OPINION SURVEY THE PARENTS OF THE APPLICATIION OF INNOVATIVE TEHNOLOGIES IN THE EDUCATIONAL PROCESS OF 6-7 YEAR OLDS

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ABSTRACT: The present article discusses opportunities for innovation and efficiency of the educational process. The aim of this publication is to examine and analyze the opinion of parents on the application of innovative technologies in the educational process of 6-7- year olds and at home. For the realization of this aim a survey is carried out with parents of children from kindergartens. In the poll puts questions related to innovative educational technologies – lapbook technology, information and gaming technologies.

KEYWORDS: preschool education, innovative educational technologies, lapbook, information and gaming technology

Introduction. One of the objectives of Pre-school Pedagogy is to identify the most appropriate modern technologies to ensure the full personal development of each child and to offer the best conditions for showing its potential and abilities.

Educational technologies are constantly evolving, and following research and development in this area, it can be noted that in the 21st century learning is characterized by "brand new features". Modern technologies in education bring new learning opportunities [3]. In this aspect, Y. Doncheva (2017) writes that the "transformation" of certain activities in modeling a developing educational and creative environment for children can successfully implement information and communication technologies and resources [6].

In accordance with the Pre-school and School Education Act (AWS), article 3 - Education as a process involves learning, education and socialization, it is a national priority and one of the principles for its implementation is: orientation to the interest and to the motivation of the child and the student, to the age and social changes in his life and it's ability to apply the acquired skills in practice; innovation and efficiency in pedagogical practices and in the organization of the learning process based on scientific substantiation and forecasting of innovation outcomes [2].

Essential to provoking the interest and motivation of the child and the student is the motivation: needs, interests, aspirations, goals, inclinations, etc. In this sense, motivation is seen as one of the main conditions for doing business and reaching a certain goal [1].

In this context, it is necessary to attract and provoke the interest and motivation of the child (the student) to carry out a more effective educational process. This is one of the reasons for applying innovative educational technologies to pedagogical situations in the kindergarten.

Pre-primary education creates conditions for complete development of the child's personality; acquiring a set of competencies - the knowledge, skills and relationships needed to successfully pass the child to school education [4].

Table 1
Statistical parameters of the survey

Question	Number of parents interviewed – 51					
	yes		no		I can᾽t decide	
	Number	**(%)**	**Number**	**(%)**	**Number**	**(%)**
1	50	98	1	2	-	-

2	46	90,2	5	9,8	-		-	

3	Smart phone		tablet		лаптоп		personal computer		TV		electronic games	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
	17	33,3	33	64,7	23	45	9	17,6	35	68,6	2	3,9

4	to 30 minutes		to 1 hour		up to 2 hours	
	Number	%	Number	%	Number	%
	1	2	27	53	23	45

5	electronic games		children's films		entertaining sites		videos		children's educational games		others	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
	15	29,4	39	76,4	8	15,7	20	39,2	10	19,6	2	3,9

6	yes		no		I can᾽t decide	
	Number	%	Number	%	Number	%
	44	86,3	7	13,7	-	-
7	38	74,6	4	7,8	9	17,6
8	47	92,2	4	7,8	-	

9	mobile games		entertaining games		games with electronic means	
	Number	%	Number	%	Number	%
	21	41,2	23	45	20	39,2

10	yes		no		I can᾽t decide	
	Number	%	Number	%	Number	%
	13	25,5	38	74,5	-	-
11	37	72,5	14	27,5	-	
12	42	82,4	9	17,6	-	
13	38	74,5	13	25,5	-	
14	42	82,4	9	17,6	-	

In this connection, in the center of this study stands the problem of the need for the application of innovative technologies in the educational-learning process in 6-7 year olds.

The aim of this publication is to examine and analyze the opinion of parents on the application of innovative technologies in the educational- learning process of 6-7 year olds at home.

Tasks to accomplish the goal:

1. Study of literature on innovative educational technologies and compliance with normative documents on pre-school and school education.

2. An inquiry into parents' attitudes, knowledge and attitudes regarding the application of innovative technologies – lapbook technology, information technologies and gaming technologies.

3. Results of the analysis of the survey - conclusions and recommendations.

In connection with the pedagogical experiment on the implementation of the innovative technologies in the education process of the 6-7-year-old children, we conducted a sociological survey - a survey with the parents.

