



Wartime and Distance Learning for Preschool Children on the Basis of Partner Pedagogy

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Abstract: The article, based on the study of scientific and pedagogical literature, provides a terminological analysis of the pedagogical essence of the concept of “distance learning of preschool children” as a form of education during the war, the foundation of which should be based on partnership. The authors understand the essence of the concept of “distance learning of preschool children” as an organization of partnership educational interaction in the distance of the educator from children and their parents (adults caring for children), which operates synchronously and / or asynchronously on modern educational, information and communication (digital) technologies. The positive and negative aspects of involving preschool children in distance learning are considered. It has been proved that in the conditions of martial law the education of preschoolers should not be interrupted, teachers, children and their parents should interact as subjects of the educational process. The modes of distance learning of preschoolers are determined – synchronous and asynchronous, modern online educational tools that can be used by both educators and parents of preschool children. At the end of the second month of the war in Ukraine, a survey of 50 educators of the Poltava Regional Vocational School on the problems of distance learning was conducted. In most cases, adults are interested in continuing the education of preschoolers in the conditions of distance learning during martial law.

Keywords: Distance Learning, Partner Pedagogy, Interaction, Martial Law, Communication, Preschool Children, Educator of Preschool Education Institution, Parents

1. Introduction

1.1. Statement of the Problem in General

In the difficult military period of our country's life, the state must ensure the right of preschool children to education. As of February 24, 2022, a third of Ukraine was in the zone of active hostilities, and the rest of the regions were subjected to air missile attacks, which made it impossible to provide educational services to preschools, as there was a danger to children's lives. The Ministry of Education and Science of Ukraine in the letter “About the organization of educational process in the conditions of military actions” recommended to temporarily suspend the educational process in the institutions of Preschool [1]. At the beginning of April 2022, the Ministry of Education and Science provided a number of

methodological recommendations for employees of preschool education institutions for the period of martial law in Ukraine on the organization of distance learning in Preschool [2].

The professional duty of administrations and educators of preschool institutions is to organize the education of children during wartime. According to research by the Ukrainian Institute for Educational Development, the experience of distance interaction and educational activities of educators with children and their parents was gained during the COVID-19 pandemic. Teachers practiced various forms of distance communication [3].

The martial law led to the search for new and transformation of existing methods, forms and means of distance learning for preschoolers in Ukraine. The territorial remoteness of the preschooler and his parents from the

Preschool did not deprive him of the right to receive educational services, pedagogical support, counseling of educators, pedagogy of parents, ie the continuation of partnership between the subjects of the educational process. Consider the features of distance preschool education on the basis of partner pedagogy during martial law.

1.2. Analysis of Basic Research and Publications

The hair dryer of subjectivity and subjective position of participants of educational process, a problem of partnership interaction between participants of educational process in Preschool is studied by domestic scientists O. Bayer, O. Brezhneva, N. Gavrish, L. Zagorodnya, O. Kononko, T. Pirozhenko. The partnership becomes the center of relations between educators, children and parents, as evidenced by the Basic Component of Preschool Education of Ukraine (2021), professional standards “Preschool Teacher” and “Head (Director) of Preschool Education” (2021).

Analysis of psychological, pedagogical and informational sources on the research problem confirms the need to maintain partnerships during new social and educational challenges – distance education of preschoolers during martial law in Ukraine. In our opinion, building effective interaction in the partnership triangle “teacher-child-parents” will allow to establish distance learning, continue the pedagogy of parents, and most importantly – the education of preschoolers. However, despite the significant number of publications of domestic scientists on these issues, the problem of introducing distance learning in preschool education remains relevant, and, above all, due to insufficient training of educators to work in partnership online with children and their parents.

The issue of partnership in the Preschool in the context of distance learning is poorly understood. Prior to the imposition of martial law on distance learning of preschoolers was discussed in the article O. Kosenchuk, I. Novik “Organization of preschool education during the pandemic” [4] and “Recommendations for ensuring the quality of preschool education in Ukraine in quarantine” (2021). Under martial law, this issue needs attention from educators, parents and public education authorities. Therefore, the aim of the article is to clarify the content of the concept of “distance learning of preschool children”, analysis and promotion of the experience of involving preschool children in synchronous distance learning, separation of asynchronous electronic means of preschool education and features of online partnerships with adults and children, “gentle” pedagogy of parents of preschool children in martial law.

