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ABSTRACT

**of a dissertation for the award of an educational
and scientific degree "doctor"**

**SUBJECT: MODEL FOR OPTIMIZING THE LIFE-
PEDAGOGICAL CULTURE OF PARENTS OF 6-9-YEAR-
OLD CHILDREN**

PROFESSIONAL FIELD

1.2 PEDAGOGY (PRESCHOOL PEDAGOGY)

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The dissertation work was discussed at a meeting of the "Preschool and media" department pedagogy" at the FESA of SU "St. Kliment Ohridski" on fifth of June 2023. and is aimed for defence in front of specialized scientific jury by scientific specialty 1.2. Pedagogy (Preschool pedagogy).

The dissertation labor is with volume 205 pages, from who 170 pages are text-exposition and 35 pages of appendices. Its structure includes an introduction, six chapters and a conclusion. The bibliography includes 115 titles, of which 76 are Cyrillic sources, 20 on Latin alphabet and 19 sources from the Internet. 4 apps included – Survey for parents 1 - author's development of Prof. DSc. Radoslav Penev, Survey for parents 2 - evaluation of the content of the "Step by Step" model, Survey for students and teachers - evaluation of the content of the "Step by Step" model, Model for optimizing the life-pedagogical culture of parents of 6-9 year old children " Step by step" - presentation for parents.

A total of 1 table, 47 diagrams and 7 images are included in the dissertation.

The introduction summarizes the main issues of the dissertation labor. The dissertation is divided into six chapters. First chapter justifies the actuality on the problem and is presented the research concept. It's in the second performed theoretical justification of the problem area on the base on literary overview by dissertation topic. IN the third head are the methodology and organization of the study are described. The fourth chapter presents an analysis of the results of the finding experiment. Chapter Five presents a model for optimizing the life-pedagogical culture of parents of 6-9 year old children. In the sixth chapter, the formative experiment is presented, as well as the evaluation of the model by users. IN the conclusion are formulated conclusions and recommendations .

The public defence on dissertation labor will everything consists of on meeting on scientific jury in composition:

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INTRODUCTION

An essential aspect of the socialization factors is the influence of the family. Through it, children early learn components of the global culture of society, as well as the moral values, ethnic stereotypes and religious traditions of the family subculture .

"Through the family, the influence of other socio-pedagogical factors is refracted - the school, pre-school and out-of-school institutions, public organizations, cultural institutes, the means of information, informal associations. Their influence depends to a great extent on the manner of this "refraction" ¹.

Positively oriented family education should either help the individual to overcome the negative influences of others, or the wrong direction should neutralize the impact of other factors. The child's behavior also depends on this, which can be prosocial , antisocial and antisocial. This means that the specific role of the family cannot be fulfilled by anyone else.

The child is at the center of the educational process in the family, and parents must know well the regularities of his development in order to apply appropriate approaches.

The qualities that characterize the child's spiritual and physical appearance are manifested in his activities and behavior. The educational process is aimed precisely at the formation of certain qualities.

Parental behavior and child rearing change both chronologically and culturally.

Education primarily includes purposeful conscious actions to shape the child's personality, and socialization is also carried out through spontaneous environmental influences. Early socialization in the first years of a child's life takes place most successfully in the family.

A title in the book of Prof. R. Penev made a great impression on me. Not because I read it for the first time, but because my parents have always used it as a method and I am in awe of their parenting . I'm talking about love. They raised me to give life to everything I touch. The world is so beautiful! And that, if it is not love!

The title is "**Love for the child is a basic educational principle** " and is part of the book "Theory and Technology of Family Education. First part" ².

¹ Sukhomlinski , V. A., The Birth of the Citizen, S., 1984.

²Penev, R., "Theory and technology of family education. First part", 2013

I am sharing the text here.

...the most important thing is that parents love their children and do everything with love. Love for the child is a basic educational principle. Through it, the child's soul is discovered, the most favorable relationships between children and adults are created."³

For me, education in the family is done correctly when you find the right way to the child. When you try to think like a child. Then you gain his trust and he begins to accept you as an equal.

CHAPTER ONE. PROGRAM ORIENTATION OF RESEARCH IT

First chapter justifies the actuality on the problem and is presented the research concept.

1.1. Actuality of the issue

The emotional-personal character of the family environment produces the degree of emotional reactivity, benevolence, responsibility, mutual help, empathy for social values and personal priorities in relations with peers and adults, and through the processes of imitation and identification, the child acquires and develops the image of himself, builds role repertoire, follows patterns of parental behavior. The "self-image" of the child, claims and motivation for achievements and realization are determined not only by the suggestions of the parents, but also by the system of family goals, values, benchmarks and evaluation criteria, which he must observe. The existence of the different models and types of family relationships, conscious or unconscious practice of a given style of family upbringing is of determining importance for the development and shaping of the child and adolescent, for his personal development, for his entire future life and relations with his surroundings and people. This most directly reflects later, when they themselves will create their own families and, in turn, will raise and educate the next generations.

In concrete terms, the role of the family constellation is associated with the positive parenting strategy. The main concept in this vision of the positive upbringing of children falls on the activity and responsibility of parents, both in the educational process, where their support motivates children towards educational achievements, and in the most important function of the modern family - the educational one - on which the formation of children as future citizens of a united Europe. Therefore, the positive personal development of children largely depends on the "educational institutions-family" interaction.

³ Pirjev , G. Psychology of the family. S., Veda Slovena - ZHG, 1999

The social inclusion of the family to the educational and educational priorities of society is a guarantee for positive personality formation in childhood, improvement of the educational system and self-development of the family as a social and educational phenomenon. The family can become a real initiative party in the interaction with the kindergarten. "Parents are clients of the children's institution and cooperation with them to ensure an effective educational process and suitable living conditions and activities for the children is realized through formal and informal strategies and forms, tailored to the conditions of the region, the social status of the families and the specifics of educational - the educational process in the specific childcare facility. Families can gain knowledge and skills to effectively influence their children's upbringing. Parents are not professional educators, but through an adequate process of pedagogical education, they are potentially able to learn positive models of parental behavior, to understand and realize specific educational situations and ways to resolve them, and to build dignity, comfort and confidence in themselves as educators and to communicate adequately and positively with their children".⁴

1.2. CONCEPTUAL PARAMETERS OF THE RESEARCH

- **Purpose of the study:** Research and stimulation of the educational orientations of the modern family.

- **Object of the study:** The possibilities of pedagogical education of parents for optimization of "parent-child" communication.

- **Subject of the study:** Communication and interaction in the modern Bulgarian family and the formative projections of the educational content for parents as a subject and technology to increase their life-pedagogical culture.

- Hypotheses

Optimistic: The development and approval of an educational model for positive relationships in the family will optimize the life-pedagogical culture of parents of 6-9 year old children.

Pessimistic: Pedagogical education topics will not contribute to increasing parents' educational competences, due to:

- Negative attitude of the family towards the forms, technology and topics for increasing its life-pedagogical culture;

⁴Penev, R. Optimizing the kindergarten-family interaction. S., IK D. Ubenova , 2014, p. 64

- Negative models of parental behavior and practices of family education for the one-sided orientation and influence "from the parent to the child";

- The ineffective semantic justification and subject matter for pedagogical education of parents.

- **Main tasks of the dissertation work**

1. Study of Bulgarian and foreign literature regarding research related to the family, socialization and upbringing of children, the principles of the family system, methods of upbringing, tasks of family upbringing, the peculiarities of the upbringing process, as well as some approaches to dealing with various problematic situations between parents and children.

2. Study of parents' attitude to the development process in childhood, "parent-child" relationships, models of parental behavior and methods of education, motivation for schooling.

3. Development of a model concept for optimizing the life-pedagogical culture of parents of 6-9 year old children;

4. Selection of methods, means and forms of work with parents;

5. Approval of a model for optimizing the life-pedagogical culture of parents of 6-9 year old children;

6. Comparative analysis and evaluation of the application of the model; proving its influence on the optimization of the life-pedagogical culture of parents of 6-9 year old children;

7. Bringing out the positives of the theoretical-experimental model for optimizing the life-pedagogical culture of parents of 6-9 year old children, in order to prove its relevance.

- **Conceptual interpretation of the problem area**

Socialization and upbringing in the family

The family is the main factor implementing the process of early socialization, through which children learn the culture of the society, the traditions of the family community and the primary patterns of communication:

→ *Setting a global vision of society* and its social varieties in the context of the child's perception of it as a (un)dangerous living environment, value orientations and opportunities for prosperity and future realization;

→ *Modeling stereotypes of relationships with others* , related to the behavioral characteristics of prosocial , appetitive , assertive or destructive and aversive behavior.

→ *Character education as a social phenomenon from the point of view of acceptance and compliance with the basic needs of the child ;*

→ *Building valuable social skills .*

Life-pedagogical culture of parents

The concept is related to the following features of family upbringing (R. Penev, 2022):

- Specific purposefulness: At the center of the educational process is the own child, whose personal formation is determined by the specific educational ideal of the parents;

- Polymotivation and intuitiveness: Specific life-educational situations are resolved through the personal characteristics of parents and children;

- Permanent character: Fundamentality and duration of the educational chronology, in contrast to the public education system;

- (Non)conformism: Reflects the degree of use in one's own educational practice of the pedagogical guidelines of previous generations".

