The child’s education begins in the family, and the preschool educational institution helps the family educate the child, expands his/her social experience, establishes conditions to learn to live in a small community of children. Pedagogues of a preschool educational institution provide qualified pedagogical and psychological support to parents. Collaboration between pedagogues and parents helps to pursue a common goal, brings all the participants of education together. Only mutual confidence between the educational institution and the family guarantees the successful formation of the child’s personality. The changes in the world of education policy can be understood as shifting the focus towards the search for opportunities and their use, which presupposes the idea that in order to meet the consumer’s social needs it is not necessary to create something radically new because it is possible to find opportunities in the everyday activity of organizations. Referring to this approach, it was decided to reveal the expression of parents’ education performed in preschool educational institutions analysing the planning documents of the institutions. The obtained results and insights of the research will permit to improve the model of the organization of parents’ education in preschool educational institutions of Lithuania.

Keywords: parents’ pedagogical education, preschool educational institution, activity planning documents.
achievement, professional career, improved quality of life and, at the public level, provide good learning skills, learning competencies in a variety of fields and the successful functioning of society.

Pre-school education institutions are guided by various European and Lithuanian normative and institution internal activity planning documents: strategic action plans, annual activity plans and individual institution-specific Early childhood education programs. Pre-primary education is carried out in accordance with the General Framework Educational Program for Pre-school Education [16]. As a researcher, my focus is not on the managerial aspects of the pre-school curriculum, but on the content, forms and methods of parents’ education. The aim of the study is therefore to use early childhood education curricula.

Today’s educational institution’s mission is much broader accepted than providing only normal educational services. Depending on the needs of children, families and agreement with the community, educational institutions often expand the range of services provided. The parents are provided with pedagogical education, information and counselling services [17]. Pre-primary education is carried out by the preschool education program, which is organized by the pre-school education team. For more than a decade (since 2007) national early childhood education programs have been abandoned in Lithuania and the creation of the content for pre-school education and training has become decentralized. Before preparing of the program, the headmasters and educators of the institution investigate and take into account the needs of the attending children and families and provide forms for cooperation with parents (guardians), the local community and social partners. In preparing the program they are also guided by the criteria for the development of pre-school education programs adopted by the Minister for Education, Science and Sport, and the normative documents in the country. Developing, offering and realizing of modern curricula for pre-school children is a particular emphasis on the interaction between a child, a family, society. Thus, the content of the program is envisaged, which, according to Darling-Hammond L., Banks J., Zumwalt K., Gomez L. etc. [18], may be a formal (formal curriculum), an educational content (the enacted curriculum) that includes activities, interactions, evaluation, tools and other practical aspects of the participants in the curriculum, hidden content of the curriculum (hidden Curriculum), which includes the ability of the educator to create conditions conducive to activities. If the teacher is not adequately competent, the activities of participants in education are not sufficiently effective.

European Commission in its official report “Early Childhood Education and Care. How better help our children prepare for the future [19] states that “quality and inclusive early childhood education and care services benefit everyone. These services help children to exploit their potential fully and for parents and other family members to increase employment, raise qualifications, improve parental education and leisure activities. The documents indicate the importance of supporting parents as the primary educators of their children at an early age, and it is significant for institutions to work closely with parents and the community, informing them about the importance of learning from early age. Therefore, the early childhood education program should provide a very clear justification of the needs of children, the readiness of educators and other specialists, the identity of the regional and educational provider, detailing the needs and expectations of parents (guardians) and the local community, communication and cooperation between teachers and families, involving parents/guardians.

2 METHODOLOGY

The cross-examination in pre-school educational institutions analyzes the various operational documents of the institution. The curriculum is one of the main activities of the pre-school education institution. The study was based on internal, primary, official and documentary resources, which were the educational programs of pre-school education institutions.

The aim of the pre-school curriculum study is to determine what information about parental education in pre-school schools is revealed in pre-school curricula, how the needs of parents are met and revealed.

2.1 Research sample and conduction

In order to reveal the context of the education of parents in pre-school institutions it has been decided to use public sources of information, such as institutions' websites, and pre-school curricula displayed there. Convenience sampling was selected. Pre-school education institutions were chosen randomly and the pre-school curriculum was downloaded from the websites of the chosen institutions. For a
problem analysis were selected 20 pre-school education programs prepared in 2012-2018. The selection of pre-school education programs was held in March 2019. This qualitative study is not intended to represent the situation of all the Lithuanian pre-school institutions in the Republic of Lithuania, but we can note some relevant tendencies.

