

VALUE RELATIONS OF PARTICIPANTS - CONDITION OF EFFECTIVE PEDAGOGICAL PARTNERSHIP

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Abstract. *Accessibility and openness of information and reference bases with spreading of the distal format of training is determined by the main advantage during both stages of the empirical research. The level of satisfaction is higher than in directions: Information formatting, simplicity of algorithmic submission and clear content of tasks with artistic, productive activity.*

The article makes it clear that parity through equal accessibility contributes to the harmonization of educational goals and objectives for the formation of valuable attitudes of the participants of the educational process is achieved in a constructive dialog. Mobility of educational interaction in the system "Teacher – pupils, parents of the child". The study confirmed that parity presupposes the use of the information offered and available in the network through educational cooperation. It is important to establish a strong consistent connection for detailed discussion of hot topics, avoiding the diversity of the proposed primary sources, personalization of educational experience gained during the distance execution of specific educational tasks due to individual possibilities (knowledge of language, ability to work with different content, etc.). Parity provides stable open access to the necessary educational information, cognitive activity, which is clearly observed during use of distance learning tools. This reveals the possibility of reflexia as an element of the logical structure of parity of educational interaction. Careful attitude to the position, opinions of each participant of the educational process, equality in the right to express a personal vision of one or another element of the educational and methodical complex will help to form valuable attitudes.

Keywords: *artistic and productive activity, child, pedagogy of partnership, quality of education, valuable attitudes.*

Introduction

Problem statement. The world pedagogical community and Ukrainian educators will unite the problem of forming valuable attitudes of the participants of the educational process. Ukrainian education in a state of active change is oriented on positive experience of the USA, Poland, Finland and other countries.

Objective: To summarize the results of the empirical research on the formation of valuable attitudes of participants of the educational process for effective pedagogical partnership taking into account cultural values of Ukraine.

The significance of effective pedagogical partnership is difficult to overestimate. Modern educational space of educational institutions in Ukraine, Poland and Finland has common priority features. Among these we have identified: Basic needs of the child in study, additional needs (for children with special educational needs); balance between educational activities initiated by the teacher and on the initiative of children; possibility for children to make their own choice; opportunities for development of new and improvement of existing practical skills, knowledge acquisition; positive attitude to each other.

The relevance and feasibility of this study is also conditioned by the development of concrete actions and measures for the participants of the educational process of educational institutions in the context of implementation of the global program of action on education for sustainable development (UNESCO, 2014), Implementation of the United Nations Convention on the Rights of the Child (UNICEF, 2019), solving urgent problems concerning formation of national and cultural identity in children.

The main values of the teacher in the creation of educational environment for the quality of education, in our opinion, are as follows: respect each child; believe in the success of each child; be honest and recognize their own mistakes; be able to listen and adhere to confidentiality; be consistent and fair; to have high expectations for each student, including pupils with special educational needs; to appreciate personal efforts of children; to organize a motivating educational environment; to constantly renew their knowledge about children's development.

In view of the realities of transformational processes in society and education, in this article we present an analysis of the empirical research of the values of participants of the educational process (children, their parents, and teachers). We note that the educators of Ukraine, Poland, and Finland are united in the positions of attentive attitude to the use of the powerful resource of pedagogical partnership and digital applications in the establishment of cooperation between the teacher and parents of the child in for actual classes constructive educational, cognitive, constructive creative activity.

The survey confirmed our hypothesis that all respondents use the global Internet network. The advances in digital applications and the didactic potential of digital services reveal the advantages of remote learning formats for the quality of education. Interestingly, Ukrainian teachers in pre-school and general education use professional printed publications to prepare lessons on artistic and productive activities. This shows that the pre-school education institution has its own professional library, which is replenished and updated during the calendar year. Online library practice is also being developed.

Polish and Finnish teachers also use professional publications, but to a smaller extent. This confirms and demonstrates that respondents use the Internet in their professional activities and have certain skills to search for information and thus have basic knowledge of information and communication technologies and are constantly updating them.

In the course of studying the experience of cooperation of parents and teachers of the countries, which are in the field of our pedagogical attention, we found that exactly Finnish teachers give more freedom to parents in raising children, constructive, artistic activity of children in Finland is freer, does not provide strict regulation. This is conditioned by the concept of phase of integration processes in education and human inclusion in society, represented (Helminen & Iso-Heiniemi , 1999).

