Afanasiev A., Gilev G., Ivankov C.T., Rodina N., Terekhova S.I. et al.

INTELLEKTUELLES KAPITAL - DIE GRUNDLAGE FÜR INNOVATIVE ENTWICKLUNG
PÄDAGOGIK, SPORTUNTERRICHT, PSYCHOLOGIE UND SOZIOLOGIE, PHILOSOPHIE, PHILOLOGIE

INTELLECTUAL CAPITAL IS THE FOUNDATION OF INNOVATIVE DEVELOPMENT
EDUCATION, PHYSICAL EDUCATION, PSYCHOLOGY AND SOCIOLOGY, PHILOSOPHY, PHILOLOGY

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Intellektuelles Kapital - die Grundlage für innovative Entwicklung: Pädagogik, Sportunterricht, Psychologie und Soziologie, Philosophie, Philologie. Monografische Reihe «Europäische Wissenschaft». Buch 6. Teil 6. 2021.

Intellectual capital is the foundation of innovative development: education, physical education, psychology and sociology, philosophy, philology. Monographic series «European Science». Book 6. Part 6. 2021.

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Introduction

The family and kindergarten are the two most important educational institutions that are responsible for the development of the individual during preschool education. The way they interact, largely depends on a sense of psychological comfort, security, trust in the surrounding world, mastering the necessary skills and abilities.

2.1. Analysis of recent research and publications

The issue of cooperation between the preschool institution and the family is the subject of research by the following Ukrainian pedagogues and psychologists: T. Alekseenko, I. Bekh, A. Bogush, N. Gavrish, O. Kononko, S. Ladyvir, M. Mashovets, O. Osadko, T. Pirozhenko, T. Ponymanska. The subject of their research are features of collaboration with parents and their semantic content. The issues of pedagogical problems of the young family are studied by the representatives of the T. Alekseenko scientific school. In the publications of A. Bogush, N. Gavrish, T. Golubeva, N. Stadnik we find the disclosure of the content of cooperation with parents, in the publications of G. Bielienka, O. Kononko, A. Marushkevich, T. Pirozhenko, V. Postovyy, T. Tytarenko – approaches to the formation of pedagogical culture of modern parents, in the publications of V. Orzhekhovska, T. Ponymanska, I. Rybalchenko – forms of cooperation with parents.

The issue of effective cooperation between teachers and parents remains relevant for scientists around the world. This question is in the field of attention of foreign scientists, such as: L. Bozhovych, F. Crepin, J. Doncheva, J. Goodall, A. Jacewicz, T. Korotkova, G. Kimball, N. Lyashenko, T. Markova, F. Neuberg, L. Ostrovska, L. Pozdnyak, A. Sandberg, M. Trzcinska-Krol, O. Zvereva.

In our opinion, the study of S. M. Sheridan deserves a special attention, because it demonstrates modern positions of cooperation with parents. The scientist proves that when parents work with teachers, children develop much better, «they demonstrate better social skills, fewer behavioral problems and a greater ability to

adapt to situations and get along. When working together as partners, it's been found that parents and teachers communicate more effectively, develop stronger relationships with one another and develop skills to support children's behaviors and learning» [13]. To increase the effectiveness of cooperation, she advises to use the"3 C's": communication, consistency and collaboration [13].

The research of A. Bicaj, A. Bytyqi, T. Azizi, A. Xhemajli is interesting for us, because it proves the importance of cooperation and active involvement of parents in the upbringing of children, as the cooperation of preschool and parents qualitatively increases the efficiency of educational services and promotes the preschoolers development. Scientists distinguish important areas of cooperation that promote parental involvement and motivation to participate in the education of preschool children: 1) timely deliver information to parents; 2) receive information about the child to implement an individual approach; 3) support parents; 4) create conditions for active participation of parents; 5) provide communication between parents and staff through various instruments; 6) provide professional advice [3]. We consider it necessary to add a task to the specified directions of cooperation: to form in parents a habit to consult in questions of children education at the corresponding experts.

Research and experience show that the effective work of pre-school education is not possible without the active involvement of pupils family members to participate in the educational process. Nevertheless, research on change, modernization of forms of cooperation with parents of preschool children, in particular the organization and conduct of interactive forms of cooperation with the use of ICT and the reasons for the need for these changes have been ignored in Ukraine.