2.2 Reliability and usefulness of the research

In order to achieve the quality of research, it is essential to use only primary sources and consistently adhere to certain rules of the documentary research process [20], [21]: to identify the authenticity of documents, to assess their reliability, to provide a theoretical basis, on which the documentary sources can be analyzed [22] [23], [24]. The authenticity of programs for early childhood education is confirmed by the fact that the original (usually scanned document) and full version of the document are available on the official website of the public office. The credibility of the analyzed educational programs was confirmed by the fact that these documents were approved by headmasters of the educational institution with their use approved by the city or district municipality Council.

2.3 Presentation of data processing and analysis methods

Qualitative document content analysis was done in accordance with the Bailey [25] basic content analysis phases: selecting documents for analysis, setting the content of categories (most common logical concepts), content (from a point of view) unit (sentence, paragraph), assessment of whether the category is being investigated (determination of presence or absence). The content analysis method used for decoding the text (pre-school education programs). For the analysis of strategic plans for mainstream schools, was chosen the relatively unstructured and non-quantitative type of analysis also known as a qualitative or traditional analysis. Qualitative content analysis results are not quantified, statistical analysis is not used, as the essence of this analysis is the application of the interpretive method [26].

2.4 The Ethics of Research

In the classic analysis of content of pre-school education curricula, an orchestrating instrument is a form of coding which includes data on the document. The document name P1 shall be encoded in the encoding form. The letter P indicates that this document is encoded in the institution-specific curriculum and the second sign, number 1-indicates the program number in the list of all the programs that are analyzed.

3 RESULTS

The issues of public life have a significant impact on the family: the accumulation of economic problems, social tensions, which change family life, social life. There is a blurring of traditional family features and a growing number of families with superficial relationships. Increased parental employment has become an additional psychological burden for the whole family. Changing economic, social conditions are deeply touching and children: there is a growing number of emotional and behavioral problems. A huge flow of information: a wealth of articles, seminars on how to raise children, to make them independent, successful, creative: causes significant psychological tension. Parents face the risk of not only having to get lost in a multitude of opinions, fashionable or challenging banners, but also to feel unwell.

It is obviously clear that in these conditions, at least a small part of the problems can be solved by the pre-school education institution. The changing needs of parents are becoming an important factor, which must be taken into account when updating existing ones, creating new pre-school curricula. Parents are now not only interested in caring for the child, and their safety while they are busy, parents have an interest in ensuring good education conditions and the overall quality of the child's education. Parents expect a high-quality school for the preparation of children. They want to participate in the group's and all institution's events. Parents want to receive professional pre-school education teacher advice on children's education. Therefore, the education of parents should become one of the priority elements of the pre-school education institution.

In pre-school education curricula, one of the components is usually the "needs of parents (guardians) and the local community" [27]. The title of this paragraph in the programs of different pre-school education institutions may vary slightly, as well as the information provided in this part and the guidelines for the envisaged activities are interpreted differently, there is no unified system.
Following an analysis of the needs of the parents (guardians) and the local community in the pre-school curriculum, a few categories have been distinguished to what aspects of working with parents (guardians) in pre-school curricula are targeted. The first category, why educators with parents/guardians try to establish a connection, is the involvement of parents (guardians) in children's education (Table 1).