In this plan, the life-pedagogical culture should be understood as a parent's knowledge about the upbringing of children, acquired from various informational means, as well as from his life experience related to his upbringing as a child.

A model of parental behavior

"In a definitive plan, we characterize the concept as a hypothetical conglomerate containing and representing the orientations and attitudes of parents, and the specificity of communication with children from the point of view of the technology of educational influence (positive and negative characteristics, problems, alternatives, opportunities for optimization)."

Pedagogical education of parents

According to R. Penev, "**Pedagogical education of parents**" means teaching parents how to raise their children. (R. Penev, Dissertation work for awarding the scientific degree "Doctor of Sciences", 2017).

"Pedagogical education of parents is a systematically conducted and theoretically grounded program (group and individual options) for imparting knowledge and forming corresponding concepts and skills in participants in various areas of family education."

The implementation of this process and technology is aimed at changing the parent's attitude towards their own child and humanizing his life-educational orientations, by learning skills for empathy (empathy), predicting reactions (anticipation) and a positive attitude towards changing negativity in behavior child's.

- Stages for research implementation.

Analytical stage: Theoretical analysis of the problem area.

Preliminary stage : Development of criteria and indicators for researching parents' attitude to the development process in childhood, "parent-child" relationships, models of parental behavior and methods of upbringing, motivation for schooling.

Finding stage: Study of the life-pedagogical culture of parents of 6-9 year old children.

Formative stage: Theoretical-educational components.

1. Development of a model for optimizing the life-pedagogical culture of parents of 6-9 year old children.
2. Research and analysis of the assessment of experts for the educational model/teachers, pedagogical specialists, students/.

Formative stage: Practical-technological projections.

Approbation of the educational model "Step by step" with parents of 6-9 year old children.

Final stage: Evaluation of the theme and technology of the model by users/parents

Expected results

1. Optimizing the topic for pedagogical education of parents in parent meetings and in specially organized meetings with parents.
2. Acquisition of competences by pedagogical specialists and students, future teachers, for the implementation of topics and technology for working with parents.
3. Increasing the life-pedagogical culture of the modern family for the positive upbringing of children.

Chronological framework of the study . The research is carried out in the period 2019-2022.

CHAPTER TWO. THEORETICAL JUSTIFICATION OF THE PROBLEM AREA

2.1. THE FAMILY, SOCIALIZATION AND EDUCATION OF CHILDREN

In **the second chapter** of the dissertation, the views of foreign and Bulgarian authors who studied the family, socialization and upbringing of children. The principles of the family system (Penev, R.), different opinions on education (Vasilev, D.), directions in which it is carried out , as well as methods of education (Kostova, K.) are examined. In particular, the tasks of family education, the peculiarities of the educational process, as well as some approaches to dealing with various problematic situations between parents and children are presented.

Classifications of wrong parental attitudes (Makarenko) that have a negative impact on relationships in the family are considered.

The correct types of family education, models of parental behavior and types of educational styles are also defined (Garbuzov , V, Penev, R.).

2.2. DEVELOPMENT IN CHILDHOOD AND THE ROLE OF THE FAMILY .

Theories on the cognitive, mental and social-personal development of the child are presented (Piaget , J., Freud , Z., Selman , R.). The changes and developmental processes that the child goes through in the period from preschool to primary school age are presented, paying attention to the role of play (Spiridonova, L.). Some tasks for positive family upbringing in the specified period have been analyzed.

The crisis of seven-year-old children is presented in an accessible way for parents - how to recognize it and what actions to take. Readiness for school is considered as a phenomenon (Penev, R.).

2.3. REALITIES AND PERSPECTIVES IN THE INTERACTION "EDUCATIONAL INSTITUTIONS-FAMILY"

The realities and perspectives in the "educational institutions-family" interaction are examined, and some forms and strategies of cooperation are proposed. Attention was also paid to the problems between the two institutions, which present the orientations, opportunities and positions of the educational subjects, the degree and manner of influence on the child and the distribution of roles between them.

The normative regulation of cooperation with parents through Chapter Ten of the Preschool and School Education Act is also presented.

Strategies for positive parenting have been proposed (Templar, R.) in several basic groups of principled grounds. Characteristics, models, forms, educational content and technology of pedagogical education of parents are also considered.

CHAPTER THREE. RESEARCH METHODOLOGY AND ORGANIZATION

3.1. ANALYTICAL STAGE: STUDY OF LITERARY SOURCES

Within this stage, we performed an analysis of literary sources on the topic of the dissertation. The object of attention and interpretation are concepts, theories, statements and views on family upbringing, effective parent-child communication and parents-educational institutions (kindergarten and primary school). Literature was analyzed in the following directions - the family, socialization and upbringing of children; characteristic of the family as a socializing factor; family and children's upbringing; patterns of parental behavior and their impact on children; childhood development and the role of the family; theories of cognitive, mental and emotional-personal development; preschool development and the role of the family; development at primary school age and the role of the family; realities and perspectives in the "educational institutions-family" interaction; problematic characteristics of cooperation with the family. strategies and forms. normative regulation of cooperation with parents; positive parenting strategies ; pedagogical education of parents - characteristics, models, forms, educational content and technology.

3.2. PRELIMINARY STAGE: DEVELOPMENT OF CRITERIA AND INDICATORS FOR STUDYING THE ATTITUDE OF THE PARENTS TOWARDS THE PROCESS OF DEVELOPMENT IN CHILDHOOD, "PARENT-CHILDREN" RELATIONSHIPS, THE MODELS OF PARENTAL BEHAVIOR AND EDUCATION METHODS, THE MOTIVATION FOR SCHOOL EDUCATION.

In the preliminary stage of the research, in the form of a survey for parents, criteria and indicators for the study of:

- The life priorities of parents and children;
- The process of development in childhood and the behavioral characteristics of children;

- Parents' projects for children's development;
- The specificity of parents' educational orientations and interactions;
- Parents' ideas about the relevance of education and training at school;
- Parents' attitudes towards education and schooling.

They are the work of Prof. Dr. Radoslav Penev.

The study of the orientations of the target groups is carried out within the ascertainment and control stages of the study.

3.3. CONCLUSION EXPERIMENT

The study of the orientations of parents of 6-9-year-old children regarding the specifics of family upbringing and "parent-child" relationships, models of parental behavior and methods of upbringing, children's motivation for schooling and the role of the family was conducted using the Google forms platform .

The study is based on the developed criteria and indicators in the preliminary stage of the study.

The questionnaire is anonymous. At the beginning, there is an explanatory text about the purpose of the survey, the method of filling it out and thanks to the respondent for their responsiveness and correctness. The survey cards are processed, after which the results are analyzed. Quantitative data are calculated as percentages and presented graphically.

3.4. A FORMAL EXPERIMENT

Theoretical and educational projections.

3.5 . DEVELOPMENT OF A THEORETICAL-EXPERIMENTAL MODEL for optimizing the life-pedagogical culture of parents of children aged 6-9 "Step by step".

Within the task of this stage, we developed a theoretical-experimental model for optimizing the life-pedagogical culture of parents of children 6-9 years old "Step by step". It is planned that the model will be presented by teachers (classroom teachers and kindergarten teachers) in a parent meeting at the beginning of the school year, presenting current topics for discussion and a theoretical part on the topic, which will increase the life-pedagogical culture of parents. as well as to strengthen the ties of cooperation between the educational institution and the family.

The model contains five thematic blocks, each of which contains questions for discussion and an informational part. Each block begins with a short introduction.

Thematic blocks and topics:

1. "Life Priorities of Parents and Children".

"Do you understand your child?", "Do you listen to him or reject his opinion immediately?", "Love is a basic principle of upbringing - what is your opinion on this?", "Emotional intelligence" - what it is and how to produce it ?";

- "Social behavior of children" - questions - *"Who is the main educator of the child?", "How to react to his behavior - positive and negative?", "How to react when the child uses vulgar words?"*;

- "Goals of upbringing - important and unimportant" - questions - *"What does a "good parent" mean?", "How to optimize relationships with your children?", "How to form qualities in a child?"*;

- "Educational style" - questions (topics for discussion) - *"Types of upbringing", "Types of upbringing style", "Models of parental behavior", "Methods of upbringing"*;

- "The child and education" - questions (topics for discussion) - *"Effective family upbringing in preschool age", "Effective family upbringing in primary school age", "Readiness for school", "Parents and teachers - hand in hand for the sake of the children"*.

3.6. FINAL STAGE

Evaluation of the theme and technology of the model by users/parents

* Chronology: The study was carried out in the period January - February, 2022.

* Target group: Parents of children 6-9 years old

* Methodology: Sending a question card with questions about the content of the "Step by Step" model

3.7 . STATISTICAL AND MATHEMATICAL PROCESSING OF THE RESULTS

The total volume of the sample is 393 respondents, including 30 teachers, 22 students and 342 parents of children aged 6-9 years.

The statistical processing of the data was carried out through the Google Forms platform .