The concept of informatization of education is associated with the widespread introduction of ICT methods and tools in the education system. This question is the subject of research by such foreign scientists as J. Anderson, K. Bingimal, G. Ganf, P. Griffin, H. Gillespie. Such Ukrainian researchers as V. Bykov, T. Vdovychyn, V. Gritsenko, R. Gurevich, M. Zhaldak, M. Zgurovsky, V. Kremen, V. Luhovyi, V. Mikhalevich, N. Morze, V. Oliynyk, M. Shyshkina also interested in this problem. V. Bykov notes that the methodological foundation of education informatization is, on the one hand, computer science, and on the other - those sections of other sciences (primarily psychological and pedagogical sciences and cybernetics), which study and develop computer-based technologies pedagogical, scientific, managerial [4].

According to international studies of teaching and learning (TALIS), as of 2019 only 56% of teachers in OECD countries were trained in the use of ICT, 43% of respondents said they had a good level of training [20]. The pandemic in 2020 demonstrated the level of readiness of teachers for distance education and

cooperation with children and parents. According to the UNESCO-UNICEF-World Bank Survey on National Education Responses to COVID-19 School Closures in Europe, distance education delivery systems for implementation of the content of preschool education used only 45% of respondents. Online-platforms used by 24% of teachers during school closures, another 24% used television, 12% - mobile learning tools, 6% worked with paper assignments, 35% used other tools to work with children [18; 21]. The pandemic also raises attention to working with parents as they are partners in the learning process.

ICT as a tool to improve the quality of cooperation with parents in the first level of education expands opportunities for each preschool, they help to modernize, optimize and diversify forms of cooperation with parents, bring teachers closer to parents, reduce information processing time, and thus accelerate the solution of any question.

In addition to the definitive characteristics of the basic concepts and research on this issue, we have developed regulatory documents. We have learned more than 30 documents and their content confirms the attention of our country to create conditions and use of ICT in education, as well as the support and assistance to families in raising children.

The World Economic Forum in Davos is an important vector for the development of ICT in education in 2020 and 2021, which predicts the most popular human qualities of the future.

In our opinion, these were emblematic events of the last few years: hearing in the Committee of the Verkhovna Rada of Ukraine on Education, Science and Innovation on the topic: «State and problems of legislative support for the development of preschool education in Ukraine» (2020), the semantic content of which was a problem of cooperation with parents and helping young families [11].

The second significant event in education in general and preschool in particular was the study of «Concept of education infants and preschool children» (2020), in which an important place is given to the issue of interaction of the preschool institution with the parents, the need for support of the state and civil society, scientific and pedagogical support and proper information providing [19].

Given the significant scientific interest in the need to introduce ICT in the educational process of preschool education, the full participants of which are the parents, and imperfect ways to solve this problem in practice, the aim of the study is – disclose the possibility of using ICT as a tool to improve the quality of cooperation with parents of pupils in the first level of the education system.

2.2. The practice of using ICT as a tool to improve the quality of cooperation with parents

We have been conducting experimental research on this issue in several stages over the past five years. The ascertaining stage included: study of the level of cooperation with parents of preschool children in general and with the use of ICT, in particular, studying the level of ICT competence of teachers-practitioners of the first level of the education system and studying the level of technical support of preschool institutions. As the pandemic has radically affected the demand for ICT competence of teachers and changed the situation, the conditions of cooperation with parents, we, focusing on the overall results of the study (2016-2020), will focus on the results of 2019-2020.

To implement these tasks, we used the following methods: observation of the cooperation organization with parents with the use of ICT in preschool institutions; observation of the methodical support organization of teachers with the use of ICT; selective interviews with teachers and parents; questionnaires of preschool teachers and parents.

The results of long-term and selective observations gave grounds to claim that the work with the use of ICT in cooperation with parents has a significant number of problems and is not carried out properly. Understanding the importance of communication with parents using ICT, a significant number of teachers using widely available users (free) services and applications.