**Table 1. Involvement of parents (guardians) in children's education**

<table>
<thead>
<tr>
<th>Category</th>
<th>Sub-category</th>
<th>More typical examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involvement of parents (caregivers) in children's education</td>
<td>Creating a learning environment</td>
<td>“Parents and educators create a child's living space” (P12); “To reveal to the family the peculiarities of the child’s life nursery-kindergarten and familiarise yourself with the conditions” (P12), (P33); “To create a calm and healthy environment for the child” (P1); “&lt;...&gt; to introduce educational conditions” (P39); “Parents appreciate the environment created by the institution, which ensures children's safety, health and makes the preconditions for the full improvement of children” (P8).</td>
</tr>
<tr>
<td>Improving children's education opportunities</td>
<td>“Together with the family to look for general measures of educational impact on the child” (P12); “...To ensure that the conditions for the promotion of the child's education and training are established...” (P1); “To care for the welfare of the Child” (P1); “To provide the conditions for ensuring the coherence of the education of the child &lt;...&gt; together to search for common educational impact measures &lt;...&gt;” (P39); “Together with teachers dealing on the child's educational content, the assessment of the child's education” (P4); “interested in child education” (P3); “Strive to involve the family &lt;...&gt; in the development of an individual child education curriculum and its implementation” (P18).</td>
<td></td>
</tr>
<tr>
<td>Achieving of common goals among parents and educators</td>
<td>“To strive for the principle of cooperation between parents and educators – everything that is done is done for the benefit of the child” (P12); “The aim is to reconcile the attitude of the child at home and in the curriculum, to ensure the successful development of the child” (P1); “The guiding principle is that everything that is done is being done for the benefit of the children” (P33); “Together to look for general measures of educational impact on the child” (P33).</td>
<td></td>
</tr>
<tr>
<td>Familiarity with the family</td>
<td>“To know the families of children who visit the institution: &lt;...&gt; to gather formal family data” (P39); “When a child starts attending, the expectations of the parents/guardians are clarified, their opinion is collected on the child's abilities and individual peculiarities” (P39); “Familiarize yourself with the way of family life, Traditions” (P33); “Familiarise yourself with the family's social, cultural environment, traditions of education and the peculiarities of child development; To assess and respect the role of the family in child education; The child's Life Development (P18).</td>
<td></td>
</tr>
</tbody>
</table>

Analyzing the category of parents (guardians) interest in children's education were distinguished four sub-categories detailing this category: creation of an educational environment, improvement of child education, the achieving of the common goals of parents (guardians) and educators, and familiarity with the family. The Pre-school community strives to create the most attractive, soothing and health-friendly educational environment for children. Educators can do so in cooperation with their parents (guardians). The curriculum highlights that this process require parents (guardians) must be made aware of the curriculum in order to not feel distrust in the institution so that the parents can feel calm while leaving their children at the educational institution.

The analysis of the programs revealed that the educators were looking for the means of action with their family. Parents (guardians) work together with educators not only to create a supportive environment for children's education, but also to "deal with educators on the content of the child's curriculum, the assessment of the improving the skills of the child" (P4). When creating a pre-school education program, the institution's community is trying to involve both parents, listening to their opinions and taking their suggestions into account. The whole process is conditioned by the general aim of parents (guardians) and educators of pre-school educational institutions – quality in early childhood education ("guiding principle is that everything is done for the benefit of the children" (P33)).
Parents (guardians) should strive to maintain the continuity of education in the pre-school institution ("combining attitudes to a child at home and in an educational establishment, to ensure a successful development of a child" (P1)). These aspects are based on the isolated and fourth sub-category of familiarity with the family. Successful early childhood education is not possible without the knowledge of the family, without familiarity with its social, cultural environment, education traditions, peculiarities of child development.

The analysis of early childhood education curricula revealed the aspects of parental (guardian) and teacher interaction (Table 2). Three sub-categories are detailed in this category: meeting the needs of parents (guardians), communicating with educators and collaborating with parents/guardians and engaging parents/guardians in the activities of the curriculum.

