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**SOCIAL POLITICS AND THE WELFARE OF CHILDREN**

**MASTER THESIS**

**IMPORTANCE OF COOPERATION BETWEEN FAMILY WITH  
PRESCHOOL INSTITUTIONS**

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## INTRODUCTION

School and family constitute two important factors in the education of the younger generation, especially preschool children who come for the first time and sit at school desks. Although the differences between these two factors of education, should note that school has an important role in preparing family for the child's education, and this is one of its characteristic. The report created between school and family depends on many factors. Of great importance is the motive consisting of desire and readiness for cooperation that is in favor of the education of the younger generation. Adaptation of the child is a process which starts with the separation of the child from the family environment of acceptance and recognition of a new environment, in this case, in caring and educational environment where teachers care for children who are nearly of same age. The first and important factor is the child itself which will adapt to the new educative and caring environment. Factors mentioned above and many others are important in the creation of personal and family recognition, without whose knowledge the child's adaptation in the garden can be difficult. Also the influence of parents or other family members or educators of the child is essential in adapting the child to preschool. How the child received care and early childhood education in the family can be manifested to the child in preschool education. Schools specifies the objectives of joint activities. When working with parents we should consider the difficulties that can be faced and also finding activities and actions that will overcome barriers in this way. Starting from the school practice but also by the scientific pedagogical treatments, it can be said that it is impossible to develop and realize the educational work without the active cooperation of family and school. In this function, logic and reasons of cooperation of the school with family are seen as the unity of practical activity for the same purposes. This cooperation should be based on the basis of some real and functional objectives such as: the need for cooperation, forms of cooperation, forms of pedagogical education of parents, measures to improve working conditions in schools, measures to improve student success. Viewed in this context, the report of school and family is mutually conditional and this report is of utmost importance for the promotion of school.

The first part should concentrate on the theoretical aspect that has to do with the notion - the importance of family cooperation with preschool institutions, which will include the following topics:

- Historical overview of the problem;
- The importance of family cooperation with preschool institutions;
- Various theories regarding this problem;
- Cooperation of parents with the educator of their child
- The role of the family in the development of independence and creativity in children;
- Specificities of preschool education;

- Game and creativity of preschooler;

The second and the third part will include the methodologies used during the research, used literature and questionnaires designed for educators and parents

## CONCLUSION

Cooperation of the school and the family is a key issue for the development of a good school. Responsible for such cooperation are all important persons, educators, preschool children, the principal, parents, teaching service, school administration, etc. School and family are forced to work together because they understand the importance of cooperation. They understand their position and perceive themselves as equal factors in the conversation. They perform duties and tasks in cooperation and equal respect, not interfering in the competencies of school. The school has priority in areas: ways of teaching, teaching methods and the choice of subjects by curriculum and instructional program. The family should make advantage of the school-teacher in the area of teaching and the freedom in the choice of methods based on the curriculum. Family informs school about family aspects that have an impact on school. School informs the family about important events in relation to learning and school. Family support school in it's field. Good cooperation between school and family creates mutual confidence and trust in each other - self responsibility and accountability to each other, respect, tolerance, understanding and readiness for a favorable solution to the parties and compromise. During the questionnaire done on this research we got these results in the direct questions related to our hypothesis raised at the beginning of this paper. On the first question we have made for parent and educators, we have a positive response, where their answers are that the commitment of the parents to help the various educational and learning processes positively affects the well-being and the results of the students have answered with the percentage 60% of respondents from parents and educators with what even our hypothesis was confirmed.

On the second question or second set hypothesis. Does the cooperation of parents with preschool institutions affects positively in the behavior and creativity of children? The results were positive from educators and parents with their responses with an average 67% that the mutual cooperation between parents and educators positively affects in the behavior of preschool children's creativity. Therefore, according to the outcomes of the questionnaire with parents and educators think that the assumptions set out earlier in this research are confirmed