Analysis of parental survey results

The survey was conducted with 51 parents of the preparatory groups from Brezichka and Druzhba DG Shumen. The poll conducted with parents contains a total of 14 questions, with some of

the questions having more than one optional answer. It was held once. The results of the survey are graphically presented in Table 1 and diagrams.

The results of the first question of the survey are presented in the diagram in Figure 1. To the question "Do you have resources for information technologies [1] at home?" The responses of parents - yes; no; I can ͘t decide.
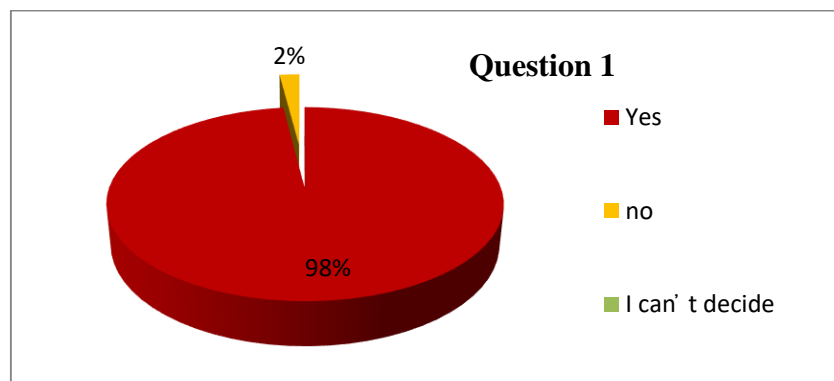

Figure 1

The result shows that almost all 50 parents - 98% have IT resources at home. One parent - 2% responded that there are no IT resources at home. The analysis of this question implies that IT tools are a necessity in our daily life and children's education.

Question № 2, "Is your child interested in IT at home?" The parents' answers are yes; no; I can ͘t decide. Forty-six parents - 90, 2% responded that their child is interested in IT tools at home. Five parents - 9.8% responded that their child is not interested in IT resources at home.

The results of the question show that the interest of the children in the IT resources is great and this also implies their introduction in the kindergarten in order for an interesting and more effective educational process.
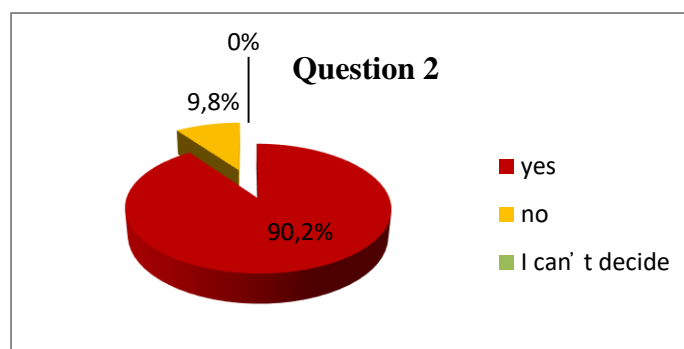

Figure 2

The third question, "What resources do your child use most often at home?", The answers are: smartphone; tablet; laptop; personal computer; TV; electronic games. The results are shown in Figure 3.

Most of the parents, thirty-five, have indicated a response TV - 68.6%. Thirty-three parents answered that their child uses the most common tablet - 64.7%. Twenty-three parents have reported a laptop answering - 45%. Seventeen parents answered that their child most often uses a smartphone - 33.3%. Nine parents - 17.6% have indicated a PC response. The smallest is the percentage of parents whose children most often use electronic games - two parents - 3.9%. The results of the question show

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[1] Information technology (IT) is a collection of means and methods for processing and transmitting data or primary information in order to obtain information with a new quality (product information) about the state of the object, process or phenomenon. www.tuj.asenevtsi.com/Inf%20tehnologii/IT004.htm

