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INTERACTION OF INSTITUTIONS OF THE PRESCHOOL EDUCATION SYSTEM IN PROVIDING THE ARTISTIC AND AESTHETIC DEVELOPMENT OF CHILDREN OF EARLY AGE: STAGES AND FORMS OF PARTNERSHIP

Abstract. *The article deals with the problem of interaction between institutions of the preschool education system, which ensure the artistic and aesthetic development of children of early age in the conditions of institutions of preschool education. The essence of the concept of “interaction” and the related concepts of “cooperation” and “partnership” has been clarified. The necessity for educational partnership in implementing educational reforms in the preschool sector. Its characteristics have been singled out as the following: the common goal and efforts of all participants of the educational community, using the resources of each of the participants of the community, choosing methods of action according to the legislation and taking into account the interests of the parties as much as possible, transparency, openness and responsibility in interaction with community members. The stages of building partnership relations and forms of interaction are presented.*

The process of developing the interaction of institutions of preschool education (institutions of preschool education, research and methodological institutions, educational management bodies, family education) based on partnership and dialogic interaction according to the results of the fundamental research theme “Education of children of early age in institutions of preschool education of various types” (2019–2021). It continued with the applied research “Digital environment for providing parents of early and preschool children with didactic materials” (2022–2024) and is currently being carried out based on the Laboratory of Preschool Education of the Centre for Early Child Development and Preschool Education of the Institute of Problems on Education of the National Academy of Educational Sciences of Ukraine. The author reveals the content of building partnership relations in the system of preschool education institutions at each of the stages of interaction – at the internal level, in the main group, in the community, with the target audience. The forms for each of the stages, which combined the participants in their joint actions, have been concretized.

The data obtained made it possible to draw conclusions about the potential of socio-pedagogical partnership as the highest level of interaction of its participants, which is characterized by the presence of a common goal and values, involves dialogue and cooperation in achieving results, and works to modernize preschool education. The core organization that initiates such interaction with other institutions and organizations, introduces and corrects the process is a scientific institution as a platform for developing theory, educational and methodological support, training practitioners of institutions of preschool education to implement innovations in the educational process of their institutions, discussion by experts in the field of current preschool problems, creation of large-scale and local level projects. Joint efforts of partners guarantee the result – ensuring the development of children of early age, in particular, its artistic and aesthetic component.

In 2022, the martial law in Ukraine led to the strengthening of the partnership of international organizations, the Ministry of Education and Sciences of Ukraine, institutions, and the parent community in a single vector of maximum assistance in ensuring the children’s life, education and development.

Key words: *interaction, institutions, preschool education, stages and forms of interaction of*

institutions, partnership, artistic and aesthetic development, children of early age.

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Introduction. The system of preschool education has been modernizing for the last five years caused by a number of challenges. Among them is the necessity for quality preschool education. Accordingly, there is a need for a close relationship between institutions of preschool education and scientific institutions in order to develop modern theory, content, organizational principles and technologies, which will bring preschool education to a new level. Cooperation with other institutions in the system of preschool education is essential, since using their resources will allow studying international experiences and progressive practices and integrating them into the national educational system with the involvement of the social and pedagogical community. The Concept of Education of Early and Preschool Children emphasizes: “to improve the quality of the educational process of institutions of preschool education, they should build and diversify interaction with institutions, as well as practice new forms of work based on cooperation and partnership that will have a positive effect on the public authority of the institution, improvement its work, increasing the professionalism of employees, and accordingly, contribute to the children’s development” [8]. The specified instruction is particularly relevant in the aspect of ensuring the development of children of early age, in particular, artistic and aesthetic development. Therefore, the establishment of cooperation between institutions of preschool education system becomes more significant because it is one of the ways to solve the problem of the quality of preschool education.

Aim and tasks. The purpose of the article is to reveal the successful experience of interaction between institutions of preschool education in order to ensure the artistic and aesthetic development of children of early age based on partnership (according to the research results work of the Laboratory of Preschool Education of the Center for Early Child Development and Preschool Education of the Institute of Problems on Education of the National Academy of Educational Sciences of Ukraine during the period 2019-2022); to highlight the process of implementing such interaction in the sequence of its stages and forms of partnership that has led to an effective result.