The aim is to assess the need to develop a model in the context of the subject related to the life-pedagogical culture of parents.

The following calculations were performed:

-Procedures for descriptive statistics, for deriving a profile of respondents (age, gender, education, address and selected program system, for both groups of respondents, and additionally - marital status and professional commitment for parents);

-Procedures for comparative analysis, by calculating the average score of respondents' answers to concepts, theories, statements and views on family education, effective parent-child communication and parents-educational institutions.

CHAPTER FOUR. ANALYSIS OF THE RESULTS OF THE FINDING EXPERIMENT

4.1. SOCIOLOGICAL PROFILE OF THE RESPONDENTS

The survey statistics showed that most of the parents were nuclear family members and middle-aged. Mostly mothers have joined. They are highly educated and professionally engaged mainly in the private sector.

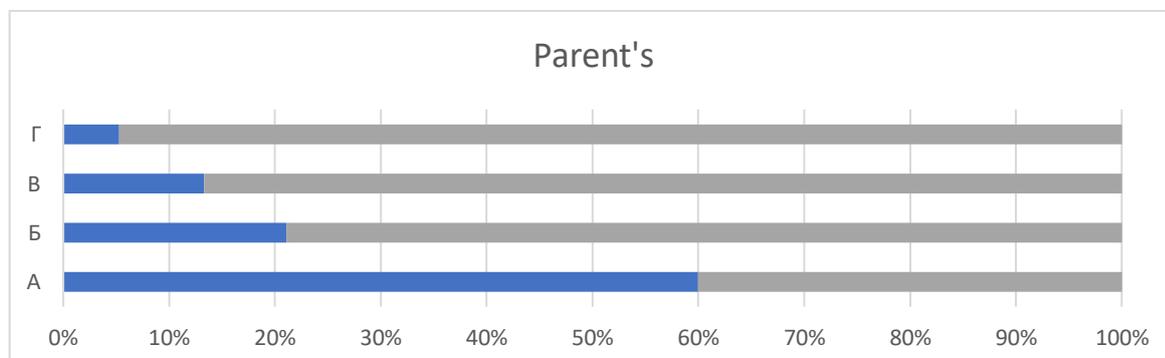
A large proportion of the respondents' children attend kindergarten, while the rest go to school.

There are prerequisites for optimizing their educational competences.

4. 2. LIFE PRIORITIES AND BEHAVIORAL CHARACTERISTICS OF CHILDREN

Question: Which of the following statements best describes you?

Chart 9: Statements that most accurately describe the parents



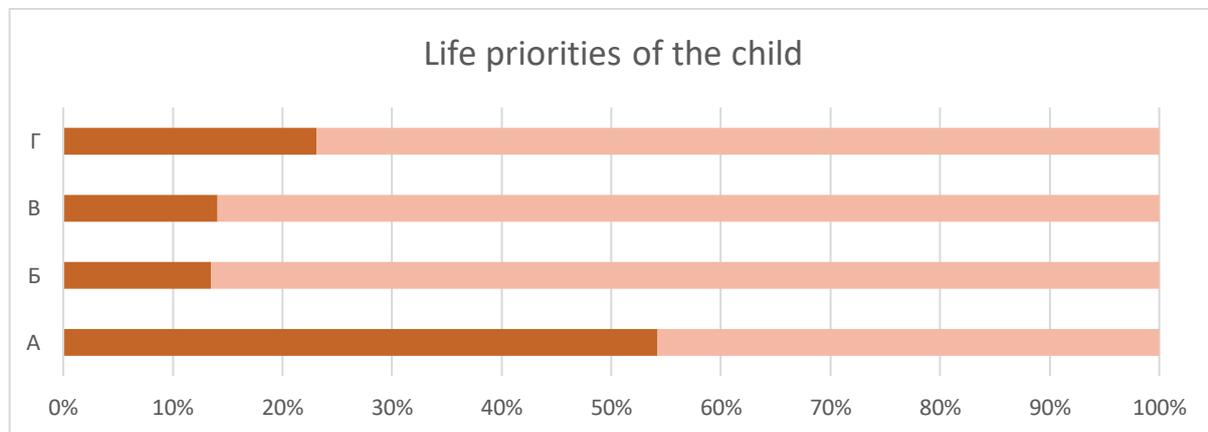
In a table - the life priorities of the parents are presented.

For 60% of the respondents, the most accurate statement is "I feel best when I and my loved ones live in a state of mental and physical comfort!" / I feel worst when there is tension, pain and stress!" which expresses a feeling of comfort/convenience.

The least preferred choice demonstrating a sense of importance/superiority, with 5.3%, is "I feel best when I achieve something and I'm the best! / I feel worst when I decide I'm worthless." insignificant and stupid!".

Question: Which of the following statements best describes your child?

Chart 10: Statements that best describe children



13.5% chose "I feel best when things are orderly and organized and I am in control of myself and the situation!" / I feel worst when I feel ashamed, humiliated or criticized for something that I think I should have known or done!".

Choosing this sentence shows a sense of control. The percentage here is much lower than with parents, but it still gives the impression that there are children who want to control the situation.

With 14.1% is the maxim "I feel best when I can give pleasure to others and avoid conflicts to make life enjoyable!" / I feel worst when I'm rejected, abandoned or isolated and when I can't handle a difficult situation!

Pointing to her shows servility/liking. And accordingly – disappointment in the absence of approval from the responding party. The results for this sentence are closest to those of parents.

23.6% indicated an answer "I feel best when I achieve something and I am the best! / I feel worst when I decide that I am worthless, insignificant and stupid!".

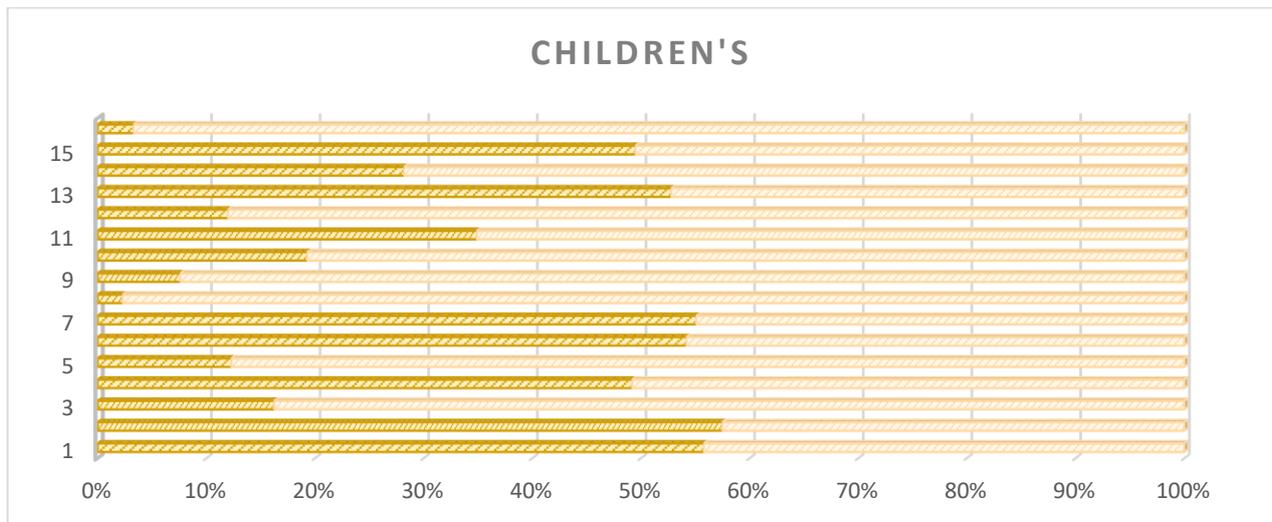
Here, in contrast to the parents' responses, which were only 5.3%, the value is much higher, which is completely understandable, considering the age of the children. Every day they acquire new knowledge and skills, and it is important for them to be supported, understood and feel fulfilled. They are also easily disappointed by disapproval.

However, the highest percentage is for the maxim "I feel best when I and my loved ones live in a state of mental and physical comfort!" / I feel worst when there is tension, pain and stress!", from which we can note that comfort and convenience in the family and surrounding environment are priorities of parents and their children.

Depending on the choices, the characteristics of children's social behavior can be ranked in the context of their individual values, intrinsic and non-essential, and as group projects of children's social behavior.

Question: Which of the following statements are characteristics of your child?

Diagram 11: Social behavior of children



Aversive behavior (numbers 9,10,11,12) shows us the suggestions "Shows timidity and indecisiveness" (19.3%), "Shows trustworthiness and openness to others" (34.9%) and "Shows anxiety" (12%)). It is an indicator of unsociability, fear, anxiety and a desire for solitude. The characteristic "Exhibits a desire for solitude" is also responsible for this type of behavior, but with low values - 7.6%.