that children most often use TV, tablet and laptop. After that, a smartphone, PC, and a small number children play of electronic games.
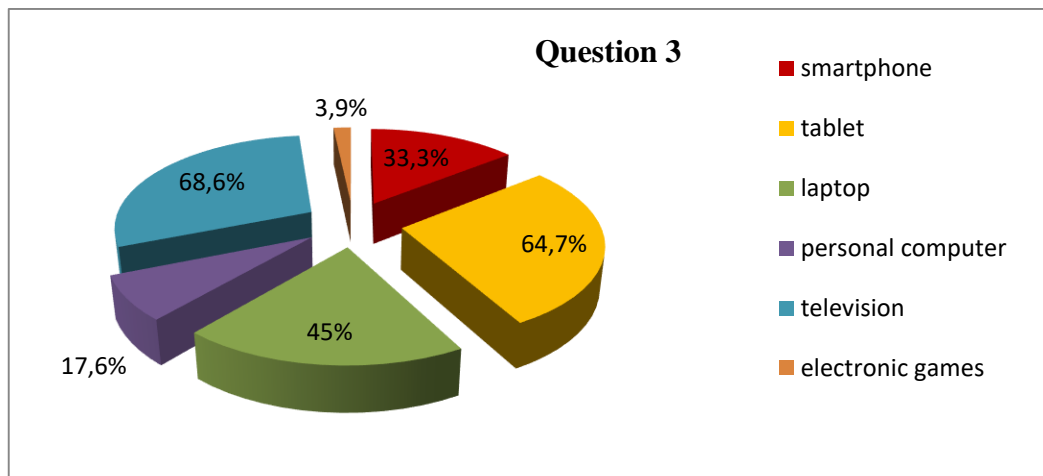

Figure 3

The fourth question, "How long per day does your child use these resources " The parents' answers are - up to 30 minutes; to 1 hour; up to 2 hours. The results are presented in Figure 4.

The highest is the percentage of parents whose children use these resources within an hour. Twenty-seven parents - 52.9%. Not a small percentage - 45% are the parents who responded within two hours - twenty-three. The smallest is the percentage of parents responded up to 30 minutes - 2%, one parent.

The analysis of the question shows that the children use the mentioned information resources within the normal time and do not overdo their use.
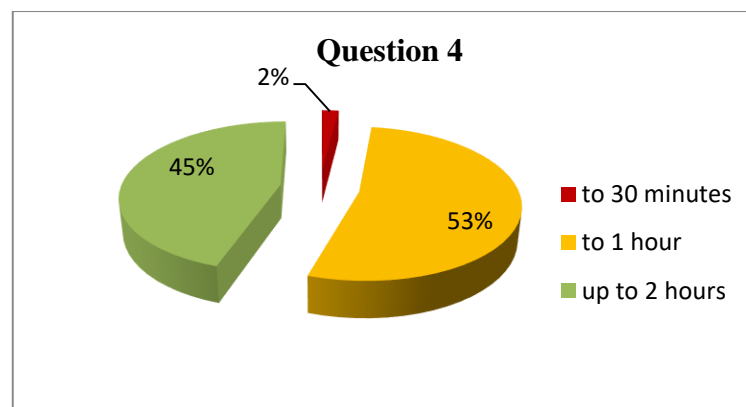
Figure 4

To the question, "Which sites most often prefer your child?" The parents' answers are - electronic games; Children's movies; entertaining; clips; children's educational; others. The results are shown in Figure 5.

Most parents responded that their child preferred children's films - 39 parents - 76.4%. Twenty parents have responded clips - 39.2%. 29.4% of parents respond that their child prefers electronic games - fifteen parents. Ten parents responded - children's educational games - 19.6%. Eight parents have responded - entertaining sites - 15.7%. The smallest is the percentage of parents 3.9% said the answer - others - two parents. As they did not specify what other sites prefer their child. The analysis of the issue shows that the interest of children in children's films remains the biggest.
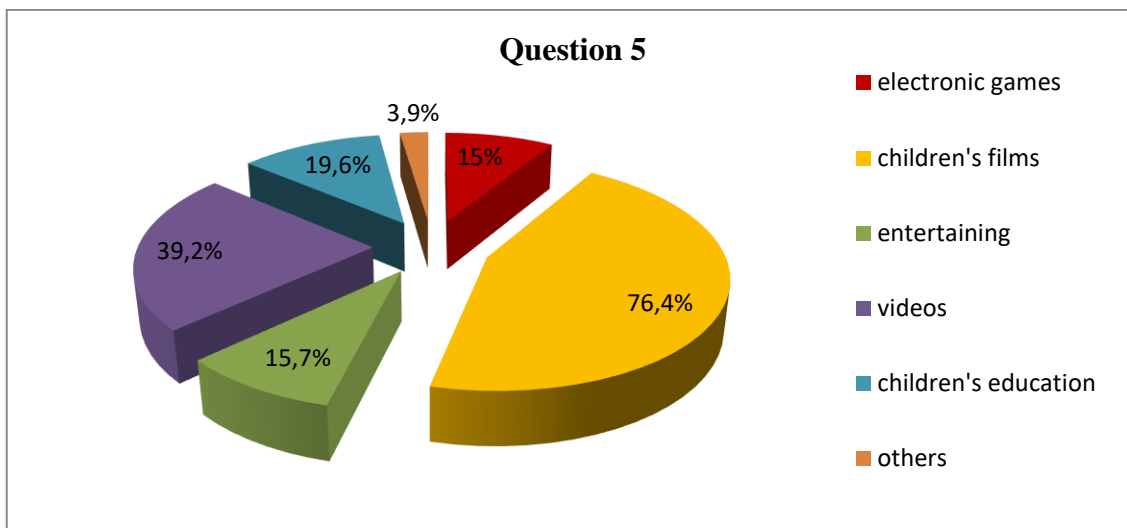
Figure 5