**Table 2. Parental (guardian) and teacher interaction aspects**

<table>
<thead>
<tr>
<th>Category</th>
<th>Sub-category</th>
<th>More typical examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspects of parental (guardian) and teacher interaction</td>
<td>Meeting the needs of parents (guardians)</td>
<td>&quot;The aim is to meet parents' expectations and wishes...&quot; (P1); &quot;The prosperity of children and community members is being developed... Expanding services, in particular social, to meet the needs of families&quot; (P1); &quot;...ensures one of the most important needs of parents-continuity &lt;...&gt;&quot; (P39); &quot;In designing the program, educators are guided by parental provisions, expectations, and needs&quot; (P40); &quot;Parental (Guardian's) needs are met by organizing non-formal education services&quot; (P33); &quot;During the preparation of additions to the institution's curriculum, a survey &lt;...&gt; parents were conducted in the community&quot; (P22); &quot;wishes to have a comprehensive education of children (SI) when all areas of the child's education and Training &lt;...&gt; &quot; (P9); &quot;Parents &lt;...&gt; expect children: to acquire beautiful and immediate communication skills; improve self-sufficiency (P4); &quot;They would want their children to be trained by competent teachers who are knowledgeable in their work&quot; (P3); &quot;Parents' expectations: maintenance/safety, nutrition, health care, meeting the needs of children with special and exceptional needs, development of conditions and comprehensive education, socialization, development, self-expression, preparation for general education&quot; (P55); &quot;As a nursery school curriculum, educators are guided by parental provisions, expectations, and needs&quot; (P8).</td>
</tr>
<tr>
<td></td>
<td>Communication between educators and cooperation with parents (guardians)</td>
<td>&quot;Establish and maintain mutually -friendly and open, informal relationships&quot; (P1); &quot;Close cooperation between parents and educators is based on trust and respect&quot; (P39); &quot;Parents tend to communicate and collaborate with educators, interested in children's education &lt;...&gt;&quot; (P40); &quot;We support cooperation in positive terms: mutual trust and confidentiality, listening to each other's needs and interests, respecting the role of the family in educating the Child&quot; (P40); &quot;Cooperation with family members is a key prerequisite for strengthening and broadening the education of children in a group, to take into account the family traditions &lt;...&gt;&quot; (P28); &quot;Well-agreeing parents and educators – the largest shelter for the child&quot; (P22); &quot;The educators of the institution seek to &lt;...&gt; provide pathways for successful partnerships and for meeting the needs of parents (guardians, caregivers) according to available opportunities&quot; (P16); &quot;Parents support teacher ideas &lt;...&gt;&quot; (P9); &quot;jointly with the family to decide on &lt;...&gt;&quot; (P18).</td>
</tr>
</tbody>
</table>
Involvement of parents (guardians) in the activities of the educational institution

"Involve the parents themselves into an institution's life..." (P1); “To involve parents in the life of the institution so that they are not the guests and the participants in her life” (P33); “Involve the family in active collaborations with nursery school” (P33); “Parents' participation in the life of the institution determines children's aspirations, motivation, self-esteem and behavior” (P33); “There is a group of parental committees, body Council” (P33); “educators and parents have to become ' partners of the process” (P28); „At any time parents in the working group, may be engaged and participate in children's activities, festivals and other events” (P3); “There are parents who participate in joint activities, organised competitions and projects, also provide help in decorating groups or children for celebrations” (P55); “to plan and discuss in advance a group of parents' attendance (adaptation and further education); To allow the family to choose its own methods of participation in the group” (P18).

The analysis of curricula shows that pre-school education institutions are focused on meeting the needs of parents, both in the creation and renewal of curricula and in the non-formal education services ("Parental expectations: Care/Security, nutrition, health care, meeting the needs of children with special and exceptional needs, conditions for development and comprehensive education, socialization, development, self-expression, general education, and the provision of specialist assistance" (P55)). Parents (guardians) are expressing their expectations not only about the services they provide, but also about the competence of the educators ("they would want their children to be trained by experienced and knowledgeable educators" (P3)).

The study has revealed principles of communication and cooperation between parents (guardians) and educators: mutual trust, respect and confidentiality. The curriculum emphasizes that the cooperation of parents (guardians) with the pedagogues has a positive effect on the children ("well-agreeing parents and educators – is the biggest shelter for the child" (P22)), parents support teacher ideas, decisions suitable for both sides on children's education are made.

The analysis of preschool curricula has shown that the selective attention is focused on parental inclusion in preschool activities ("to involve parents in an institution's life to be non-guests and participants in its life" (P33)). This effort is made in various forms: parents can participate in the institution's self-government ("acting groups of parent committees, institution council" (P33)), can participate in children's learning activities ("Parents can monitor the participation in children's activities, celebrations, various events"(P3)).

The analysis of pre-school curricula shows that education programs have a particular emphasis on meeting the needs of parents. Three sub-categories are detailed in this category: education of parents (guardians), information of parents/guardians and providing assistance to the family (Table 3).