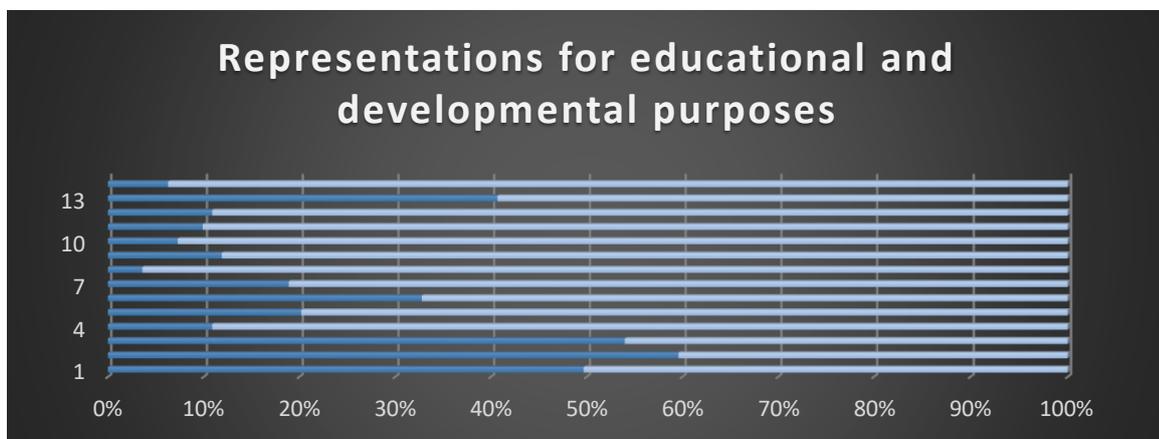
The suggestions "Shows capriciousness and irritability" - 17.3%, "Shows a desire to impose and dominate others" - 12.3% and "Shows conflict and aggressiveness" - 2.3% are indicators of conflict and aggressive behavior.

I expected much lower percentages for these suggestions, as I didn't expect parents to be upfront about this type of behavior.

4.3. DEVELOPMENT PROJECTS

Question: What, in your opinion, are the most significant maxims - goals of education?

Diagram 12: Representations for the purposes of education and development

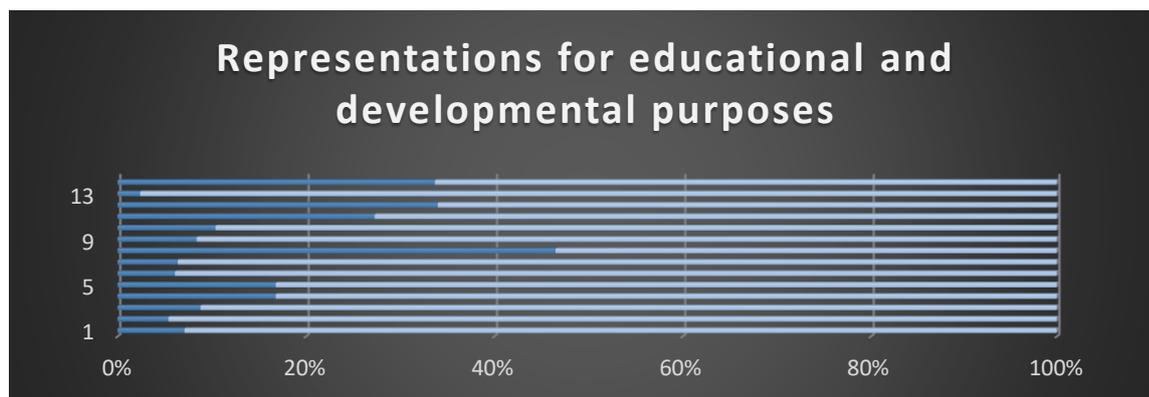


The highest percentages are "Live every moment of life, think and play, sing and dance, run and laugh!" (49.7%), "Don't be afraid to ask!" (59.6%) and "The mistake is your discovery, try again and do things your own way!" (54%), which shows that parents value the full experience of childhood, the stimulation of kindness and initiative, and the stimulation of independence and the desire to experiment.

"Wash your hands before eating" is at 9.9%. This suggestion is indicative of learning self-care and health hygiene habits. I'm guessing the percentage is low because this, as a habit, should develop from early childhood and is now established.

Question: What, in your opinion, are the least important maxims - goals of education?

Diagram 13: Concepts for education and development purposes



The option mentioned with the highest percentage is "Nobody knows why, but we, like flowers, grow!" - 46.5%. As I mentioned earlier in the description of the results, many of the respondents did not understand the meaning of the answer. I believe this is the reason for the high rate.

With 34%, the suggested answer is "Tidy up after you've scattered /a!". This indicator is related to the acquisition of habits of self-organization of behavior. And with 27.3% is "Wash your hands before eating!" - an indicator of learning self-care habits and health and hygiene habits. I think it's not that unimportant. Rather, children are used to doing it and parents do not feel the need to say it.

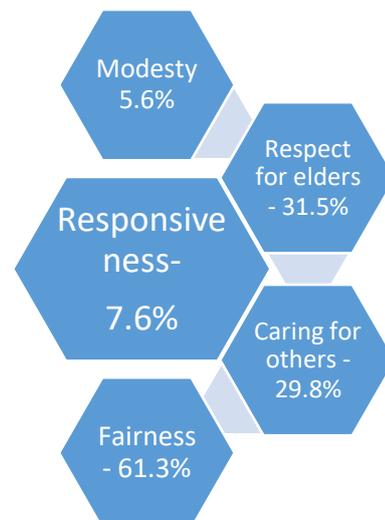
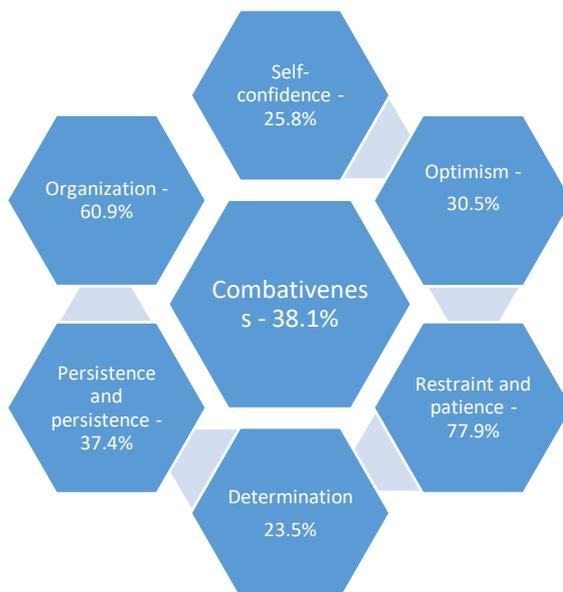
With the lowest percentage is the proposal "Apologize when you cause pain!" - 2.4%. It shows the upbringing of the moral authorities. "Don't be afraid to ask!" -

5.4%, "Remember that your notebook is your friend!" - 6.1% and "Don't take other people's!" - 8.4%, which automatically means that they are important for parents. They are associated with the stimulation of kindness and initiative, the stimulation of independence and the desire for experimentation, and the education of moral authorities.

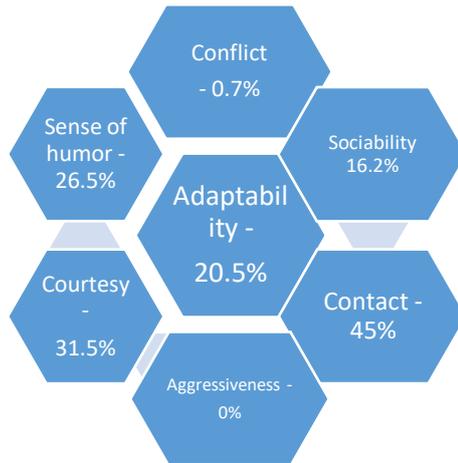
Still, I'm still interested in the parents' opinion about the statement "Share everything with others" (33.7%), indicating an upbringing of humanity and charity. One of the highest rate offers. In my opinion, this is how teamwork habits are built, and the high percentage surprised me a lot.

Question: Which of the suggested qualities do you want to form in your child? Diagram
14: Qualities that parents want to form in their children

- A) Qualities that determine the future position in life
- B) Qualities related to learning orientation
- C) Volitional qualities of the personality
- D) Humanistic qualities



E) Communicative properties and skills



The most desirable qualities (the ones most parents chose) were *curiosity* (68.5%), *organization* (60.9%), *fairness* (61.3%) and *honesty* (51.3%). They received over 50% voter turnout.

The least desired (with less than 10%) are *aggressiveness* (0%), *conflict* (0.7%), *striving for expression and self-assertion* (9.6%), *solidarity with the goals of the peer group* (2.3%), *restraint and patience* (7.9%), *responsiveness* (7.6%) .

My personal opinion is that curiosity is a quality that must be "awakened" by parents, teachers, educators working with the child. He must be motivated and know that the knowledge will be useful in his life. With 0% is the aggressiveness quality. Today there are also organizations that try to fight aggressive behavior in children/students. Meetings are held with teachers/pedagogues so that they can recognize the types of aggression - verbal and physical. This percentage can only make us happy.

I was concerned about the percentages of options "strive for performance and self-assertion" and "solidarity with the goals of the peer group". Then I saw that most of the parents who voted were of preschoolers. Which somewhat justifies the obtained percentages. At this age, it is not very important to prove themselves , since they still do not have a clear idea of *the Self* .

