»</td>
<td>group counseling, exercises</td>
</tr>
</tbody>
</table>

3 RESULTS

Meetings organized by teachers allow the parents whose children will be in the same group to get to know and make friends closer, which in advance creates conditions for rallying their parents. The proposed form of active interaction allows for the advance preparation of parents, to raise the level of their pedagogical and communicative competence.

Interactive forms of cooperation between teachers and parents, in particular, “Mother’s School”, contribute to the formation of pedagogical reflection, which, in turn, corrects the child-parent position taking into account the achievements of modern pedagogy and psychology. In the process of conducting pedagogical trainings, round tables, the parent has the opportunity to express his wishes in terms of raising the child, and the teacher to hear and include in his pedagogical activity.

Thus, the need to improve the level of pedagogical culture of parents is beyond doubt. “Mother's school” will help to include them in the pedagogical process as an active participant. The activity of the school is not only aimed at informing parents, but also at developing an active responsible attitude towards parenthood and effective skills for interacting with their child.

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