In the context of the declared theme, the practice of supporting families of emigrants – the opening of the Finnish Red Cross is quite interesting (Ruhanen ja & Martikainen, 2006).

Note another detail Ukrainian, Polish and Finnish teachers in preschool education noted that children most like drawing, constructive activity in nature.

The questions about pedagogical parallels, which prove the value of complex systematic researches of the points of interest to the kinds of constructive activity of children, ways of support of partnership between teachers and parents in organization of lessons of creativity, drawing with the use of digital applications, remain topical and not developed till now.

The systemic nature of the stated goal and the value-oriented direction of the chosen problem led to a choice of methods of scientific search: analysis of empirical data obtained in the course of the survey and two stages of pedagogical observations, development of methodological cases of partnership cooperation between educators and parents of children in the organization of artistic and productive activity taking into account the valuable comparative experience of Ukraine, Poland, Finland.

Theoretical Framework

The theoretical basis of our empirical research was pedagogical and interdisciplinary approaches, among which we will highlight the following: transparent (transparency, transparency of the educational institution, support of conscious fatherland), partisan (activity of participants of the educational process in achieving consensus and ensuring quality of education), diversification (diversity of the directions of innovative pedagogical activity, teachers, teachers, teachers) synergistic (systemic nature of activity on formation of valuable attitudes in participants of educational process, sources of disaster, incoherence and development), emergence (use of potential of complex open self-organized systems of digital network space), primary (planning and designing of

professional activity), non-physiological (conditions of creation of new, criteria of novelty, traditions and innovations), mechanisms of development and ways of reproduction).

For our research a significant theoretical basis was the idea of innovative education as such, which is oriented on dynamic changes in the world educational and educational activity, aimed at development of thinking, creative abilities, social and adaptive possibilities of personality. Features of innovative training: openness of the future, ability to predict and forecast on the basis of constant reevaluation of values, readiness for active and constructive actions in rapidly changing situations.

It is valuable in view of the topic of our publication is the structuring of the logical essence of parity as the basis of educational cooperation: understanding – thinking – activity – reflection. Let us note here that parity as the basis of educational cooperation during the traditional and use of distance learning is fully coordinated with the competent approach (preparation of the specialist, who possesses professional skills required at the labour market, corresponding "hard skills" and "soft skills", potential of career and personal growth in the modern world).

Methodology of research

In the study of the problem of formation of valuable attitudes of participants of educational process on the basis of partnership we have served methodological principles of integral modern system of education and its realization in practice, dialectical of subject-object relations of participants of educational process, nature preservation and consideration of cultural and age peculiarities. This enabled practically to develop methodical cases and recommendations for teachers taking into account the valuable world experience, in particular teachers of Poland and Finland.

A comprehensive approach to the study of the phenomenon of quality implies understanding of this concept as a level of knowledge and skills, intellectual, moral and physical development of the applicants of general education in accordance with the set goals; level of provision of educational activity and provision of educational services to the participants of educational process by educational institution. Features: compliance with educational standards, formed competence, degree of development of personality, its preparation for continuation of study, independent life.

During the development of research materials we were guided by such principles. Purposefulness. A clear learning objective, which specifies the expected result and the predicted way of its achievement: The formation of valuable attitudes. Designing the contents of training. The content and the process of learning are grouped into relatively completed laconic parts, which can be

combined independently if necessary. Positive motivation. A motivated student, who sees the process of learning positively, initiative. Favourable conditions of study. Systems. Logical sequence of individual, group, front-level educational interactions, use of collaboration with the academic community of the educational institution, public educational organizations, intellectual activities at the levels: District, regional, national, international. Cooperation at the level of "Teacher – Teacher – Teacher – Teacher's parents – Community". Practical orientation of the educational process. Making efforts (difficulty and accessibility), desire and opportunity to check in practice, active participation in congruence of the content of individual and group tasks, personalization, absence of template. Principles of communicative management (optimal independence of participants, unity of interests of the person and educational establishment, value of discipline and stable conditions of educational activity, readiness for innovations, continuity, etc.).