Research methods. The following research methods were used: analysis of regulatory documents and scientific sources; a formative experiment to implement the stages and forms of partnership of institutions; seminars and webinars, pedagogical marathons, training, consultations, educational videos, professional master mind, which acted as forms of interaction between institutions and were practiced at various stages of building partnership relations.

Research results. Taking into account the above-mentioned stages and forms, let us present how they work by the example of the interaction of institutions in the system of domestic preschool education based on partnership and dialogue within the framework of the implementation of the fundamental research theme “Education of children of early age in institutions of preschool education of various types” (2019- 2021). It continued with the applied research “Digital environment for providing parents of early and preschool children with didactic materials” (2022–2024) and it is currently being carried out based on the Laboratory of Preschool Education of the Center for Early Child Development and Preschool Education of the Institute of Problems on Education of the National Academy of Educational Sciences of Ukraine (hereinafter – the Research Institute). The purpose of the community is to implement cooperation between institutions of the preschool education system based on partnership in order to ensure the development of children of early age in the conditions of institutions of preschool education, in particular, the artistic and aesthetic children’s development in accordance with modern demands of society. Achieving the goal required gradual work with using certain forms at each stage (Table 1).

Table 1.

Stages and forms of interaction of institutions of preschool education based on partnership

№	Stages of interaction	Participants	Forms of work
1	2	3	4
1	Internal	Researchers of the Laboratory of the Research Institute	meeting of the Laboratory; planning of research work; development of theoretical foundations of research work; development of scientific (scientific and methodological) products
2	In the main group	Researchers of the Laboratory of the Research Institute; experimental institutions of preschool education of various types, regional and local administrations (departments) of education	seminars; educational webinars; trainings; professional mastermind; ascertainment experiment; formative experiment; control experiment; consultations; presentation of work results on institutions’ websites
3	In the community	Ministry of Education and Science of Ukraine; All-Ukrainian public organization “Association of Preschool Education Workers”, institutions of higher education; institutes of postgraduate pedagogical education; cultural institutions, pedagogical press; educational portals	Scientific and practical conferences, round tables; visiting meetings of the Laboratory of the Research Institute on the basis of other institutions, projects
4	In the target audience	Institutions of preschool education in Ukraine, parental and public community	Presentation of scientific and methodological work; presentation of pedagogical experience on the websites of

1	2	3	4
			institutions; pedagogical marathons; scientific and practical conferences; broadcasting on radio and television; publishing in professional journals and pedagogical press

At the first, internal level of interaction, the Research Institute acted as a core organization that initiated the creation of a community of professionals. The researchers of the Research Institute developed: *theoretical principles* based on methodological provisions and concepts devoted to the study of the child's personality and scientific conceptual approaches to the organization of children's education; methodological foundations provided by a set of scientific approaches (axiological, person-oriented, environmental, activity-based, complex and technological). The Concept of Early Childhood and Preschool Education was developed (2020), the Basic Component of Preschool Education was updated (2021), which outlined the directions of activities of various social institutions responsible for the education of early and preschool children in Ukraine.

The scholars of the Research Institution at laboratory meetings, as well as in working sessions discussed new approaches to development in early childhood, taking into account the latest foreign and domestic practices. During these meetings, the researchers brainstormed and discussed both current problems of the preschool industry and scientific research programs on the design forms of interaction with other participants of the educational community. According to the general program, scientists who studied separate directions of the integral problem and contributed to the jointly conducted complex research developed individual research programs. The theoretical, methodological and educational fundamentals of early childhood development were embodied in scientific products (2019-2022): a collective monograph [2] and an educational and methodological manual [3], which became guidelines for conducting experimental work in institutions of preschool education. The research results were published at *conferences proceedings* [4; 5].

Consequently, the cooperation of scientists at the internal level is a conscious approach and common research work, which made it possible to single out scientific principles as a powerful foundation for further scientific, methodological and pedagogical work. At the same level, the specialists of the Research Institution studied the pedagogical experience and found practitioners of preschool education, who are interested in the innovations. It made it possible to move to the next level of interaction.

The second level of interaction occurs in the main group, which included institutions of preschool education and their educators, who is a team of change drivers together with the scholars

of the Research Institution. Agreements on cooperation between institutions of preschool education and the Research Institution were signed, which defined the operational component of cooperation and its expected results.