The site of the preschool helps to establish communication with parents and maintain a positive image of the institution, widely informs parents about all events. A few number of preschool institutions (only 5%) have functional sites, as they need a specialist who can create, fill and constantly update it. Often the maintenance of such sites requires payment, which is not provided by municipal authorities among financial payments to preschool institutions. Therefore, instead of a site, educators create a page on social networks, groups in messengers. The vast majority of educators use Facebook and Viber to provide parents with online information (announcements, messages, etc.). However, the use of these services does not provide proper cooperation. Maintaining the institution's page on social networks has its difficulties, due to the need to comply with security rules on the Internet. According to the Laws of Ukraine, parents must consent to the publication of photos of children in any media, social networks, group parent chats. Therefore, web pages in social networks are usually closed groups that involve only parents of children and teachers. Teachers often need to use several services to communicate with parents and cover

educational work with children, demonstrating their success (which is especially important during quarantine, as parents do not attend kindergarten and can not view children's work and communicate with the educators). «We write messages for parents to the general group, and then send each person a photo of classes or other information. It takes a lot of time», – said most of the surveyed teachers.

Our observations allow us to note that ICTs are traditionally used in open events with children and parents, which indicates the wide range of their applications. However, few kindergartens have at least one board and computer, and educators who have never used it express uncertainty about their own ability to use it.

The next method used in the study – observation of the methodical support organization of teachers on the use of ICT in educational work with children and cooperation with parents. The results of observations gave grounds to claim that only single seminars, master classes are devoted to this issue. Selective interviews with teachers of basic preschools (48 institutions) allowed us to conclude that the COVID-19 pandemic has sharpened attention and raised the issue of improving ICT competence and demonstrated non-sequence in the knowledge and skills of teachers. This helped to rethink the need for ICT technology in working with parents, as well as the question of finding the most optimal services for remote collaboration with parents.

Based on sample interviews and questionnaires of teachers, we found that 85% of educators were positive about ICT in the pandemic and were willing to use it in their work with prior training. A similar survey conducted in September 2020 shows an increase in the number of teachers who felt the need to use ICT in working with parents to 92%. A portfolio of useful services for working with children and parents appeared in 65% of preschools, compared to 15% in 2019. Given the increase in the number of materials, seminars and trainings in 2020 after the quarantine, the desire of teachers to receive advice and methodological assistance on the use of ICT in everyday work with parents remained at a high level - 85%. 6% of teachers believe that they have enough skills to organize communication and cooperation with parents (Fig. 1).

Despite the high level of interest in ICT technologies, numerous teachers believe that they are not able to replace all areas of cooperation with parents, because the successful development of the child requires live communication between parents and teachers. We fully support this idea, but we believe that teachers must meet the requirements of today. After all, certain functions, such as: informing parents, consulting a specialist, expanding the pedagogical knowledge of parents, obtaining information about the child can be carried out using ICT.
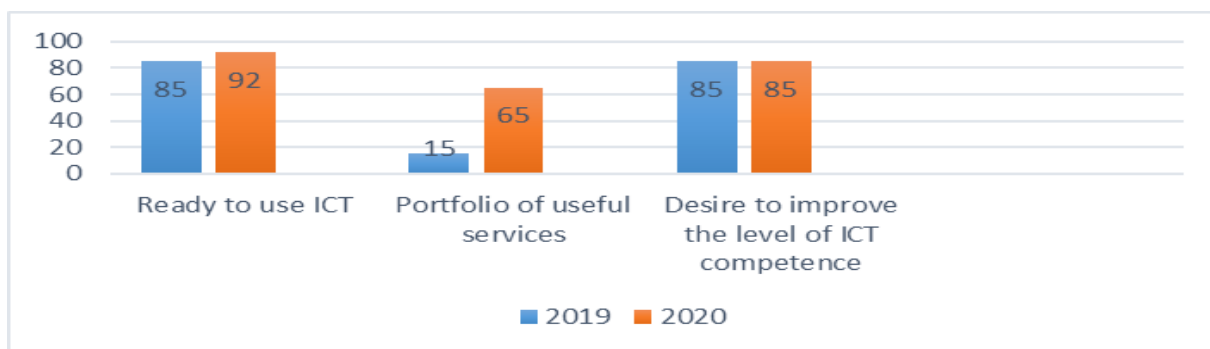
Fig. 1. The results of the study of the methodological support organization of teachers in the use of ICT

The next objectives of our study were to conduct an anonymous survey and find out the level of teachers activity using ICT technology in collaboration with parents and the level of parents interest in the activities offered by the educator.