Results and discussion

We conducted two stages of the empirical research. Method of survey of teachers of pre-school education institutions. The first stage of the study was conducted on the topic "Detection of the level of digital competence of teachers of pre-school education institutions for organization of digital education in quarantine conditions". The study was conducted in Kharkiv, the Osnov'yansky district, with the support of the Education Department of the Kharkiv City Council. 20 pre-school education institutions of 2 private kindergarten participated in the questionnaire. The number of respondents who took part in the study is 381. The survey was conducted in April 2020. Based on the materials and conclusions of the study, the webinar was conducted, (Trubavina, Vorozhbit-Gorbatyuk, Shtefan, Kalina, & Dzhus, 2020), at the All-Ukrainian practical online conference "Digital technologies in educational process", the theme "formation of language and emotional and ethical competence of the teacher" (Vorozhbit-Gorbatiuk & Shtefan, *Khudozhno-produktyvna diialnist molodshykh pidlitkiv: iz dosvidu intehrovanoho kursu "Khudozhnia tvorchist"*, 2021), published methodological recommendations (Shtefan, Vorozhbit-Gorbatiuk, & Dotsenko, 2021).

The second stage of the study was held in November 2021 under the topic "use of modern information services during the preparation of lessons on artistic and productive activity" the study was conducted in Kharkov selectively among pre-school education institutions mainly communal form of ownership. 105 respondents took part in the survey.

In addition, the study materials were developed by the authors' methodological developments, presentations and feedback on the content of the webinars on the educational platform «Atoms» (Atoms, 2021), analytical

processing of results of pedagogical observations and interviews with teachers, parents of children.

The results of the study show the importance of the problem of valuable attitudes of participants in the educational process. Active in the last two years forms and methods of mixed education, distance education reveal new powerful opportunities for the development of the child's personality, organization of training according to competent and synergistic approaches. These approaches defined the specifics of the partnership of the participants of the poll, improvement of pedagogical qualification. Among the specific characteristics of partnership cooperation we will pay attention to the following: Procedural: Interaction on the basis of parity and co-operation of the participants of the educational process; realistic goals: Coordination of competent and axiological approaches, reliance on the basic culture of personality (Torrance, 1984); the logic of natural-reserve development "feeling – emotions – will" (Vyigotskiy, 1982), (Molyako, 2015); self-identification of the child's personality is a key to the success of the teacher's and child's parents' pedagogical partnership; the voluntary participation in all research activities.

The Global Internet Network in this study we consider as a powerful source of information that is constantly being replenished and changed. Let us note that people from different parts of the world create information. Information is shared by all people, including preschool children, who have access to the global Internet. Logically, various platforms, platforms, channels for information exchange between participants are created. We assume that the use of the global Internet network by teachers of preschool education, teachers of general schools, and parents of children to prepare for classes in artistic and productive activity will help to ensure quality organization of artistic and productive activity, formation of valuable attitudes to the process and results of such activity and the actual process of education. Parents, teachers have a unique opportunity to immediately exchange information, creating their own media platforms, channels or become participants of already existing international, all-Ukrainian, mobile groups thematic, on the interests or within social objects.

The digital learning environment, as the interview and interview in the "on-the-fly" style demonstrated, is a strategy of digitization of the educational process, which involves digital skills of transition of teachers and students. In particular: From literacy to critical information and data processing, from network security to technology knowledge, from coding to problem solving. We believe that these results can be compared with the results of the survey conducted in the Republic of Poland by Svengokshinskiy military in three Stories: Kölse, Skarzhinsk and Stashov in the early half of 2018. The research was carried out mainly among children's kindergartens of municipal ownership and published in the book "Multi-media kindergarten" by the authors Katagina Rogozinska, Anna Vinyarchik (Rogozinska & Winiarczyk, 2019).

So, we can assume that the use of the global Internet by teachers in preschool education, parents to prepare for the classes in artistic and productive activity is common as well as the use of special editions, in the middle of 20 century. Parents, teachers have a unique opportunity to exchange information instantly, creating their own media platforms, channels or become participants of existing international, all-Ukrainian ones.