The main group became the interested community that initiated the introduction of innovations developed by scientists into their pedagogical activity based on modern pedagogical theory and technologies: educators carried out experimental work with children and simultaneously raised their professional level under the supervision of scientists of the Research Institution. This stage had the following tasks:

- Scientists prepared educators on how to work in early age groups based on the developed theory, educational and methodological support. Different forms of work were used. The kick-off meeting was a presentation of approaches, organization of work, specifics of children's activities. Intermediate forms of distance learning were webinars, seminars, consultations, professional masterminds;

- The task of the trained educators was to implement the approaches developed by scientists, as well as educational and methodological support into the educational process of institutions of preschool education. Within the sub-theme "Features of artistic and aesthetic development at an early age" (by V. Ragozina) during 2019-2021, children of early age groups, parents and educators took part in the experiment. The following institutions of preschool education were the experimental basis: No. 13 "Kupava", No. 26 "Laskavushka" and No. 28 "Yuvileinyi" in Sumy city; No. 9 "Fialka" and No. 4 "Maliatko" in Romny, Sumy Region. The innovations are relevant for practitioners in institutions of preschool education of the Kharkiv region ("Veselka" of Valkiv city council, No. 17 of Krasnograd city council) and Chernivtsi region (No. 22 "Divograi" of Chernivtsi city council; Luzhansk kindergarten of the Mamaiv village council of the Chernivtsi region). They took part in experimental work on the sub-theme "Educational possibilities of the digital environment for the artistic and aesthetic development of children of early and preschool age" during 2022-2024 (by V. Ragozina). Local departments of education and education administration have institutions of preschool education and scientists gave their feedback in *consultations, video communication and working meetings*.

- Cases of didactic materials for teachers, materials on artistic and aesthetic education, as well as articles [14] helped the practitioners with their self-education. The educators developed their professional level by watching scientific and practical events on the YouTube channel of the Research Institute, in particular, on the artistic and aesthetic development of children of early age:

techniques of perceiving works of art, decorative activities of children, etc.

- According to cooperation agreements, the scholars of the Research Institute provided scientific and pedagogical support for practitioners, which included training educators, the provision of scientific products in digital format; familiarization with the latest developments in preschool education (conferences, webinars, master classes), training on how to use methods and technologies of working with children of early age. The provision of advisory assistance to the practitioners of institutions of preschool education (scientists both visited the kindergartens and gave online support) allowed researchers to monitor the dynamics of children's development. In addition, educators gradually took over the functions of trainers who teach their colleagues new methods of working with children.

As a result, cooperation in the main group is characterized as meaningful because scientific and methodological developments are verified in institutions of preschool education. Scientific and methodological support for their teachers takes place, both scientists and educators developed new pedagogical practices, and the quality of preschool education increases in accordance with innovations due to the synchronization of efforts of all participants of the educational process.

All of the above-mentioned contributed to the organization of ***the third level of partnership interaction – in the community*** – with the involvement of other institutions, organizations in the preschool education system that became possible if all participants support the changes and are ready to jointly work on their acceleration:

- *The Ministry of Education and Science of Ukraine* provides strong support to the community as an open partnership-oriented central body of the executive power. It is responsible for the sustainable and innovative development of education and science of Ukraine at the national, European and global levels, as well as it has the trust of the educational and scientific community, international partners and Ukrainian society as a whole. The mission of the Ministry of Education and Science of Ukraine is to develop and implement state policy in the field of education. The official website of the Ministry of Education and Science of Ukraine presents legislative documents, educational programs, educational and methodological support, as well as events and projects. The annual events on the All-Ukrainian Preschool Day in Ukraine are especially important. Meaningful reports on the urgent problems of preschool education by representatives of the Ministry of Education and Science of Ukraine represent the vectors of its development at events organized by the Research Institutuin. Cooperation between the Ministry of Education and Science of Ukraine and the international organizations UNESCO and UNICEF (*analytical reports, joint projects,*

events) is productive, which allows us to implement work in the field of European educational guidelines.

- The *All-Ukrainian public organization “Association of Preschool Education Workers”* promotes the development of the community, which establishes professional, informational and other types of relations with the state, public, private institutions, enterprises, organizations (including international ones), and society for the development and formation of the industry.