### Table 3. Aspects of meeting the needs of parents (guardians)

<table>
<thead>
<tr>
<th>Category</th>
<th>Sub-category</th>
<th>More typical examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspects of meeting the needs of parents (guardians)</td>
<td>Education of parents (guardians)</td>
<td>&quot;Educating parents on Pedagogy and psychology&quot; (P12), (P39), (P33); &quot;A website created by the institution helps to inform and educate parents&quot; (P40); &quot;In cooperation with families, we strive to &lt;...&gt; educate parents on pedagogy and psychology (meetings, specialist lectures, information boards)” (P28); “Responding to one of the priorities of the institution, it is envisaged to strengthen positive paternity” (P22); “educational activities are carried out” (P33).</td>
</tr>
<tr>
<td>informing parents (guardians)</td>
<td>“To share information about kindergarten life...” (P1); “evaluation results help educators personalize their education process and direct them in the right direction after informing their parents” (P39); “Parents (guardians) can see the works of the child and are informed about educational achievement and progress every working day. The parents (guardians) are constantly informed about currently noticed skills taking out the child or bringing — individual conversations, electronic information tools (using email, Skype app, Facebook, etc.)” (P39); “The institution’s website &lt;...&gt; Parents (guardians), provides the community with all the information about the institution and its activities” (P33); “The Web site created by the institution helps to inform and educate parents, community and society” (P16), (P30); “We aim to &lt;...&gt; inform about children's achievements by visiting to the group, participating in festivals, competitions, exhibitions and other events” (P28); “constantly informing about the progress and achievements of children” (P8).</td>
<td></td>
</tr>
<tr>
<td>providing assistance to family</td>
<td>“The function of the institution is to help the family, to develop the child's powers...” (P1); “education assistance is provided for parents (guardians)” (P40); “Educational help is organized for parents (guardians) through various forms of family cooperation” (P30); “Educational assistance is provided for parents” (P4); “Pedagogical, social and psychological support is provided to parents” (P8); “The institution's community is pursuing the social family support program” (P30); “the purpose of the activity is to help the family, to educate the child, to respond to the expectations and needs of parents” (P30).</td>
<td></td>
</tr>
</tbody>
</table>

The study revealed that the most pre-school education programs highlight parental information. The parents (guardians) receive information about their child achievements, the well-being and the other issues from the educators mostly individually during the year of meetings or by information technologies (“Parents/guardians can get information about works of the child, learning outcomes and progress every working day. The parents (guardians) of the children in the pre-school education are informed about currently got skills constantly or taking of the child from the institution-in individual conversations or by electronic means of information (using email, Skype app, Facebook, etc.)” (P39).

Much rarer in pre-school education programs is included education of parents/guardians on pedagogy and psychology. Neither the content nor the form of the parent's education is detailed. It is emphasized that the process of parental education is carried out in cyberspace (“The created website of the institution helps inform and educate parents, community, society” (P30)). Therefore, it could be argued that this would be more like information, as it has already been stated in the introductory part of this article, the education of parents is not a unidirectional education, information but a constructive activity.

Providing assistance to family (“pedagogical, social and psychological support is provided to parents” (P8)) is mentioned in pre-school education programs. Emphasis is placed on the Child welfare commission in pre-school education, whose main function is the provision of educational assistance, the creation of a safe and conducive environment for child education <...> those with special educational needs. However, a more detailed description of the aid for families experiencing temporary problems in children's education is missing.

According to the results of the analysis of the content of preschool education programs, many early childhood education programs suggest that the needs of parents/guardians are taken into account, but the educational programs do not focus enough on parents' education, more focusing on informing parents (guardians). This leads to the conclusion that pedagogical education in pre-school institutions takes place non systematically, spontaneously.

4 CONCLUSIONS

The analysis of the pre-school curricula distinguishes three main aspects of program highlighted by creators on working with parents: involvement of parents (guardians) in children's education, aspects of the interaction between parents (guardians) and educators, also aspects meeting the needs of parents/guardians.
The involvement of parents (guardians) in children's education is perceived as a sense of familiarity with the family by implementing parents' and educators' common aspirations for children in the educational environment and improving children's educational opportunities.

In pre-school education programs, parents (guardians) and educators' interaction aspects are detailed in meeting parents' needs through communication between the educators and cooperation with parents, parents' involvement in the activities of the educational institution.

According to the valid documents in Lithuania, educational establishments must form the Child Welfare Commission, which advises parents (guardians, caregivers) in the organization, conduct, attendance, security and other topical issues of children's education. Attention is focused on children with special educational needs. It does not, however, define the granting of aid to families whose children do not have special educational needs and which are facing temporary educational problems with children.

An analysis of the curriculum has shown that meeting the needs of parents (guardians) is perceived by highlighting the parents' awareness of children's education. Although various documents in the changing economic environment emphasize the importance of parental education, but in pre-school education programs there is no evidence of a constructive emphasis on parents' education. It is not detailed the theme, content and shape of parents' education. In most cases, the education of parents (guardians) is identified with the parents' information. Therefore, it must be considered that the education of parents in pre-school institutions does not occur systematically and does not attain their objective.

REFERENCES

Priešmokykinio ugdymo bendrąją programą (2014)