Sixth Question: "Do you think that resources are being used for information technology in the pedagogical process in the kindergarten?" The parents' answers are yes; no; I can˙t decide. The results are reflected in the chart in Figure 6. Forty-four parents - 86.2% responded - yes. Seven parents - 13.7% responded that no means of information technology were used in the pedagogical process in the kindergarten. The analysis of the question shows that a small part of the parents is not sufficiently familiar with the use of information technology resources in the kindergarten.
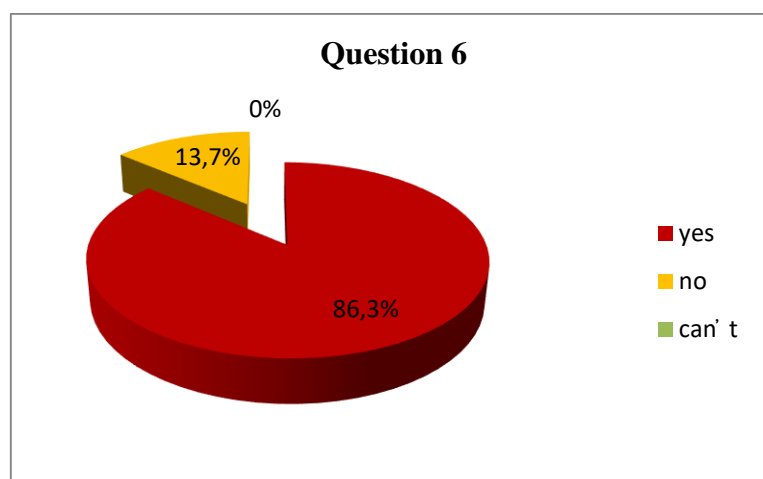
Figure 6

The question "Does the use of IT resources in the fourth preparatory group increase the effectiveness of the pedagogical process?" The answers are yes; no; I can˙t decide. The results are presented in Diagram in Figure 7. Thirty-eight parents 74.5% have indicated that the use of IT tools in the fourth preparatory group will increase the efficiency of the pedagogical process. Four parents, 7.8%, have said no. Nine parents, 17.6% said they could not judge.

The analysis shows parents' positive opinion of the need to apply the IT tools to 6-7-year-old children in the kindergarten.
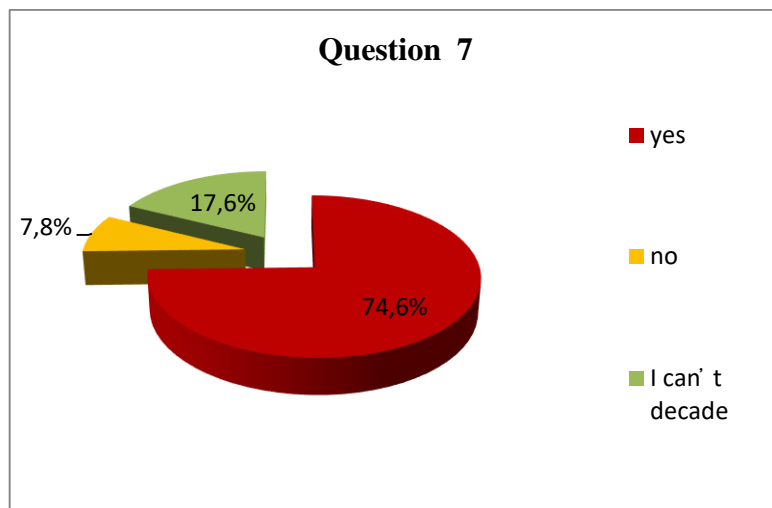
Figure 7

On the eighth question, "Do you participate with your child in the games?" The answers are yes; no; I can't decide. The results are presented in the diagram shown in Fig. 8.