We conducted two empirical studies. Method of survey of teachers of the pre-school education institution. The first survey was conducted under the topic "Questionnaire on the determination of the level of digital competence of educators TO organize digital education in quarantine conditions". The study was conducted in Kharkiv, the Osnov'yansk district, with the support of the Education Department of the Kharkiv City Council. 20 pre-school education institutions of 2 private kindergarten participated in the questionnaire. The number of respondents who took part in the study is 381. Respondents were educators of preschool education institutions and parents of pupils. The overall digital literacy rate was more than 60%, meaning that respondents believe that they have some knowledge and skills to use information and digital technologies in the educational process (Shtefan M. , 2021)

The second study was held in November 2021 under the topic "use of modern information services during the preparation of lessons on artistic and productive activity" the study was conducted in Kharkov selectively among pre-school education institutions mainly communal form of ownership. 105 respondents took part in the survey.

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The results of the three studies are presented in Table 1 "comparative results of the study of teachers of pre-school education institutions of Ukraine and the Republic of Poland".

Table 1 Comparative results of the study of teachers of pre-school education institutions of Ukraine and the Republic of Poland (created by the authors)

Question	Results of the survey (%)	
	Ukraine	Republic of Poland
1. Age of respondents		
Up to 30 years	11	4,93
From 30 to 45 years	44	60,49
From 45 years	45	39,51
2. The working experience of the respondents		
Up to 3 years	12	22,23

From 3 to 10 years	27	34,57
From 10 to 20 years	22	43,20
More than 20 years	39	-
3. What kinds of artistic and productive activity do children like the most?		
Drawing	66	59,09
Application	55	19,83
Construction from boxes, weapon material, construction modelling	40	20,25
Treatment (creation of various forms of plasticise, straw dough, clay)	40	0,83
4. To prepare lessons on artistic and productive activities, what information resources do you use?		
Internet (specialized websites, thematic pages, groups in social networks)	89	55,96
Printed editions	44	21,10
Television	6	16,51
Professional, thematic publications for pre-school education institutions	61	1,83
5. What information do you receive for the lessons on artistic and productive activities from the global Internet?		
I do not use the Internet	1	-
Templates for production of the product	55	16,41
Schemes of drawing, applications	53	9,37
The ideas of an artistic product that you can change according to your child's age	78	50
Demo material	64	24,22
6. How do you and your children use completed works?		
Organize a thematic exhibition, vernissage	74	-
You form a bank of compliments for the guests of the educational institution, parents of children	11	-
Put your portfolio in the section "Creativity"	45	-
Offer children and their parents to use for their purposes in their household	41	-
Collect, and then dispose	3	-
You form a bank of compliments for school guests, parents of children	6	-

As we can see, almost all respondents use the Internet both Ukrainian and Polish teachers in preschool education. But we note that during the survey of Ukrainian teachers on preschool education they have little opportunity to choose several answers that they were offered, therefore we have answers which in sum cannot give 100%, but exceed them. It is interesting that Ukrainian teachers in preschool education use professional printed publications to prepare lessons on artistic and productive activity. This shows that the pre-school education institution has its own professional library, which is replenished and updated during the calendar year. Polish teachers also use professional publications, but in a lower degree. Let us turn your weight on average age of Ukrainian respondents from 30 to 45 made up - 44% and from 45 years made - 45%. This confirms and demonstrates that respondents use the Internet in their professional activities and have certain skills to search for information and thus have basic knowledge of information and communication technologies and are constantly updating them. Polish teachers also prefer the Internet, printed editions and television. Professional literature is less used during preparation of lessons on artistic and productive activity for children of preschool age.

Note another detail Ukrainian and Polish teachers in preschool education noted that children most like drawing. It should be noted that during the survey of Ukrainian teachers in preschool education they had an opportunity to choose several answers. Therefore, we have almost equal results in other activities. Thus children of preschool age during educational process develop various technical and artistic skills. Love works with a variety of artistic material and can make products, draw during free activity. From Table 1 we see that Ukrainian respondents are looking for different templates for production (55%) and application schemes (9,37) respectively, Polish respondents are much less – 16,41% and 9,37.

As far as Finland is concerned, in the context of the topic of the study it should be noted that the Finnish kindergartens have a major focus on the overall development of the child and cooperation of parents and teachers (Act, 2007). There for children organize entertainment and cognitive content events, children spend a lot of time outdoors. Teachers of Finnish kindergartens care about socialization and harmonization of the overall development of the child. That is why integrated lessons are popular there, which combine elements of music, needlework, cognitive classes. The child, through communication and various activities, acquires experience of valuable attitudes. As such, there is no need for digital support of interaction between teachers and parents of Finnish children, since all necessary information is presented in detail and in detail on the digital service of the institution, is available only for parents. If it necessary, individual meetings can be organized (The Finnish Refugee Council, 2022).