The survey was conducted twice. In December 2019, to the questionnaire "How actively do you use ICT in cooperation with parents of children?" 91% of respondents answered that they are using only the phone (Facebook and Viber) to inform parents, 3% of respondents answered that they create various educational content to intensify cooperation with parents; 64% of teachers answered that they sometimes use the SMART interactive whiteboard (if it works) in the kindergarten music hall at parent meetings; 5% did not answer.

A repeat survey in December 2020 showed, that 100% of educators informed parents through ICT, 82% of respondents used various forms of cooperation with parents, such services as a board Padlet, QR-code, Rebus1, various video and photo editors of the phone. 42% of teachers of the first level of education stated that during the full quarantine (March - June 2020) had the time and opportunity to get acquainted with some online platforms, but have not yet used them in collaboration with the parents of the children. 36% of teachers said that during the quarantine restrictions for the first time created educational content with colleagues (video conversations with children and parents, fragments of classes for children, etc.). During a pandemic, given the urgent need to communicate with parents and children, 82% of teachers indicated that continuously sought help from their relatives.

These figures suggest that the extreme situation of quarantine has led many to master ICT and use some services in online collaboration with parents and children (Fig. 2).

The results of our study showed that before the pandemic, teachers often used in their professional activities: internet network (89%), Google services (35%), Microsoft Power Point (48%), Microsoft Word (74%), Microsoft Excel (28%) [14]. The results of the 2020 survey have expanded the number of most used services by

adding video hosting YouTube (72%), virtual board Padlet (26%), 35% of respondents said that they use various mobile services to create videos, collages, posters.
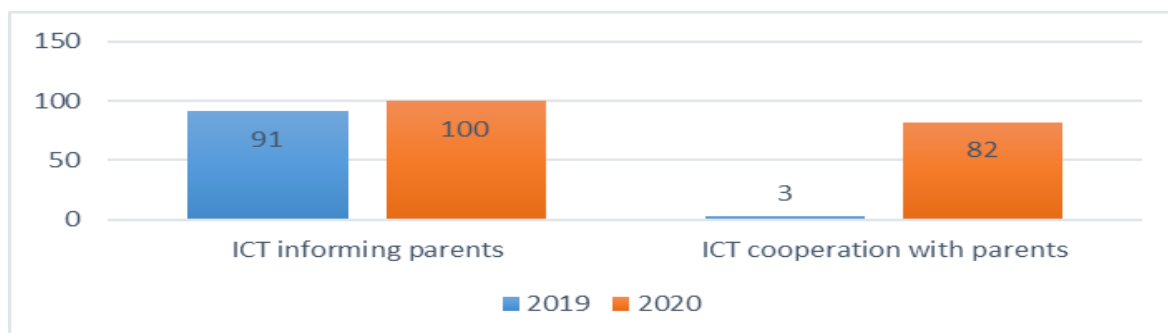
Fig. 2. The results of the study of the activity level of teachers using ICT technology with parents.

Selective interviews and questionnaires of teachers showed that despite the fact that 59% of educators believe that they have a sufficient level of ICT competence, but showed a desire to expand their knowledge and skills on the use of ICT in professional activities, this was stated by 86% of respondents, 9% have well-developed skills and share their experience, 5% were undecided.

It should be noted that 98% of pre-schools teachers believe that many parents often try to avoid, ignore the opportunity to attend various events, which are conducted for them, and if they come, then behave passively and try to go as fast as possible. The same situation was observed during the pandemic, 87% of educators said that they received feedback from less than half of parents. That is why the most preschool institutions and teachers, in particular, are quite concerned about the involvement of parents in the educational process of kindergarten and cooperation with them.

We are faced with three questions: why parents do not want to cooperate with teachers, how to communicate with them, how to involve parents in interaction and cooperation, and what forms of cooperation to choose? For this study we used the method of random conversations with parents and anonymous survey method (154 persons).

Analyzing the first question, we identified the following problems: unpreparedness of young parents for the new role (86%); lack of awareness of the role of one's own parenthood and personal responsibility for the upbringing and education of one's own child (79%); change in family structure (single-parent family, two mothers, two fathers, the grandmother takes care of the child's upbringing, and the parents went abroad to earn money for a few years) (54%).