The highest is the percentage of parents who responded - yes. Forty-seven - 92.2%.

Four parents - 7.8% - responded that they didn't participate with their child in the games.
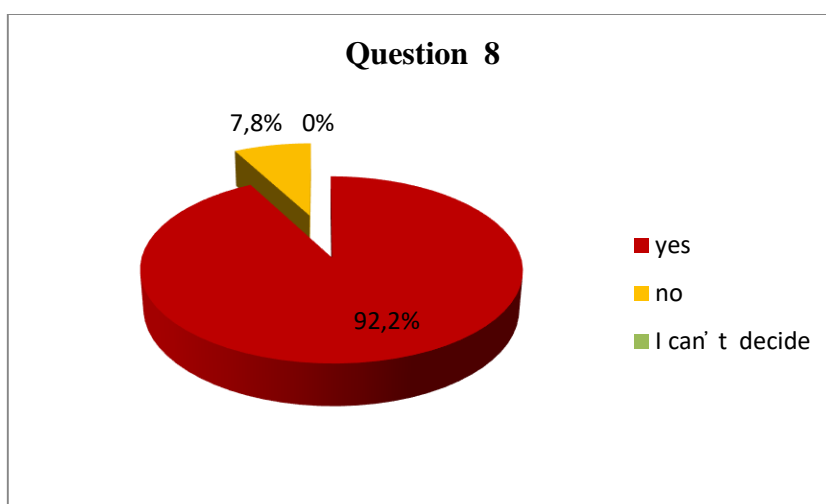

Figure 8

The ninth question " What games are interesting for your child at home?". Parents' answers are: mobile games (ball games and other sports equipment, outdoor games), entertaining games (Puzzles, Maps, etc.), electronic games (PC, tablet, smartphone and etc.). The results are presented in Figure 9. Twenty-three parents - 45% responded that their child was most interested in entertaining games (do not mind man, puzzles, maps, etc.). Twenty-one parents - 41.2% have played mobile games (ball games and other sports equipment, outdoor games). Twenty parents - 39.2% have indicated games with electronic means (computer, tablet, smartphone, etc.). The percentages of the three answers to the question are similar, which indicates that children are interested in all three types of games.
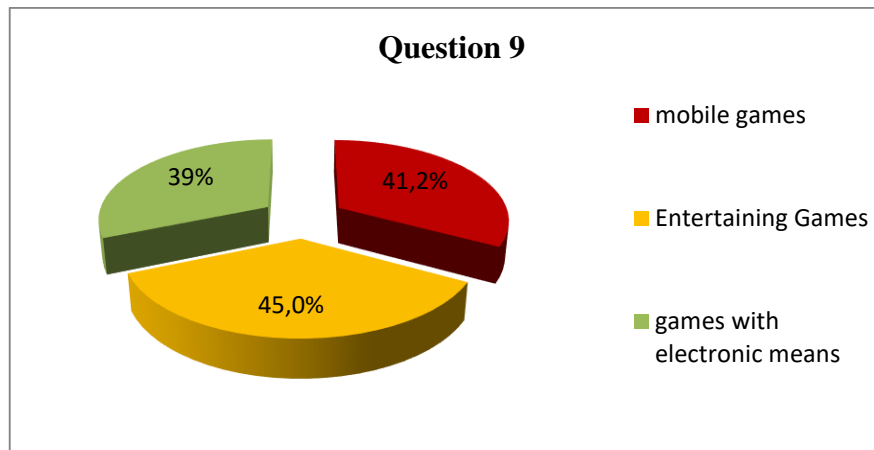
Question 9

mobile games
Entertaining Games
games with electronic means

39%
41,2%
45,0%

Figure 9

To the question "Are you familiar with" Lapbook "and its application capabilities as an interactive information folder and innovative technology?" The answers are yes; no; I can˙t decide. The results are presented in Fig. 10.

