

## ABSTRACTS

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### **GRADUAL CHANGE IN THE FORMS AND METHODS OF INTERACTION BETWEEN EDUCATORS AND PARENTS IN THE FORMATION OF PRIMARY SOCIAL EXPERIENCE OF THE SENIOR PRESCHOOL CHILDREN**

The purpose of this article is to characterize the socio-pedagogical conditions of formation the primary social experience of children of the senior preschool age and to study in details one of the components of the complex – a gradual change of forms and methods of interaction between educators and parents.

Leading specialists of socio-pedagogical orientation noted that socialization of preschool children cannot be effective without the interaction of family and educational institutions. Preschool age is the primary step in the formation of the child as a subject of cognition, communication, and social activity, so the family and pre-school institutions are important in the formation of primary social experience of the younger generation.

Observing the changes that occur in our society due to the deployment of international integration, expanding the range of new situations and opportunities, we understand that the interaction of social and family education in the formation of social experience of the child is timely and relevant.

We believe that only awareness of the importance and necessity of interaction between the participants of forming the primary social experience of children and their active participation in this process have led to positive results in our work.

We see prospects in the future work in searching ways of continuity between pre-school and primary levels of education on the formation of social experience of children.

*Key words: socialization of the personality, the primary social experience, socio-pedagogical conditions, pre-school educational institution, the family, the interaction, the children of the senior preschool age.*