Another problem that is often not considered and which should be analyzed and taken into account. The parents of kindergarten children today are young people born in the late 90s - early 2000s. According to the Theory of Generations, scientists (Neil Howe, William Strauss and others.) call this generation "Generation Z". Do we know its features well, and do we take these features into account in cooperation with the parents of this generation in kindergarten for the sake of the child? The researchers noted that members of this generation are the first for whom the world of life and the world of digital technology - are inseparable. They have grown and raised on the vast amount of information, the Internet and live broadcasts. Scientists note that the representatives of Generation Z are characterized by ethical consumption, entrepreneurial ambitions, creativity, progressive views on various topics - from education to gender; individualism and freedom; they are characterized by clip vision and thinking; inability and unwillingness to hold their attention, if not very interesting over 5 min; lack of interest in paper printed sources; interpersonal communication in them is not carried out emotionally face to face, but virtually, through social networks; the vast majority of representatives of Generation Z have a high level of self-esteem, household minimalism; they are not willing to work in a certain time and disciplinary frameworks[8, 10, 12, 16, 17].

Analyzing the second question, based on the recommendations of psychologists, we came to the conclusion that to communicate with young parents of preschool children and involve them in cooperation, we should try to communicate with them in one language. Therefore, first, in our opinion, it is necessary to fill the gaps in their legal awareness, demonstrating on specific documents their personal legal responsibility for the upbringing and education of their own children and sanctions for violations of the law.

Analyzing the third question regarding the choice of forms of cooperation with young parents of children, we came to several conclusions. First, such a classic term, which is used in most scientific research of the XX century as "working with parents" no longer simply does not work, but frightens young parents, because it involves teachings, instructions, sermons, notations. The terms "interaction" and "cooperation" (T. Alekseenko, I. Bekh, G. Bielienka, N. Gavrish, L. Kaluska, O. Kononko, O. Osadko, T. Pirozhenko, A. Bicaj, A. Bytyqi, T. Azizi, F. Crepin, F. Neuberg, G. Kimball, J. Doncheva, A. Sandberg, J. Goodall) are more relevant today and mean the desire to listen and hear each other, tolerance, mutual respect and mutual assistance, and so on [1, 2].

Second, when choosing forms of interaction, preference should be given to individual forms, taking into account the characteristics of each family.

Given the fact that interpersonal communication with representatives of the generation Z performed in most emotionally not face-to-face and virtually, through social networks, it is appropriate to provide parents the opportunity of choice form of communication (after all, this is what they really appreciate). It has been said enough about the harm of "gadget mania". But this time you need to see and use it to your advantage.

Occasionally, another issue is on the agenda - raising the level of ICT literacy and technical support of preschool education institutions in general and preschool teachers in particular, as they noted during our sample interviews and anonymous questionnaires. Psychologists (I. Bekh, S. Roys, O. Proskura, M. Smulson, G. Soldatova) convinced that in order to claim the role of experts and helpers of parents in the upbringing of their children, educators must have a higher level of digital literacy than young parents, be interesting to parents, trying to stay ahead of them.

Programs, tools, services, such as creating and maintaining the site of the institution as a whole and a separate group, communication with parents in Viber is not enough and this was confirmed by the last few months of quarantine restrictions (79% of the surveyed parents mentioned this).

The results of the ascertaining stage of the experiment prove that teachers are familiar with modern ICT, partially use them in everyday life, but need help and technical support for the use of ICT in their professional activities, in particular in cooperation with parents. Young parents of the first link of the education system children also need to expand and diversify their interaction with teachers.

2.3. The system of work on the use of ICT as a tool to increase the level of cooperation with parents

The formative stage of the experiment was conducted by us in two directions: with teachers of preschool institutions and with parents. In working with teachers, our tasks were: conducting a number of methodological activities with teachers of preschool education institutions on the use of ICT in cooperation with parents of children: creation of a bank of useful ideas for cooperation with parents, catalogs of websites, infographic resources, information portals; study of the legal framework in respect of the remote work with parents; formation of teachers' skills of structuring information and creating infographics; visualization of content for parents; organization of online events with parents, selection of life hacks on the use of ICT in

cooperation with parents.