- The *institutions of the system of postgraduate pedagogical education* support experimental work in institutions of preschool education. In Sumy city and Sumy region, the coordination of the experiment takes place with the support of the methodologists for preschool education of Sumy, Kharkiv, Chernivtsi regions. These institutions unite the efforts of the pedagogical community for the exchange of their scientific and practical experience, popularization of modern educational strategies and practices.

- Institutions of *higher pedagogical education*, whose activities are focused on training future specialists in preschool education, joined the community. The participation of students, teachers in *master classes, workshops, pedagogical workshops* of the Research Institute was useful.

- Experts from institutions with unique potential (libraries, museums) are involved in the discussion and resolution of early childhood development issues. The All-Ukrainian scientific and practical conference “Children’s game and toys in the space of culture” (April 17-18, 2019) was held at the State Toy Museum of the Ministry of Education and Sciences of Ukraine. The participants viewed its exposition, attended master classes and listened to interesting reports, and discussed the issues of the conference.

Therefore, each of the institutions in the community has its own resource, which is valuable to other members of the community. *Presentation of experience, training of future specialists, support of innovations of practitioners, creation of new products* took place within the proposed forms of multifunctional value. This united the participants and made it possible to develop content that is useful for scientists, practitioners of institutions of preschool education, teachers, students, graduate students, employees of institutions and public organizations.

The last, fourth stage of interaction included the launch of the All-Ukrainian Community of institutions of preschool education with the presentation to a wide range of practitioners of the achievements of the participants of the experimental work is the best in theory and practice of working with children of early age. This involved practitioners in scientific-methodological and scientific-practical events at the international and All-Ukrainian level in an online format (*forums,*

conferences, webinars, master classes, pedagogical workshops, marathons). Among such events in 2021, initiated by the Research Institute: All-Ukrainian scientific and practical internet conference “Advanced practices of psychological and pedagogical diagnostics in the preschool education system” (July 24, 2021), All-Ukrainian scientific and practical conference of preschool education workers “Innovative progress of preschool education in Ukraine” in online format (September 21, 2021), etc.

Preschool educators welcomed the events, the program of which provides for the discussion of advanced pedagogical experience: the All-Ukrainian scientific and practical Internet conference “Little people in the big world: Development of an early childhood in modern society” (October 25, 2021); “All-Ukrainian Festival of Pedagogical Ideas in Preschool Education” (December 16, 2021).

Popularization of the experience of scientists and practitioners in institutions of preschool education is facilitated by their systematic posting on the website and Facebook page of the Research Institute, broadcasting on the radio (“Parent’s Kitchen”) and television; publishing in professional journals and pedagogical press. The results of the work gained wide publicity among the parent audience, with whom the educators fruitfully cooperated. Educators of institutions of preschool education have learned how to present their achievements in the pedagogical press [12].

Therefore, the Research Institute has become a platform for organizing higher-level interaction, which united other institutions and organizations around it for a wide audience of institutions of preschool education all over Ukraine. The Research Institute organized the community, its coordination in the long-term perspective, which ensures the development of children of early age in the conditions of the educational process of institutions of preschool education. A necessary condition for the trust of the members of the All-Ukrainian community of the Research Institute was its values, the purpose and tasks of the activity, the professionalism of the employees, transparency, openness and responsibility in interaction with the members of the community.

Interaction of institutions of the preschool education system in the conditions of martial law in Ukraine in 2022 reached a new level [13]. Decrees of the President of Ukraine were adopted, amendments were made to the Law of Ukraine “On Education” regarding state guarantees in martial law conditions. Moreover, the letters of the Ministry of Education and Science of Ukraine with methodological, recommendatory and explanatory content were developed in order to organize the activity of institutions of preschool education during this period.

The domestic education sector was supported by international organizations (UNICEF,

UNESCO): practitioners were provided with practical guidance materials in digital format to ensure children's education; the Telegram channel "Support your child" was created for parents with advice on physical and psycho-emotional support of children and learning at home; the Bebbio mobile application was launched to make it easier for adults to monitor the health and development of children 0-6 years old. With the support of the Ministry of Education and Sciences of Ukraine, the campaign "The child is not alone" was launched to defend the rights of children, the NUMO online kindergarten was developed for children aged 3-6 with video lessons of cognitive and developmental content [16]. Didactic and methodological content for parents and educators is presented by the best professionals on the website of the Ministry of Education and Sciences of Ukraine ("Modern preschool under the wings of protection"). To help parents and teachers, representatives of the Association of Preschool Education Workers, NGO of the Association of Children's Centers of Ukraine, scholars of the National Academy of Educational Sciences of Ukraine, and publishing houses united their joint efforts.