Therefore, based on the results of two studies conducted during 2020-2021, it is necessary to note that the use of information technologies during the

educational process, getting information from the Internet for preparation of classes with children of the senior preschool age is the usual trends of the XXI century for the modern world. In our opinion, it should not be any sense to deny or exaggerate the influence of modern information technologies, global Internet network on formation of educational process and organization of artistic and productive activity for children of the senior preschool age. It should be recognized that the sources of information have changed during the XX century: books, professional publications, TV and radio transmissions were an important source of information and were available. And since the beginning of the XXI century the global Internet network has become popular, first electronic books appear, powerful information source is already specialized YouTube channels, creation and appearance of new social networks, audio and video podcasts, professional and amateur courses for parents, children, and teachers.

The speed of distribution and receipt of information is growing incredibly. For example, there are certain platforms, or even social networks, where you can create thematic groups. In a thematic group can be built according to certain criteria. For example, they can be closed and open, shared roles between participants, and placed information according to certain criteria. For example, we created a closed group on Facebook's social network "art-studio "Fantasia" on March 19, 2020, which aimed to hold an artistic and productive marathon for young teenagers remotely in synchronous mode and with the possibility of using video recordings in asynchronous mode (Shtefan M. , 2020). Relevant thematic groups in social networks are numerous and often they unite participants from different parts of the world. We will note that in social networks there are also professional groups, which are created for teachers of the pre-school education institution.

During the development of recommendations and cases for parents of pupils and teachers (Vorozhbit-Gorbatiuk , *Efektyvne navchannia – pedahohichni innovatsii i tradytsii*, 2021) we have taken into account age peculiarities of formation of valuable attitudes. Thus, children of 5-9 years old are characterized by such features: insignificant social experience, increased emotional, vulnerability and plasticity, impulsiveness, desire to communicate. It is important in this period: coordination of behaviour with clear simple rules. Analysis of real situations from the point of view of ethics. Emotional living together with the child motive and consequences of the act. Instructions. Ecology of emotions. Collective creative works. Reliance on the sense of communication, responsibility, natural justice, own dignity, conscience. We recommended to parents of pupils and teachers to take advantage of constructive experience of Finnish teachers Kasanen Laila & Kohtala Tanja (Kasanen & Kohtala, 2014) on organization of cultural events, participation in which extends experience of thinking and creative behaviour.

The adolescence is a difficult responsible period of personal development, which forms social orientation and moral consciousness: moral views, judgments, assessments, ideas about norms of behaviour. It is important during this period to focus on the future, to support the development of the youth of the volt behaviour, to support the "I-ideal" as a resource of self-regulation of the emotional tension. Expedient techniques: more freedom of choice and the possibility of survival of consequences of choice, social activity, physical work, propaedeutic of risk situations, constructive orientation on the professional sphere. Joint reading in family, joint watching of films. Academic socialization with elements of adventurism, creation of a positive environment, charity, creation of the environment of joint activity and development.

The senior school age, the youth - from 15 to 18 years - in view of the problem of our research actualizes the resistance to the outlook, formation of character and social model of behaviour, orientation on civil activity, conscious patriotism, professional and vital self-identification of teenagers. Expedient methods and techniques: objects, volunteering, self-government, podcasts, motivating speakers, moral imperative and security of communication in social networks, partnership in study, role of expert.

Practice proves that the guarantee of effective educational environment is in the enhancement of psychological culture of partnership interaction between all participants of the educational process. Common trends for Ukraine, Poland, Finland can distinguish: prevention of conflict in communication; self-improvement of communication sphere; culture of communication and behaviour; elimination of egotism, aggressiveness, propensity to manipulation; increase of self-esteem; respect for themselves and others; increase of stress; "immunity" for situational conflict of communication; awareness and reflection of others (but significant for themselves) and their conflictogenic.

We are convinced that for Ukraine, Poland, Finland educational goals and personal progress are the basis of pedagogical partnership. Clear visualization of the expected result. First we define goals, then we form content (what knowledge and skills are needed to achieve the set goal). It is useful to study the level of academic and creative achievements of the audience where the child is.

Among the practical recommendations received by participants of the empirical research, the following were most positively accepted:

Study the child (level of free attention, other thinking processes, motivation).