Together with the students, was prepared and conducted a series of workshops and master classes for preschool teachers, which were involved in our study on the use of ICT in collaboration with parents. The topics of the seminars were as follows: «Virtual board Padlet (padlet.com) - to help educators», «Educator's personal blog: why do you need it?», «Preschool website: how to make it effective and useful?», «QR-codes in kindergarten, or how to facilitate the work of an educator», «Kindergarten website and Viber: how to prevent the disclosure of personal information about the child, his parents and staff», «New services: their capabilities and features of use in collaboration with parents» (Trello, Basecamp, Asana, Wakelet, Lino, Symbaloo, Sign Up Free, Google Classroom, Ding Talk), «Algorithms for creating video content for parents», «Organization of online work with parents» «How to organize an online challenge with parents and children», «Digital technology: how not to harm the health of children». During the reflection after the workshops, it was found that a significant number of teachers have some success in using the resources we offer, and there are some difficulties in using various forms of cooperation with parents. Given the level of awareness of teachers, we offered new services and resources for work. The proposed ICTs were a revelation for teachers, some educators openly admitted that they had heard about them in part, but did not see or know how to use them, so most had difficulty working with them, not everyone understood the possibilities of using them in collaboration with parents.

We have convinced the teachers of the first level of the education system that with the help of these services you can not only regularly inform parents about the life of the group, the progress of each child on its trajectory, but also have feedback.

Among the difficulties that adversely affect the quality of ICT in cooperation is the need for a significant amount of time. Communication with parents, informing them about certain events, individual work, takes place during non-working hours of the teacher, because when working with children the teacher can not do it. Parents are responsible for when and how it is convenient for them. So the best is to use a few of functional services.

After finding out the main problems of using the kindergarten website, we tried to find and offer a service to teachers and parents that will minimize the inconvenience of using them. Therefore, we considered services that were focused on corporate interaction, namely: Asana, Remind, Trello, Basecamp.

Among the services that teachers preferred the most was Basecamp. It was created to work on projects of small companies, has a level structure that corresponds

to the structure of the organization of work in kindergarten. All users, logged in to the account, can view general news questions, information, important questions of the kindergarten. Then all participants are divided into separate groups, this gives the opportunity to create separate communities. Within the group, users have the opportunity to chat, see reminders, polls, lists of scheduled events, comments left under each event. The general lists of cases are covered, there can be distribution of duties, reminders of terms of their performance. This avoids long chaotic discussions, disputes between parents. Both general and individual headings are displayed in one interface. Educators have the ability to upload photos, or share video resources available to all users of the group, or send in person. The structure of space Basecamp significantly facilitates service orientation. The product was approved by teachers because it was able to replace the use of several services at once, we consider the disadvantage of focusing not on educational needs, as well as paid service.

We consider the creation of such a service for a wide range of educators to be promising, such platforms take place in preschool education in Ukraine, but due to paid content they are used mainly by private institutions. In recent years, preschools have begun to be equipped with computers, and an open network of preschools in Ukraine is gradually being created, but the costs of creating a website or a platform for communication in the internal network of kindergartens is not yet provided.

During the formative phase of the experiment, we were able to make sure that parents are attracted to materials that are designed using infographics or in the creation of which services Easel, Bubbl, Canva, Prezi, Google Chart, video TikTok format were used (fast and briefly). Such materials are the most fascinating, parents often respond to them. Given these results, we together with students were organized and conducted training workshops and business games that were useful tools for organizing cooperation with parents. We considered the typical problems that arise in communication with parents, the possibility of information support (advice from experts, expanding knowledge about issues of concern to parents), increasing the level of trust between teachers and parents, instructions on the use of various resources and services have been developed and options for their use in interaction with parents have been proposed. In particular, it is the creation of thematic collages, videos, clips, advent calendars, presentations, cartoons, interviews, fragments of talk shows «My mother's job», «Me and my Master Chef» «My Wimmelbuch», «Weekend with a child», «Easter is coming soon», «Our vacation».