2. Presentation of the Main Material of the Study

We will conduct a terminological analysis of the pedagogical essence of the concept of “distance learning”. Modern sources interpret this concept as follows: “distance learning is an individualized process of acquiring knowledge, skills, abilities and ways of human cognitive activity, which

occurs mainly through indirect interaction of distant participants in the learning environment in a specialized environment based on modern psychology, pedagogical and information-communication technologies” [5]; “Organization of the educational process in the distance of its participants and their indirect interaction in the educational environment, which operates on the basis of modern educational, information and communication technologies” [4]; “A set of tools to ensure the organization of the educational process with the use of information and communication technologies in a convenient and time-friendly way for students” [3]. In higher education, distance learning is “a form of learning using computer and telecommunications technologies that provide interactive interaction between teachers and students at different stages of learning and independent work with information network materials” (Distance education. <http://vnz.org.ua/dystantsijna-osvita/pro>) [6].

We understand the essence of the concept of “distance learning of preschool children” as an organization of educational partnership in the distance of the educator from children and their parents (adults caring for children), which operates synchronously and / or asynchronously on modern educational, informational and communicative (digital) technologies.

The quality of preschool education in Ukraine is ensured by the Laws of Ukraine “On Education” (2017), “On Preschool Education” (2001), the Concept of Preschool Education (2020), the Concept of Early and Preschool Education (2020), the Basic Component of Preschool Education (2021) and other normative legal acts, instructive and methodical documents. The regulatory framework creates a legal basis for the introduction of distance learning in preschool education and the pedagogical conditions for its implementation, namely: pedagogical partnership preschool with parents or pupils who replace them; providing various types of support to children, their parents, teachers during the distance; implementation of psychological and pedagogical support of children with special educational needs in the distance; formation of readiness of educators to work in the conditions of educational changes and social challenges; ensuring systematic monitoring of the organization of the educational process in the preschool [7].

Ukraine has developed a number of regulations governing distance education, namely: Regulations on distance learning (2013), Regulations on electronic educational resources (2019) and a number of regulations on distance learning in various fields of education. The Guidelines for the implementation of educational activities on preschool education for the period of martial law (for founders, research and teaching staff of Institute of postgraduate education, directors and teachers of preschool education) states that for martial law in the organization of the educational process with children the idea of joint responsibility of the state, community, family, specialists in pedagogical education and other professions involved in the care, care and development of young and preschool children should be pervasive in any age group, and the establishment of ties and support of pedagogical

partnerships with parents of pupils and representatives of territorial communities [2]. Prior to the publication of this letter, the Ministry of Education and Science did not regulate the organizational and scientific-methodological support for the introduction of distance learning in preschool education. All initiatives of preschool teachers and educational organizations were spontaneous and unsystematic, although attempts, according to information sources, to regulate this process at various levels – state, regional, local and local (Preschool) – were still observed.

Distance education, having in its arsenal a set of information technologies and teaching methods, in martial law can provide educational services without the presence of applicants in the school. Under this approach, distance learning is implemented by using distance learning as a separate form of learning and by using distance learning technologies to provide learning in various forms [5].

In distance learning there are two main modes – synchronous and asynchronous, which determine the nature of the interaction of participants in the educational process – simultaneous communication (direct) or delayed (indirect). The subjects of distance learning in preschool education are preschool children, their parents or other legal representatives of children, teachers, assistants for children with special needs.

Preschool teachers should be provided with specialized software and information and communication tools, including the Internet. In turn, children should also have access to appropriate devices and Internet resources with the help of parents, assistants, family educators (governors), and caregivers.

