



PARTNERSHIPS OF A PRESCHOOL EDUCATIONAL INSTITUTION AND SOCIETY AS A FACTOR OF IMPROVING THE QUALITY OF EDUCATION

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Annotation: *The article reveals the approaches of a preschool institution to solving the problem of socialization of preschool children on the basis of establishing partnerships with institutions of the nearest society.*

Keywords: *education, preschool age, society, partnerships.*

Preschool age is the most important period for the full development of children, regardless of place of residence, gender, nation, language, and social status, psychophysiological and other characteristics.

Preschool education at the present stage consists not only in the formation of certain knowledge, but also in the development of the basic abilities of the individual, his social and cultural skills, the foundations of environmentally sound behavior, and a healthy lifestyle.

In the Concept of social development of preschool children, educational institutions set a triune goal: to educate a cultured person (subject of culture); free citizen (subject of history, society); creative person (subject of activity, self-development). The realization of this goal is aimed at developing the ability to know oneself in unity with the world, in dialogue with it; on the development of the ability of self-determination, self-activation based on the development, appropriation of the cultural experience of previous generations.

Social partnership in education is a joint collective distributed activity of various social groups, which leads to positive effects shared by all participants in this activity.

In order to successfully solve the existing problems in the upbringing, education, socialization of children, a preschool educational institution needs to move to a new level of interaction with society, to become an "open system". The concept of "open preschool" is, first of all, a "window to the world"; it is open to interpersonal and group communication for both children and adults. Such a preschool educational institution expands and strengthens relationships with the family, the socio-cultural environment, institutions of education, culture, etc.

The purpose of the activity of an open type preschool educational institution is to promote the development and formation of social skills in children, strengthening their health and well-being.

The social partnership of a preschool institution can have different forms and levels: partnership within the education system between social groups of a professional community; partnership of employees of an educational institution with representatives of other areas.

In order to make the most of the opportunities to attract social partners, the leadership of a preschool educational institution needs to: clearly understand the goals of the development of the institution; predict the results of a partnership for the development of a preschool educational



institution, improving the quality of educational services (focusing on a positive result of joint activities - improving the process of social and personal development of a preschooler).

The interaction of a preschool educational institution with social partners should be thought out and competently organized. It is necessary to create conditions for expanding the horizons of preschoolers (mastering the subject and natural environment, developing thinking, enriching the vocabulary, getting to know the history, traditions of the people) by removing the territorial limitations of the preschool educational institution (excursions, trips, hikes). Interaction with social partners can have a variable nature of building relationships over the time of cooperation. The development of a social interaction project is being built in stages. Each stage has its own goals and solves specific problems. The first stage is preparatory. Its purpose is to determine the goals and forms of interaction with the objects of society. Tasks of this stage: analysis of social objects to determine the feasibility of establishing social partnership; establishing contacts with organizations and institutions; definitions of areas of interaction, development of cooperation programs with the definition of terms, goals and specific forms of interaction. The next step is practical. Its goal is to implement cooperation programs with organizations and institutions of the society. The tasks of this stage: the formation of a creative group of kindergarten workers; development of methodological materials for the implementation of these projects. And the last one is the final step. Its purpose is to sum up the results of social partnership. Tasks of this stage: analysis of the work done; determination of efficiency, expediency, prospects for further cooperation with social organizations.

Thus, a modern preschool educational institution cannot successfully implement its activities and develop today without broad cooperation with society. The organization of socio-cultural communication between a preschool educational institution and institutions allows using the maximum opportunities for developing the interests of children and their individual capabilities, solving educational problems, thereby improving the quality of educational services.

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