With a very low percentage is the suggestion "responsiveness". This is due to the long list of proposals and their lack of reading by a large part of the respondents.

To summarize the results according to group indicators, we can say the following:

With the highest percentages, proposals related to the strong-willed qualities of the personality were selected, namely self-confidence, optimism, fighting spirit, organization,

insistence and persistence, restraint and patience. These are the group of qualities that parents want to develop in their children.

After them are qualities related to the orientation to learning - discipline, self-control, independence, curiosity, hard work, originality, striving for expression and self-proof. Given the age of the respondents' children, the choice of these proposals is justified. They have a desire to prepare current and future students for independent work in school life.

Humanistic qualities also have high percentages – modesty, responsiveness, justice, care for others, respect for elders. On the one hand, the high percentages here worried me, since these are desirable suggestions for development, which means that they are not yet developed as qualities in children. But I really hope they are listed to be further developed and not yet to be built.

In the penultimate place are communicative properties and skills - conflict, sociability, contact, aggressiveness, politeness, adaptability, sense of humor.

Lastly, with the lowest group percentages are the qualities that determine the future life position - patriotism, responsibility, tolerance, honesty, purposefulness, solidarity with the goals of the group and with those of the family. It is most likely because of the age of the children.

These qualities cannot simply be talked about, they must be experienced.

Question: Which of the suggested qualities have you already formed in your child?

In contrast to the high percentages of the desired qualities, only one of those offered with more than 50% is observed in this question - *curiosity* (64%). With close to 50% are *contact* (49.7%) and *politeness* (40.7%).

The percentages for are spread almost evenly across the given quality suggestions, meaning that parents give different motivations to their children.

With less than 10% are *aggressiveness* (0.2%), *purposefulness* (9.3%), *combativeness* (9%), *originality* (6.7%), *conflict* (1.7%), *striving for expression and self-proof* (6.3%), *solidarity with the goals of the peer group* (7.3%), *adaptability* (9.3%), *self-confidence* (6%), *restraint and patience* (5.3%), *decisiveness* (6.7%), *self-control* (2.7%).

In terms of aggressiveness, there is a stated 0.7%. When discussing the parent survey, I realized that the aggressiveness is the so-called "sports malice" caused by sports that the children are engaged in (taekwondo).

The qualities that the parents have not been able to achieve, but desire to a high degree, are organization, justice, persistence and persistence, purposefulness, struggle, self-confidence,

decisiveness,

self-control.

This shows that children rely on their parents and know that even if they make mistakes, they will be accepted again.

The will qualities with the lowest percentages - self-confidence, optimism, combativeness, organization, persistence and persistence , restraint and patience, respectively - are therefore the most desirable for development by parents.

The qualities that determine the future life position, qualities related to orientation to learning and communicative properties and skills have relatively evenly distributed percentages, which are again not high.

4.4. SPECIFICITY OF EDUCATIONAL ORIENTATIONS AND INTERACTIONS

Indicator: (Self) assessment of parenting style

Patterns of parental behavior (parenting style) can be evaluated both in the context of individual characteristics of parents' behavior towards children, and comprehensively as a certain type of parenting style.

Question: To what extent do you relate to the statements in the table?

Diagram 16: Assertions specific to parents

CLAIMS	DEGREES		
	Low	Average	High
1. I do not impose strict restrictions and physical punishments on my child/children.	36.6%	31.6%	31.9%
2. I fully communicate and get along with my child.	4%	29.8%	66.2%
3. I accept, love and trust my child.	2%	16.9%	81.1%
4. My child is independent, mature and self-confident.	11.3%	64.5%	24.3%
5. My child is active, inquisitive and sociable.	2.7%	33.2%	64.1%
6. My child knows how to navigate and adapt in different situations.	5.3%	53.2%	41.5%
7. My child obeys my demands.	13.2%	66.2%	20.5%
8. I have a positive impact on the child's development.	1%	38.9%	60.1%
9. There is equality and cooperation between us.	5%	48.2%	46.8%

From this question I conclude that parents rate their parenting style "high".

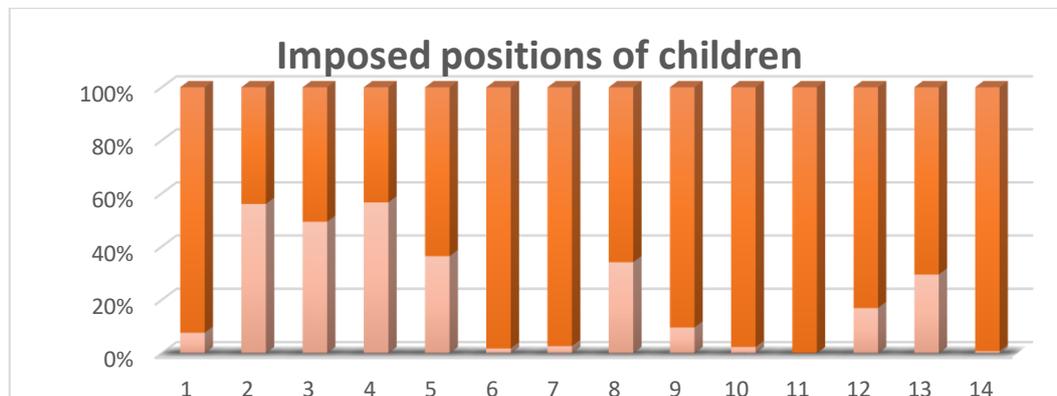
The percentages of statement 1 - "I do not impose strict restrictions and physical punishments on my child / children" - 36.6% or the lowest level, which means that physical punishments and prohibitions are practiced to a large extent, are interesting. Rather, I hope that the question is not understood, because of the double negation.

The propositions "I communicate fully and get along with my child" and "I accept, love and trust my child" received a high percentage. Here I am surprised by the fact that there are answers submitted with a low rate - as much as 4%.

Interestingly, "My child obeys my demands" and "There is equality and cooperation between us" are of medium level. It is difficult to achieve harmony and control at the same time. "Submission" is required, and the next moment equality is sought. Then the authority of the parent is lost. He strives to give directions and be a friend at the same time. And would he follow instructions to achieve equality?

Question: Which of the positions related to the development of your child do you try to instill in him?

Diagram 17: Imposed positions of children



With the highest percentage are the propositions "If you respect people and they will respect you!" (56%) and "To succeed in life, you must be able to fight" (56.6%), "Try to stand up for yourself your opinion!" (49.3%) which show that parents to the greatest extent expect respect, dignity and fighting spirit from their children. The propositions "You must be able to communicate

with other people" (36.4%) and "I will always help you!" (34.1%) also have high values - demonstrating both sociability and depression.

"Be considerate of other people!" (16.9%) and "Help others!" (29.5%) account for the qualities of understanding and humanity, and I'm surprised by the low percentages here.

The least indicated are "If you listen to me, you will succeed in life" (7.6%), "Don't consider others" (1.7%), "Do what you think is necessary" (9.6%), "Always listen and comply with adults" (2.6%), "No need to pay attention to others" (2.3%), "Don't hesitate to challenge others" (0.7%), related respectively with dependence between children and parents, initiative, neglect, passivity, stiffness, conflict.

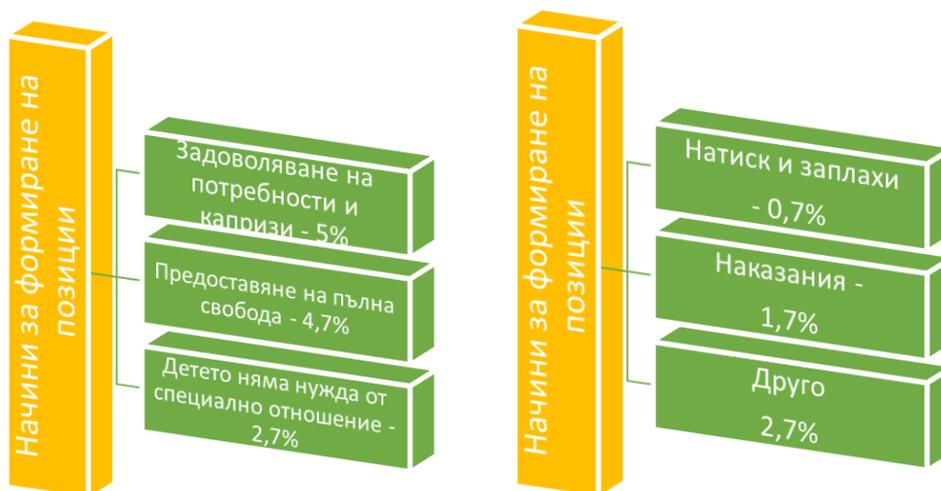
Parents are not ready to let their children make decisions. It's about trust. If they let the children make decisions about small things and ask their opinion, maybe they will succeed in developing equality.

With 0% is the proposal "All funds are allowed". Respondents are completely dissociated from aggressive behavior that may occur if they allow any means to achieve goals. Of course, it can be understood in other ways, depending on the situation. Perhaps the Rodits are too conservative.