Combine study and work, inform about new or unknown in science.

Technologies and techniques of training are based on the principle of difficulty and accessibility.

Support the child's desire to be your assistant, expert, critic, taxonomist, etc.

Build a stable tone of educational partnership with parents, support their desire for voluntary cooperation.

Be special, charismatic; give an example of intellectual-entertainment.

Error as a basis for positive motivation to study.

Reliance on the detection and understanding of the phenomena of real life.

Learning culture or education ecosystem (education is not ZOOM, it is important not only to know how to use applications, but also to understand, to take into account their scenarios).

Technology of education with support. Reverse the class. The Method of W.Disney. Conceptual, mental maps. Technology 3P (process-problem-program).

Clear, but different ways of evaluation, clear criteria of assessment, stimulation of mutual and self-evaluation.

Useful recommendations, tested by time: To combine forces of knowledge (propensity of external and internal contemplation), power of ability (makings to comprehensive development of the body), power of soul (makings to love, to be ashamed and to own) (Pestalotsti & Distevch , 2011), Level of developing education by A. Disterweg: And - feeling (sensual knowledge), when spiritual activity is connected with external excitation; II-degree of rational knowledge (thinking, its development, creative imagination); III-degree of self-reliance (creativity)

The system of prospects for A. Makarenko (Makarenko, 2009): Tomorrow's joy – average prospect – success in training – distant prospect to thank those who have taught you, practice of thinking lessons among nature V. Sukhomlinsky (Sukhomlynskyi, 1977): To think about their thoughts, analysis of specific situations, method of analogues.

It is worth paying attention to the strengths of the Finnish partnership of teachers and parents of children, in particular: Orientation on socialization and publicity of progress of development of the child's personality on educational resources of educational institution, open access to such information for parents of children, emphasis on independence and academic freedom of teachers, recognition of methodological basis of phenomenon-oriented education, emphasis on self-expression, organic combination of live and remote communication, indirectly networked resources, orientation on needs and interests of a specific child, possibility of self-actualization of all participants of the educational process, flexibility of forms and methods of supporting pedagogical partnership, including - exclusive training, priority of individual approach.

Methodical recommendations for parents and teachers on use of scenarios of modern services and digital applications in organization of artistic and productive activity of children (Shtefan, Vorozhbit-Gorbatiuk, & Dotsenko, 2021) is built on three dimensions, types of knowledge and competence of pupils: awareness (ability to perceive internal and external phenomena in a very subtle and profound way, including internal life, presence and needs of other people, and also interdependency as a feature of our own life and systems in which we are located), empathy (ability to recognize, what factors lead to long-term prosperity – both for

themselves and for others), involvement (at the personal level — management of their own behaviour, at the social level — socialization skills and ability to understand others, at the system level — involvement of a citizen of the world, conscious presence of large systems and able to act within them in a kind and sympathetic way). Expected results: formed critical thinking, creativity, positive attitude to education and general satisfaction with the educational process, built partnerships with teachers, classmates, awareness of themselves as a person. The innovation of the content of these methodological recommendations is determined by the focus on the development of the critical thinking, including the ability to analyse information, to formulate independent judgments, logical conditions, to carry out reflection, self-evaluation, strengthen its potential for developing key compliance in children. The format of the developed case reflects the methodology of partner cooperation of teacher, parents of the child, the child itself.

Conclusions

In our opinion, a practical, oriented vision of the process of forming the valuable attitudes of the participants of the educational process is valuable for the pedagogical community. The experience of Ukrainian teachers attracts attention to logic and high level of subject-methodical competence. Finnish experience educates attention to the openness of the educational space, reliance on everyday experience of cooperation between adults and children in artistic and productive activities (Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2020). The experience of Polish and Ukrainian teachers is useful to organize partnership of adults with the priority tasks of child development.

The competence of the pedagogical partnership is opened through a subjective-subjective constructive interaction on the basis of parity. Cooperation with parents is seen by authors as a team work with experts, experts

The perspective direction of development of the issue of formation of valuable attitudes for efficiency of educational process and pedagogical partnership is seen in development of methodical and educational supports for parents and children, which require additional pedagogical attention and psychological-pedagogical support, formation of virtual development and creative spaces of joint artistic and productive activity of parents, children, teachers taking into account cultural values.

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