The highest percentage is the percentage of parents who are not familiar with the "Lapbook" and its application options - thirty-eight parents - 74.5%. Thirteen Parents - 25.5% are familiar with "Lapbook". The analysis of suggests that "lapbook" is a technology unknown to parents - a new, innovative technology that could be applied in the educational process.
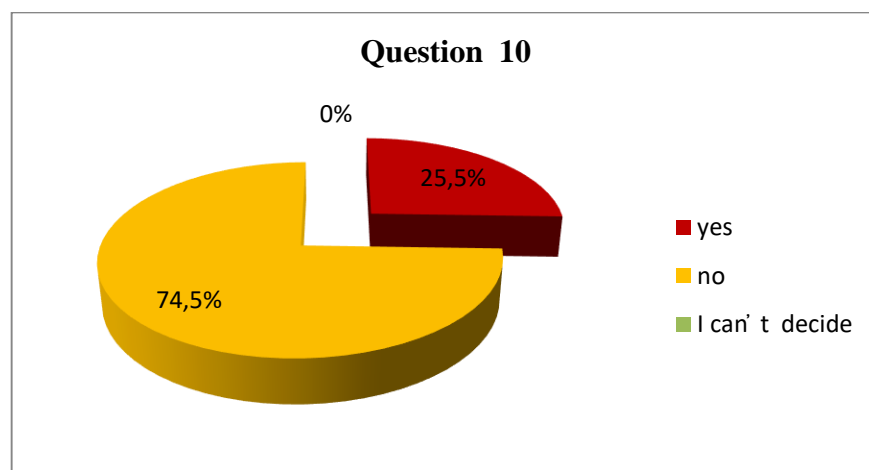
Question 10

0%
25,5%
74,5%

yes
no
I can˙t decide

Figure 10

On Eleventh Question, Are you interested in collecting information and presenting it in "Lapbook"? The answers are yes; no; I can˙t decide.

Thirty-seven parents - 72.5% responded that they were involved in collecting information and presenting it in "Lapbook". Fourteen Parents 27.5% of the parents are not involved in collecting information about "Lapbook". The results are presented in Figure 11. The analysis of the question shows the interest and the involvement of the parents in the elaboration of "Lapbook".
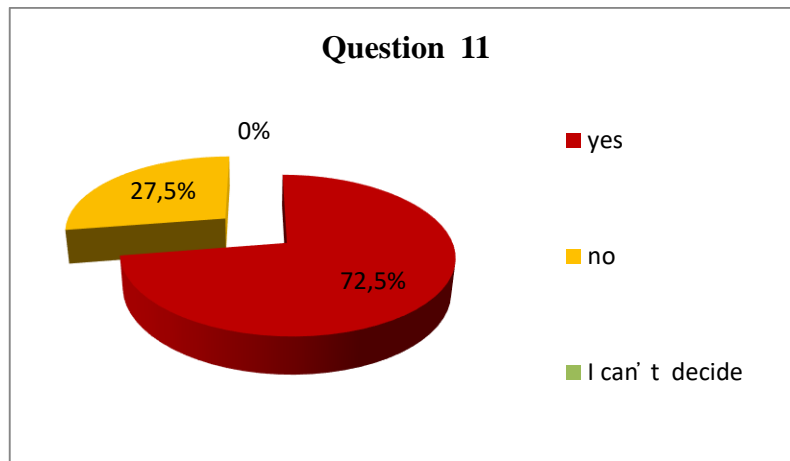
Figure 11

The twelfth question from the questionnaire is: "Would you be involved in making the "Lapbook" together with your child?" The answers are three - yes; no; I can᾿t decide. The results are presented in Fig. 12.

The biggest share is the share of parents who would participate in the production of "Labook" together with their child - forty-two parents - 82.4%. Only nine parents - 17.6% responded that they would not be involved in making the "Lapbook" together with their child.
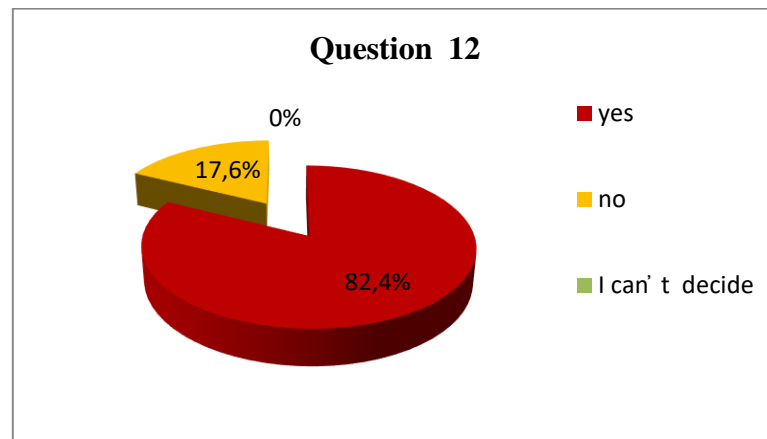