Question: In what way do you seek to shape these positions?

Diagram 18: Ways to form positions





The most used methods are "Conversation and persuasion" (72.1%) - inductive technique, "Personal example" (73.8%) and "Providing an opportunity for independence" (61.5%) – demonstrating trust in the grandfather and providing an opportunity for independence.

Before we ran the survey, I assumed that "Personal Example" would have the highest percentage. Children imitate adults - parents, teachers/educators. Accordingly, personal example is a primary method.

Here I was surprised by the high percentage of the proposal "Providing an opportunity for independence". In the previous questions it was clearly seen (in view of the given answers) that parents are not inclined to allow their children independence.

With 11.3% is the proposal "Promises and rewards", and with 21.8% is "Provoking situations in which the child "tests" himself" - a method that allows children to learn experiences themselves.

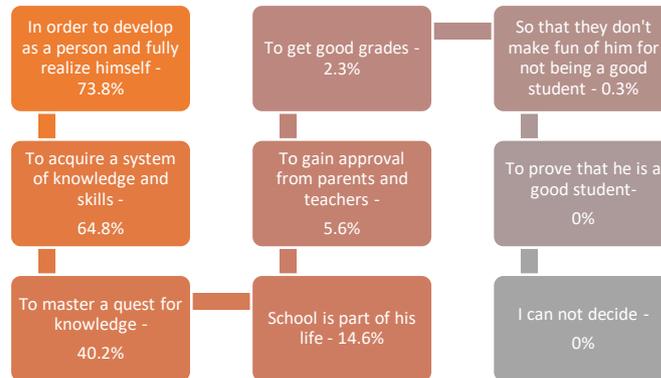
With low percentages are "Pressure and threats" (0.7%) - suppression of the child, "Punishments" (1.7%), "Satisfaction of the child's needs and whims" (5%) - willingness of the parent to make sacrifices in relation to the child, "Giving complete freedom" - a liberal approach (4.7%), "The child does not need special treatment" - demonstrating indifference, disinterest, indifference (2.7%).

I come to the conclusion that parents are very hesitant in their answers. At the same time, they want to control their children, but also to be equal with them. Somewhere there, the connection between them is lost.

4.5. PARENTS' OPINIONS ON THE RELEVANCE OF EDUCATION AND TRAINING IN SCHOOL

Question: Why should a child go to school?

Diagram 19: Why should a child go to school?



The most preferred suggestion (73.8%) is "In order to develop as a person and fully realize himself in society", which is entirely oriented towards the child's development in perspective and is related to the broad social motivation for schooling.

High percentages are also "To master a system of knowledge, skills and ways of acting" (64.8%) and "To master a quest for knowledge" (40.2%) - an indicator that priority for these respondents is educational - the cognitive motives related to the motivation of the content and the motivation of the process.

The proposed statement "To prove to his peers that he is a good student" was rated 0%, which clearly shows that parents do not consider it necessary for their children to prove themselves to other children. With close to zero percentages is also the proposal "So that he is not mocked for not being a student" (0.3%). These two low-rated statements are related to impersonal motives.

All parents indicated one of the selected statements, respectively for "I cannot judge" the percentages are 0.

Question: Why do you think the child wants to go to school?

Diagram 20: Why does the child want to go to school?



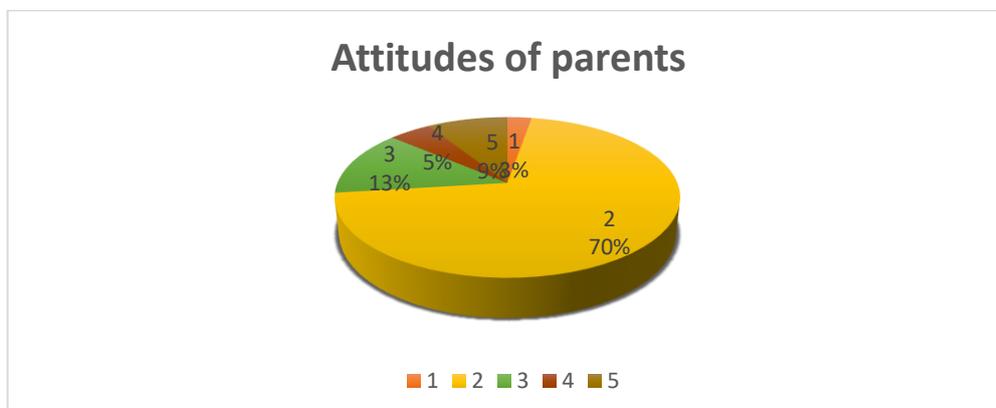
The most preferred suggestion is "To learn new and interesting things (60.8%), which shows that learning-cognitive motives are in the first place for parents. Second most electable is "To learn and develop" (44.2%), demonstrating preferred broad societal motives for duty and responsibility.

The percentage of parents who cannot decide what to answer (7.3%) or have a different opinion on the matter (6.6%) is also not low.

4.6. ATTITUDES OF PARENTS TOWARDS EDUCATION AND SCHOOL TRAINING

Question: Which of the parenting positions related to schooling do you strive to "instill" in your child?

Diagram 21: Attitudes of parents

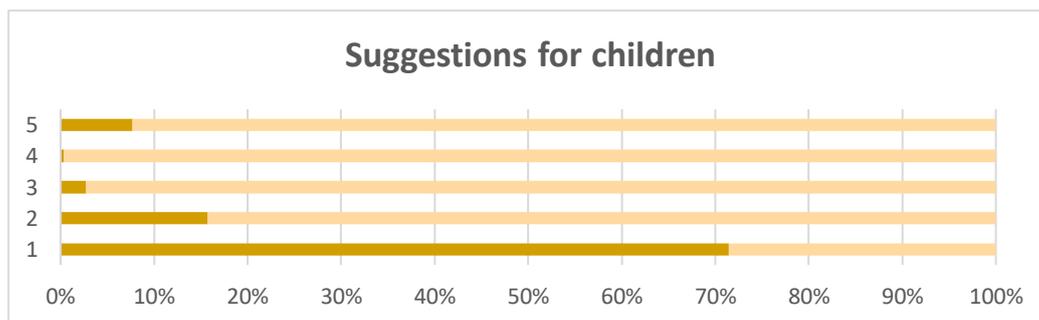


A definite "leader" in the answers is "If you study well, you will succeed in life!" by as much as 70%. The bottom line is that parents are idealistic when it comes to children's education. A small part of them (13%) are materialistic and think that school is not the most important thing in life. They indicated an answer "Learning, but education is not the most important thing in life. 3% chose the statement "You must be a good student to be proud of you!", which indicates that they are feminists. Altruists among the respondents are 5%. We judge them by the choice of proposition "If you study well, people will respect you!".

9% of the respondents have another position that is not among those listed.

Question: Which of the parental roles related to schooling have you adopted towards your child?

Diagram 22: Roles of parents related to learning



The most popular answer is "I know it's hard for you, but together we can do it!" with the high 73.6%, from which it can be concluded that parents perceive themselves as collaborators of their children in relation to the school.

Answer "It's important to get good grades in school!" is 0.3%, from which it is clear that docimologists are the least among the respondents.

CHAPTER FIVE: A MODEL FOR OPTIMIZING THE LIVING AND PEDAGOGICAL CULTURE OF PARENTS

5.1. CONCEPTUAL PARAMETERS.

VISION AND PURPOSE - The educational model aims at raising the life-pedagogical culture of parents of children 6-9 years old.

GENERAL PRESENTATION OF THE MODEL - The experimental the "Step by Step" model is structured into 18 topics , divided into five thematic blocks, representing the specifics of "parent-child" relationships.

GOALS

- Expansion and concretization of topics related to communication in the family.
- Stimulation of parent-child interaction in the context of person-oriented and individual approaches to sharing needs and claims in parent-child relationships.
- Development of prosocial behavior as opportunities for internalization of family norms and patterns of behavior and as a projection of socially oriented behavior.

EXPECTED RESULTS

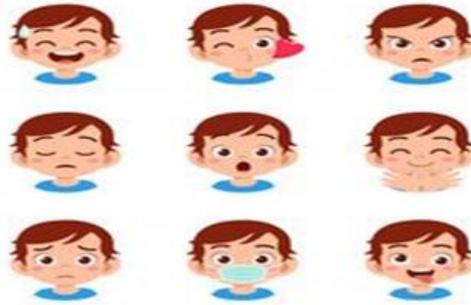
1. Optimizing the topic for pedagogical education of parents in parent meetings and in specially organized meetings with parents.
2. Competence acquisition by pedagogical specialists and students, future teachers, for implementation of topics and technology for working with parents.
3. Increasing the life-pedagogical culture of the modern family for the positive upbringing of children.

IMPLEMENTATION TECHNOLOGY

The implementation of the model implies an interactive training (presentation and discussion) to optimize the life-pedagogical culture of parents of children 6-9 years old. It is implemented in an online parent meeting with parents who participated in the preliminary survey (survey). The presentation for parents can be found in the attachments.