In order to actively involve parents in the educational process of kindergarten, interesting tasks were proposed that can be performed together with children. For example, participation in interactive games with children, namely: «Here and now»,

«Colors, sounds and scents around»; online quests «Sculptures of small forms in our city», «Parks and squares of our city»; albums of children's drawings, collections of children's statements, toys, lullabies. There are many forms of interaction and cooperation with the parents of children, so we have the opportunity to use different services and resources in different ways. To create collages that demonstrate the success of children, useful information, instructions on how to make the product with the child offered by BeFunky, Fotor, LightShot, FannyPhoto, Collageraitor Photocollage. During the quarantine, educators created developmental tasks and offered parents to perform them together with their children, so the arsenal of tools for teachers included game services Jigsawplanet, LearningApps, Nearpod, Scratch and others. It was important to teach teachers to find quality materials with which they will create their own educational product to organize productive work. This involved creating directories of useful sites where you can select quality backgrounds, vectors, cliparts change them as needed (openclipart.org, yrok.net.ua, pngegg.com). The possibility of using virtual boards was considered for organizing video meetings with parents (Padlet, Linoit, Conceptboard) and instant polls (Kahoot, Menti). We also held thematic meetings in the form of business games that can be used with parents: coworkings, «Parent's candy store», «Evening lemonade», internet challenge «Mom, Dad, I - sporting family», «Let's save the planet together!», online flash mob «Ukrainian embroidered shirt», «Favorite fairy tale», online marathon «How to develop a child's EQ?», «Adaptation of the child to kindergarten». But the main thing is not to lose the meaning of the form, that is, to remember why and most importantly for whom these events are organized and held.

Based on the materials of these workshops and master classes, we have published articles to help educators. And now, during the quarantine restrictions, the relevance of their use has not decreased [5, 6, 7, 9].

Currently, a fairly wide source base has been created to help employees of preschool institutions, in particular, the website of the Institute of Postgraduate Pedagogical Education of the Borys Grinchenko Kyiv University, where available video instructions are posted, experience of using various Internet services, educational videos, links to online collections about Internet services and features of working with them are presented; instructions for creating methodical online posters, online quests, online games that can be used in methodical work with educators of preschool institutions. Quarantine restrictions in Ukraine have raised many topical issues regarding the use of digital technologies for distance preschool education, so in the site «Preschool and primary education» presented materials to support teachers, parents and children. Especially popular are the developed and proposed hybrid model

of preschool education, recommendations on the structure of online classes for children, proposed effective methods of presenting information using digital technologies, the best examples of practical work that have proven their effectiveness [15].

We held a number of events together with the students for the parents of the children. A series of consultation points and round tables were held together with representatives of the kindergarten administration and invited specialists on a volunteer basis to fill the gaps in the legal awareness of young parents, as they noted during interviews and questionnaires. Specialists demonstrated on specific regulations the personal legal responsibility of parents for the upbringing and education of their own children and sanctions for violations of the law. Important in this regard is the work of the future law students of Borys Grinchenko Kyiv University, which are more than 5 years working on a voluntary basis in the legal clinic "Astrea" and who also often invited to these events. Lawyers disclosed the legal aspects of media literacy, possible benefits and risks, updated the importance of digital security, conducted workshops to prevent the dissemination of private information. Together with students of specialty "Preschool Education" we revealed the available methods of forming media literacy of preschool children. Parents were offered videos, presentations, digital booklets created by law students on online platforms Miro, Zunal, Learnis, Nearpod, Explain, Pear Deck.

In a number of preschool institutions, after our master classes, interesting events were held with the parents of children, in which they took an active part: online festival «Favorite handmade delicacies with a child», online workshop «Christmas decorations: we make together», online quests «Our Podil», «Children's tales in our family», «Favorite cartoons».

Conclusion

Modernization of traditional and use of innovative forms of cooperation with parents of children in general and ICT, in particular, not only create a positive image of the preschool and a particular teacher, promote active participation of parents in kindergarten, establishing a positive tone of relations between parents and teachers, trust, and most importantly - contribute to the awareness of parenthood, bringing parents closer to their own children and getting to know them, providing comfort to the child both at home and in kindergarten.

In the future, the authors plan to continue cooperation with basic preschools in order to conduct educational work on ICT-raising of teachers, as well as the preparation of manuals to help kindergarten teachers «Online services in cooperation with parents of children», annotated thematic catalog of online services and platforms

«Online tools of a modern teacher of preschool education», as well as a guide to the experience of using online services and platforms in interaction with parents «Best experience - in every treasury».