Figure 12

On the Thirteenth Question: "Do you think that the use of information technology and "lapbook" as innovative technologies would contribute to a more efficient educational and educational process?" The results are presented on a diagram in Figure 13. The answers to this question are yes; no ; I can᾿t decide.
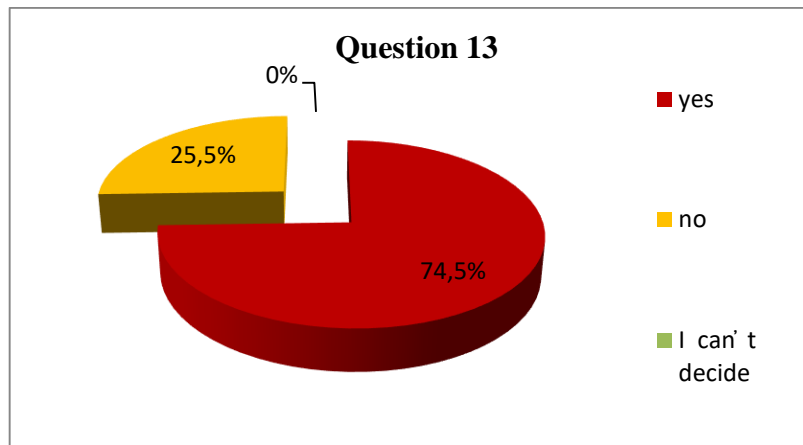
Figure 13

The results of the chort show parents' view that the use of information technology and lapbook as innovative technologies would contribute to a more effective educational and educational process. Thirty-eight parents - 74.5% gave a positive answer. Thirteen parents - 25.5% answered no.

The fourteenth question "Do you support the use of innovative technology in kindergarten?" The answers are yes; no; I canˈt decide.

Most of the parents, forty-two - 82.4% responded that they support the use of innovative technology in kindergarten. Nine parents - 17.6% answered with a negative answer.
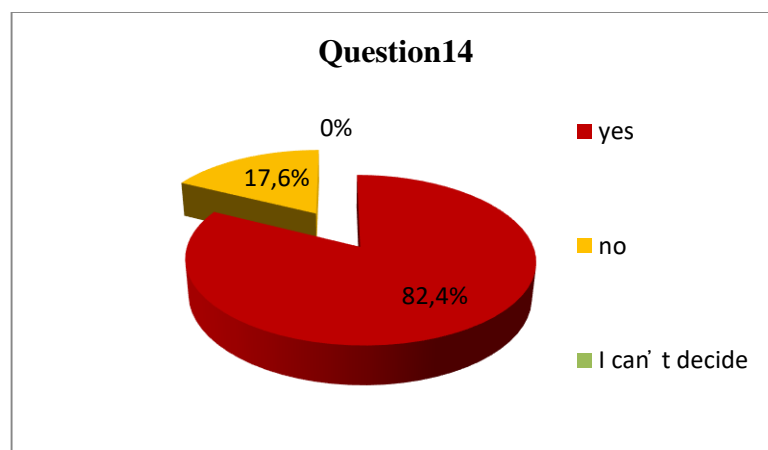

Figure 14

The results of the analysis of the survey with parents show the need of introduction and application of innovative technologies in the educational process of the 6-7 - year - old children. In this regard, the present study is relevant and necessary for the implementation of an innovative and effective educational process in the kindergarten.

Conclusion. As a result of the survey conducted with parents of kindergarten children, we can draw the following conclusions:

1. The implementation of innovative technologies - "lapbook technology", "information technologies" and "gaming technologies" in the educational process of 6-7-year-olds, which stimulate the interest and the desire of the children to cognitive activity have the understanding and support of the parents.

2. Developing and implementing an innovative model (through ICT) from pedagogical situations would help to successfully solve educational and educational tasks in the kindergarten.

3. The innovative model implies contributing to the overall development of the child's personality and the formation of key competences - knowledge, skills and attitudes that are necessary for the successful transition of a child to school education.

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