In the conditions of martial law, the Research Institute is the main one that unites specialists around its scientific centre aimed at providing scientific, methodological, psychological, pedagogical and informational support to the population. The research institute initiated relevant events, such as the webinar "Spiritual and psychological safety of a child under martial law" (April 5, 2022). All-Ukrainian Internet conference "Educational process in institutions of preschool education under martial law: Theory, practice, innovations" (June 16, 2022), etc. The scholars of the Research Institute are actively creating content for the community of practitioners and parents in order to support them in children's development and education, in particular in digital format.

Discussion. According to the Law of Ukraine "On Preschool Education", the system of preschool education consists of the following components: institutions of preschool educational regardless of subordination, types and forms of ownership; research and methodological institutions; education management bodies; family education. If we talk about their interaction, we should define this concept and those close to it (cooperation, interaction, partnership). These terms are the subject of scientific investigations in sociology, pedagogy, education management and administration. Therefore, social interaction is defined as a system of mutually determined social actions, in which the social actions of one subject (individual, group, and community) are the cause and the consequence of the corresponding actions of others [15, p. 401]. Among the types of interaction, cooperation is distinguished, which involves the unification and coordination of efforts, resources, equal participation of each party and joint responsibility for the results of activities [10].

Cooperation defined by a higher level of social relations and characterized by openness and transparency, equality and independence of actions of partners, constructiveness of their interaction, availability of resources and readiness to make their own contribution is called *partnership* [10].

We will direct our attention to partnership relations in education. Scholars single out those characteristics that allow us to distinguish relationships of a higher level of efficiency and results, namely partnerships. I. Yashchuk notes that the partnership is based on cooperation, common interests and needs, voluntariness, equality of all partners within the framework of implementing the partnership program, compliance of the content, goals and consequences with the requirements of legislation in the field of education [17]. S. Koliadenko expresses a unanimous opinion and considers partnership as a special interaction of educational institutions with other institutions, bodies and social institutions to achieve an educational goal, for which the development of long-term target programs is necessary [7]. The researchers I. Aprieliava and L. Zdanevych emphasize that socio-pedagogical partnership includes not only the organization of joint activities of preschool education institutions with state and local authorities, public organizations and social groups, but also the interaction of teachers, children and parents, during joint activities [1; 6]. We support L. Zdanevych in the fact that the coordinating role in establishing a partnership belongs to an educational institution, which uses special methods for unification, intensification, creation of situations of dialogue and communication [6]. From our point of view, the conclusion of A. Molchanova is valuable. She claims that social partnership is a unique approach to the development of society and human resources, contributes to positive changes and improvement of the work of pedagogical teams in a rapidly changing environment; the strategic tasks of modernization of education can be achieved only in the process of interaction of the education system with interested partners in the community, which finds civilized ways of realizing the interests of its participants [9].

Therefore, the key position of researchers is the need for educational partnership in achieving educational reforms as a joint effort of all participants of the educational community using the resources of each of according to the the legislation and taking into account the interests of the parties as much as possible. In our opinion, this constitutes the characteristics of partnership.

The process of building partnership in the community is evolutionary and develops in stages: at the internal level (internal cooperation of the team of the institution or organization), in the core group (planning, designing, focusing the community), in the community itself (launching the community), with the target audience (building relationships with the target audience). Each

level has its own tasks and tools [11]. Forms of social partnership include collective negotiations on projects and agreements, consultations on work issues, participation of employees in the management of the institution [9]. Partnership initiated in the field of preschool education is characterized by their own, special forms of interaction between institutions and other members of the community.

Conclusions. Joint efforts and assistance in partnership with institutions of preschool education work for a common result – ensuring the early children’s development, in particular, its artistic and aesthetic components. Each institution with its own mission and vision provides a valuable contribution to solving the problem of early childhood development in accordance with new social demands and difficulties of the industry. The Research Institute is a platform for the development of theory, educational and methodological support, a platform for the training of practitioners of institutions of preschool education as well as the discussion by experts of various institutions and organizations of the current problems of preschool education, for the creation of large-scale and local level projects. The greatest potential is a partnership, which involves dialogue and cooperation with a common goal and values and unfolds in stages. The results obtained have shown that the interaction of institutions based on partnership is effective provided if there is an organizing institution, it builds a strategy of interaction with other institutions, which involves a spiral movement from one stage to a stage of a higher level with the selection of appropriate multifunctional forms of work.