5.2. THEMATIC HIGHLIGHTS: STEP-BY-STEP MODEL

Block 1 "Life priorities of parents and children"



- topics for discussion:
 - Do you understand your child?
 - Do you listen to him or dismiss his opinion immediately?
 - Love is a basic principle of upbringing - what is your opinion on this?
 - "Emotional intelligence" - what is it and how to produce it?
- **After the discussions, parents are offered materials on the topics of the thematic block :**
 - Insight into the child's perception of the world through listening, understanding and empathy.
 - Prevention of emotional problems.
 - Active listening.
 - Sharing feelings.
 - Positive conflict resolution.
 - Conflict-free discipline.
 - Emotional intelligence

Block 2 "Social behavior of children"



– topics for discussion:

- Who is the child's primary caregiver?
- How to react to his behavior - positive and negative?
- How to react when the child uses vulgar words?

- **After the discussions, parents are offered materials on the topics of the thematic block :**

- Learning positive actions and good behavior.
- Development of positive self-esteem.
- Correcting disobedience.
- Concrete solutions for dealing with different situations in daily communication with children.

Block 3 "Purposes of education - important and unimportant"



– topics for discussion:

- What does a "good parent" mean?
- How to optimize relationships with your children?
- How to form qualities in a child?

- **After the discussions, parents are offered materials on the topics of the thematic block:**
 - Optimizing relationships with children - main highlights.
 - Formation of qualities in the child - priorities.

Block 4 "Educational style"



- topics for discussion:
 - Types of education
 - Types of educational style
 - Patterns of parental behavior
 - Methods of education
- **After the discussions, parents are offered materials on the topics of the thematic block:**
 - Types of education.
 - Types of educational style.
 - Patterns of parental behavior.
 - Methods of education.

Block 5 "The child and education"



- topics for discussion:
 - Effective family education in preschool age
 - Effective family education at primary school age
 - Parents and teachers - hand in hand for the sake of the children
- • **After the discussions, parents are offered materials on the topics of the thematic block:**
 - Effective family education in preschool age.
 - Effective family education at primary school age.
 - Forms of cooperation with parents.
 -

The materials were selected after conducting research - a survey with 300 parents of children aged 6-9. After discussions on the topics laid out in the model, parents are offered scientific literature to familiarize themselves with. The meeting ends with a discussion about the optimization of their life-pedagogical culture.

CHAPTER SIX. FORMAL EXPERIMENT AND USER EVALUATION OF THE MODEL

6.1 EXPERT ORIENTATIONS - PRIMARY TEACHERS/ KINDERGARTEN TEACHERS/ STUDENTS

This point in **Chapter Six** includes an analysis of statistical data; assessment of the topical relevance of the topics in the first thematic block of the "life priorities of parents and children" model; assessment of the content relevance of the topics in the second thematic block of the model "social behavior of children"; assessment of the content relevance of the topics in the third thematic block of the "educational goals - important and unimportant" model; assessment of the content relevance of the topics in the fourth thematic block of the "educational style" model; assessment of the topical relevance of the topics in the fifth thematic block of the "child and education" model; semantic accuracy and clarity of questions to parents; relevance of the model regarding optimization of parents' life-pedagogical culture; level of optimization of "parent-child" communication in the context of equal relations, mutual responsibility, respect and mutual assistance; availability of innovations in the model; assessment of the overall theme of the model; applicability assessment; overall evaluation of the model in the work of teachers with parents. These are the indicators on which the point analysis is performed.

6.2. ANALYSIS OF THE RESULTS: EXPERTS - PRIMARY TEACHERS/ KINDERGARTEN TEACHERS/ STUDENTS.

6.3. ORIENTATIONS OF USERS / PARENTS / TO THE PARAMETERS OF THE MODEL. Includes an assessment of the topical relevance of the topics in the first thematic block "life priorities of parents and children"; assessment of the content relevance of the topics in the second thematic block of the model "social behavior of children"; assessment of the content relevance of the topics in the third thematic block of the "educational goals - important and unimportant" model; assessment of the content relevance of the topics in the fourth thematic block of the "educational style" model; assessment of the topical relevance of the topics in the fifth thematic block of the "child and education" model ; semantic accuracy and clarity of questions to parents; relevance of the model regarding the development of parents' communication skills with children; level of optimization of "parent-child" communication in the context of equal relations,

mutual responsibility, respect and mutual assistance; presence of innovations in the model; assessment of the overall theme of the model; evaluation of the applicability of the model ; overall evaluation of the model in the work of teachers with parents.

6.4. ANALYSIS OF THE RESULTS OF THE CONSUMER/PARENT SURVEY - an analysis is presented according to the indicators in point 6.3

CONCLUSION AND CONCLUSIONS

The family occupies the most significant place in the public education system, which means that the process of family education should be supported, not directed, because parents are the first and most influential educators of their children. Positive family upbringing and communication in the family reflects directly and often visibly on the favorable development and health of the child. It promotes the development of emotional intelligence and important life skills. By building lasting interpersonal relationships, in an atmosphere of mutual understanding, cooperation and emotional empathy in the family, wonderful opportunities are achieved for the successful performance of children in all spheres of life: family, school, work, society.

From the analysis of scientific theories and publications in the field of pedagogy, psychology, based on some representative studies of models, goals, principles of education, parents, teachers, and last but not least, from our research, our preliminary hypothesis was confirmed that the development and the approbation of an educational model for positive relationships in the family will optimize the life-pedagogical culture of parents of 6-9 year old children.

The tasks that we set ourselves initially to achieve the goals of the dissertation have been fulfilled.

There were two difficulties that I struggled to overcome when testing the Step by Step model with parent users.

One is the lack of time. Out of 100 invited parents, 20 joined the parent meeting and 22 looked at the materials I provided. The rest refused with the excuse that they did not have enough free time.

The other difficulty that was discussed at the parents' meeting - a large number of parents in general would not accept that a person from outside the family could have a say in how to raise and raise their children.

After analyzing the results of the preliminary survey of life priorities and behavioral characteristics of the children; development projects; specificity of educational orientations and interactions; presentations to parents about the relevance of education and training at school; parents' attitudes towards education and schooling, we reached the following **CONCLUSIONS:**

1 . Conclusions related to the finding experiment.

1.1. Statistical inferences. Most of the respondents are women. Most respondents are between the ages of 30 and 45 and are representatives of the nuclear family. Almost all parents have higher education. A small number are unemployed, the rest are equally divided between the private and public sectors. Most are from the capital or big cities. Most of the respondents' children attend school, but the most numerous are the six-year-olds.

1.2. The largest proportion of parents indicate that they live with a sense of comfort/convenience, indicating the same statement for their children.

Regarding the children's characteristics, the results are close in value and there is no definite answer, but the most frequently indicated characteristics show that the children have aversive behavior , which is an indicator of unsociability, fear, anxiety and a desire for solitude.

1.3 . The most significant goals of education, according to the answers of the respondents, are accepting the self-worth of childhood, stimulating curiosity and initiative, stimulating independence and the desire to experiment, building a positive attitude towards knowledge (education) and educating moral authorities.

1.4. The least important goals of upbringing, according to the responses of the respondents, are compliance with the process of self-development of the child, acquisition of self-care habits and health and hygiene habits, upbringing of humanity and charity.

1.5. The most desirable qualities that parents want to form in their children are inquisitiveness, organization, justice and honesty, oriented towards the strong-willed qualities of the personality. The least desired are aggressiveness, conflict, striving for expression and self-improvement, solidarity with the goals of the peer group, restraint and patience, responsiveness.

In contrast to the high percentages of the desired qualities, only one of the offers with high selectivity is observed in the already formed ones - curiosity. Other qualities formed are sociability and politeness. The percentages for are spread almost evenly across the given quality suggestions, meaning that parents give different motivations to their children.

1.6. When influencing children, parents do not impose strict restrictions and communicate fully with their children. They are absolutely tolerant and trusting. Children are active and

inquisitive. They are more uncertain about the children's independence, maturity and adaptation in a new social environment, but this is normal, considering their age.

1.7. The most frequently used positions related to child development are those related to mutual respect, standing up for one's opinion and fighting to achieve life's goals.

1.8. The most commonly used methods of upbringing, depending on the positions, are personal example, talk and persuasion, providing the opportunity for independence.

1.9. Parents believe that children should go to school in order to develop as individuals and to realize themselves successfully in society. They believe that children want to go to school to learn new and interesting things.

1.10. The respondents are idealistic about their children's education and perceive themselves as collaborators of the children in relation to the school.

2. Conclusions related to the formative experiment and user evaluation of the model.

2.1. Evaluation of the experts - primary teachers/ kindergarten teachers/ and students for the model:

2.1.1 The experts rate the indicator "assessment of the content relevance of the topics in the first thematic block of the model - "Life priorities of parents and children" - "Life priorities of parents and children" with the highest degree, and a small part of them assess the relevance of the proposed topic with the set indicator of the degree "average level".

2.1.2 A significant percentage of the experts rate the relevance of the topics in the second thematic block of the model - "Social behavior of children" to the highest degree, and a low percentage of them determine the relevance of the proposed topic according to the "average level" degree indicator.