In 2022, the martial law in Ukraine led to the strengthening of the partnership of institutions: using resources of international organizations, the Ministry of Education and Sciences of Ukraine, institutions, and the parent community in a single vector of maximum assistance in ensuring children’s life, education and development. The challenges caused by the war in Ukraine require the integration between traditional and new forms of the partnership of institutions in solving the current issues of preschool education – and this will be a perspective of further investigations.

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ВЗАЄМОДІЯ УСТАНОВ СИСТЕМИ ДОШКІЛЬНОЇ ОСВІТИ У ЗАБЕЗПЕЧЕННІ ХУДОЖНЬО-ЕСТЕТИЧНОГО РОЗВИТКУ ДІТЕЙ РАНЬОГО ВІКУ: ЕТАПИ І ФОРМИ ПАРТНЕРСТВА

Анотація. У статті розглянуто проблему взаємодії установ системи дошкільної освіти, що слугує меті забезпечення художньо-естетичного розвитку дітей раннього віку в умовах закладу дошкільної освіти. Уточнено сутність поняття «взаємодія» і дотичних до нього понять «співпраця» і «партнерство». Зроблено висновки про необхідність освітнього партнерства у здійсненні освітніх реформацій у дошкільній галузі та виокремлено його характеристики: спільність мети і зусиль учасників освітньої спільноти, задіявання ресурсів кожного з учасників спільноти, вибір способів дій, що відповідають законодавству і максимально враховують інтереси сторін, прозорість, відкритість і відповідальність у взаємодії з членами спільноти. Наведено етапи створення партнерських відносин та форми взаємодії.

Висвітлено процес розгортання взаємодії установ системи дошкільної освіти (дошкільні навчальні заклади, наукові і методичні установи, органи управління освітою, освіта та виховання в сім'ї) на засадах партнерства і діалогічної взаємодії за результатами розробки фундаментальної теми науково-дослідної роботи «Виховання дітей раннього віку у закладах дошкільної освіти різних типів» (2019–2021 рр.), що продовжилась прикладним дослідженням «Цифрове середовище для забезпечення батьків дітей раннього і дошкільного віку дидактичними матеріалами» (2022–2024 рр.) і виконується нині на базі лабораторії дошкільної освіти і виховання Центру раннього розвитку дитини та дошкільної освіти Інституту проблем виховання НАПН України. Розкрито зміст побудови партнерства у системі установ дошкільної освіти на кожному з етапів взаємодії – на внутрішньому рівні, в основній групі, у спільноті, з цільовою аудиторією. Конкретизовано задіяні форми на кожному з етапів, що поєднували учасників в їхніх спільних діях.

Проведене дослідження дозволило зробити висновки щодо потенціалу соціально-педагогічного партнерства як найвищого рівня взаємодії його учасників, що відзначається наявністю спільної мети і цінностей, передбачає діалог і співробітництво у досягненні результатів та працює на модернізацію дошкільної освіти. Стрижневою організацією, що ініціює створення такої взаємодії з іншими установами і організаціями, запроваджує і коригує процес є наукова установа як платформа для розробки теорії і навчально-методичного забезпечення, підготовки практиків закладів дошкільної освіти до запровадження інновацій у освітньому процесі своїх закладів, обговорення фахівцями галузі актуальних проблем дошкільля, творення проектів масштабного і локального рівнів. Спільні зусилля партнерів гарантують результат – забезпечення розвитку дитини раннього віку, зокрема, художньо-естетичної його складової.

Запровадження військового стану в Україні 2022 року зумовило посилення партнерства міжнародних організацій, МОН України, установ, батьківської спільноти в єдиному векторі максимального сприяння і різнобічної допомоги у забезпеченні життя, освіти і розвитку дітей.

Ключові слова: взаємодія, установи, дошкільна освіта, етапи і форми взаємодії установ, партнерство, художньо-естетичний розвиток, діти раннього віку.

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