2.1.3 The expert respondents rated the provided criterion "Evaluation of the content relevance of the topics in the third thematic block of the model - "Education goals - important and unimportant" with the highest degree and a small part of them with an "average level" rating.

2.1.4 The expert respondents rated the provided criterion "Assessment of the content relevance of the topics in the fourth thematic block of the model - "Educational style" with the highest degree, and some of them gave an "average level" rating.

2.1.5 A large number of experts felt that the questions were presented very precisely and clearly, and only one person gave an "average level" rating.

2.1.6 Respondents rated the indicator "relevance of the model, regarding the optimization of the life-pedagogical culture of parents" with the highest degree, a small part of them rated the relevance of the proposed topic at the "average level" degree.

2.1.7 The experts rate the indicator "level of optimization of "parent-child" communication in the context of equal relations, mutual responsibility, respect and mutual assistance" with the highest degree, and a small percentage rate it with "average level".

2.1.8 The experts believe that there are innovations in the model, and a small part of them assess the relevance of the proposed topic according to the "good level" indicator.

2.1.9 The experts rate the overall theme of the Step by Step model with the highest degree, and only one person rates the relevance of the proposed theme according to the indicator with a degree of "medium level".

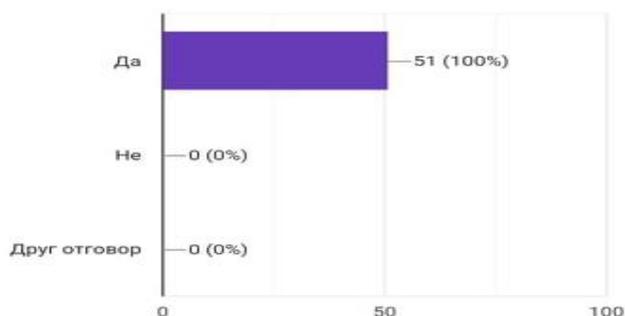
2.1.10 All of the experts surveyed would use the Step by Step model in their practice.

Practical orientation of the model from parents

12. Бихте ли използвали този модел в практиката си?



51 отговора



100% of the surveyed experts would use the Step by Step model in their practice.

2.1.11 A large number of experts believe that the model can actually be used in the work of teachers with parents, and a small percentage gave "another answer" to this indicator.

2.2. User-parent evaluation of the Step by Step model, we reached the following conclusions.

2.2.1 A large number of parents rate the indicator "assessment of the content relevance of the topics in the first thematic block of the "Step by Step" model with the highest level, while a small percentage rate the relevance of the proposed topic to the indicator set at the "medium level" level .

2.2.2 A significant percentage of parents rate the topicality of the topics in the second thematic block of the "Step by Step" model to the highest degree, and a small percentage determine the relevance of the proposed topic according to the indicator of the "medium level" degree.

2.2.3 A large number of the total number of parent respondents rate the provided criterion "Evaluation of the content relevance of the topics in the third thematic block of the "Step by Step" model with the highest degree, and only a small part of them - with an "average level" rating " .

2.2.4 Out of the total number of parent respondents, a large part rated the provided criterion "Evaluation of the content relevance of the topics in the fourth thematic block of the model - "Educational style" with the highest degree, and a low percentage with an "average level" rating.

2.2.5 A significant percentage of the total number of parent respondents rate the provided criterion "Evaluation of the content relevance of the topics in the third thematic block - "The child and education" with the highest degree, and a low percentage with an "average level" rating.

2.2.6 A high percentage of parents felt that the questions were presented very precisely and clearly, and only two people gave an 'average level' rating.

2.2.7 A large number of the total parent respondents rated the indicator "relevance of the model regarding the development of parents' communication skills with children" as the highest degree, two of them rated the relevance of the proposed topic at the "medium level" level.

2.2.8 A significant percentage of parents rate the indicator "optimization level of "parent-child" communication in the context of equal relations, mutual responsibility, respect and mutual assistance" with the highest degree, while a low percentage rate it with an "average level".

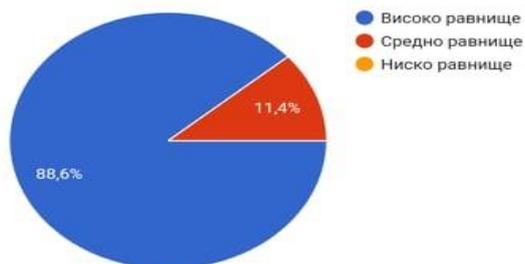
2.2.9 Many parents believe that there is innovation in the model, a few rate the relevance of the proposed theme on the indicator as a 'good level' and only one person gives a 'low level' rating.

2.2.10 A high percentage of parents rate the overall theme of the "Step by Step" model with the highest degree, and only a few of the respondents rate the relevance of the proposed theme according to the indicator with a degree of "medium level".

2.2.11 A significant percentage of parents gave a 'high level' to the indicator 'Evaluation of the applicability of the model' and felt that the topics and supporting information in the 'Step by Step' model would enhance their pedagogical culture. A small number of them rated this indicator "average level".

Applicability of the model by parents

○ Съдействаха ли предложените теми и подкрепящата информация за повишаване на Вашата педагогическа култура?
44 отговора



88.6% of parents gave a "high level" on the indicator "Evaluation of the applicability of the model" and felt that the topics and supporting information in the "Step by Step" model would increase their pedagogical culture. 11.4% rated this indicator "average level".

2.2.12 A considerable percentage of parents believe that the model can really be used in the work of teachers with parents, and 26.2% gave an "average level" of this indicator.

2.3. The approbation of the model for parents of 6-9-year-old children significantly optimized their life-pedagogical culture and proved its merits in the "pedagogical education of parents" process.

In this plan, the conceptual parameters of the research are fulfilled both as the goal of the dissertation, and as goals and expected results of the research, and as stages for the realization of the dissertation work and tasks of the research.

Scientific contributions

I. Theoretical interpretation of the problem domain.

→ *A thorough analysis of :*

- The problem of the family like socializing factor and educational environment , in the context of the specification on the family ones interactions like positives and negatives in communication between parents and children , priorities and perspectives for optimization on the pedagogical education on the parents .

- The principles of the family system, methods and tasks of family education, the peculiarities of the educational process, as well as some approaches to deal with various problem situations between parents and children.

- Theories about the cognitive, mental and socio-personal development of the child, changes and developmental processes, in preschool and primary school age.

- Forms and strategies for "kindergarten-family" cooperation.

- Strategies for positive parenting in several basic groups of principles, characteristics, models, forms, educational content and technology of pedagogical education of parents.

II . Diagnostic projections of the study.

- *Indicators have been derived for* the study of the available topics regarding the process of development in preschool and primary school age, the specifics of family upbringing and "parent-child" relationships; the models of parental behavior and methods of upbringing; the motivation of children for schooling and the role of the family, and the need to develop and approve current content optimizing the life-pedagogical culture of parents of 6-9 year old children is substantiated.

III. Formative research projections.

→ *A theoretical-experimental model* for optimizing the life-pedagogical culture of parents of 6-9-year-old children "Step by Step" was developed and implemented , structured in five thematic blocks , representing the specifics of "parent-child" relationships: "Life priorities of parents and children", "Social behavior of children", "Education goals - important and unimportant", "Educational style", "The child and education".

List on the publications on PhD student , connected with dissertation labor:

1. Valentinova, G. Positives and negatives in cooperation between teachers and parents. In: Qualification and good pedagogical practices. A collection of reports by pedagogical specialists and doctoral students. 2019. ISBN 978-854-92368-4-2; 9-13.
2. Valentinova, G. Methods of education in the modern Bulgarian family. In: Qualification and good pedagogical practices. A collection of reports by pedagogical specialists and doctoral students. 2019. ISBN 978-854-92368-4-2; 47-51.
3. Valentinova-Metodieva , G .: Present on the parents for the actuality on education and training in schools is. In Qualification and good practices. A collection of reports by pedagogical specialists and doctoral students. 2020. ISBN 978-854-92368-4-2 ; 24-31.
4. Valentinova-Metodieva , G.: Educative orientations and interactions on the modern ones parents . In Qualification and Good Practices. A collection of reports by pedagogical specialists and doctoral students. 2020. ISBN 978-854-92368-4-2 ; 49-56.
5. Valentinova-Metodieva, G.: Presentations to parents for the purposes of education and development of children. In Qualification and Good Practices. A collection of reports by pedagogical specialists and doctoral students. 2021/2022 pp. 15-24. ISBN 978-854-92368-4-2
6. Valentinova-Metodieva, G.: Patterns of parental behavior and their influence on children. In Education and the Arts: Traditions and Perspectives. Second scientific and practical conference, 2021 p.632-640. ISSN 2738-8999. Faculty of Educational Sciences and Arts, SU "St. Kliment Ohridski" Address: Sofia, 1574, Shipchenski Prohod Blvd. No. 69A
7. Valentinova-Metodieva, G.: Interaction between the kindergarten and the family in the context of the Bulgarian experience. In 140 years of preschool education in Bulgaria: achievements and horizons. Jubilee collection, 2022 p.385-395. ISBN 978-954-07-5471-0 . University Publishing House "St. Kliment Ohridski"