The main features of distance learning are the simultaneous interactive interaction of the teacher with children and adults who care for them, the allocation of time for all partners of educational interaction for the development of the child's cognitive material, counseling and more. The advantages of distance learning in preschool education are the provision of educational services at a distance, easy involvement of additional information sources that deepen, illustrate, enrich the topic of the lesson or activity. The main disadvantages are:

- a) unreliable or missing technical equipment in martial law;
- b) reformatting the interpersonal interaction of the educator with children and adults who care for them;
- c) insufficient information and technical literacy of educators of preschool education;
- d) spontaneous (independent) retraining of teachers, their acquisition of new competencies necessary for communication in video mode, insufficient or no visual, emotional and psychological communication with students.

Teachers of preschool education institutions must have a set of means of providing distance learning: means of providing educational material; means of monitoring the quality of distance education of preschoolers (system of constant video, photo reports, observations, assessment and forecast of changes in the state of formation of a particular competence); means of counseling the child and his parents;

means of interactive cooperation of the educator, child and adults who are responsible for its education; the ability to quickly supplement information resources with new information, correct errors etc.

The essence of distance learning in preschool education is to ensure productive interaction between participants in the educational process, in particular, communication between the educator, children, parents (or persons who replace them) and children among themselves. There are no permanent requirements for distance or blended learning, as every teacher, having the right to academic freedom, creatively approaches this work in accordance with the requirements of the educational program for children in their group, their age and individual characteristics, interpersonal relationships with children and their parents.

On the basis of partner pedagogy, distance learning should be based on the observance of six major principles, the relevance and value of which increases during the war, namely: respect for the individual; friendliness and positive attitude; dialogue-interaction-mutual respect; trust in relationships and relationships; distributed leadership (proactivity, the right to choose and responsibility for it, the horizontality of ties), the principles of social partnership (equality of the parties, voluntary commitment, mandatory implementation of agreements).

More details on the organization of distance and blended learning in preschool education are given in the Guidelines for educational activities on preschool education for the period of martial law (for founders, research and teaching staff of the Institute of Postgraduate Education, directors and teachers of preschool education) and the magazine “Preschool Education”, where the authors present the basic didactic requirements for the organization of distance learning for preschoolers and present a catalog of online tools for distance and blended learning in preschool education. Such as educational online platforms (virtual boards; presentations and publications; tests, questionnaires; creation of didactic materials; creation of knowledge maps; creation and storage of online books and comics), social networks (Viber, Messenger, Twitter, WhatsApp); video services (Skype, Zoom, Hangust Meet, Google Meet, Cisco Webex, Microsoft Teams); services for posting information (Dropbox, Google Drive, One Drive, video hosting, blogs, websites) [4]. As the authors of the article rightly point out, the recommended platforms allow to implement the author's methodological ideas of teachers, create training courses, flexibly distribute content between online and offline parts, differentiate learning tasks, conduct online classes, provide prompt feedback, track the dynamics of each children, create and fill a personal and professional portfolio [4].

During the martial law, progressive domestic educators, scientists, and public organizations began to actively fill social networks with content for the development of preschool children. Such Internet resources should include publications of psychological, pedagogical and methodological orientation on the website of the Ministry of Education and Science, which contains sections “Preschool

education”, “Distance education”, “Modern preschool under the protection”, in the Telegram-channel “Support the child”. The materials collected there include video lessons on music, mathematics, speech development, psychological advice, important legal acts and a lot of useful information on martial law, in particular: the manual “Conversations about the war”, information comics for children in martial law “Tips” from the defender of Ukraine” etc. [8].

Educational partners are using YouTube as a popular video hosting service to disseminate and receive information and knowledge from preschool education, and it is becoming a means of scientific and methodological and theoretical and practical communication. A striking example of the national educational blog for teachers and parents is the YouTube blog of Lyudmila Shelestova “Child Development. Lyudmila Shelestova “on developmental reading, speech development, teaching elements of mathematics according to the author's manual” Learning to read “. The author publishes short 5-minute videos of classes on the author's program “Developmental reading”, trainings for educators and parents of preschool children (Child development. Lyudmila Shelestova). The online speech therapy service has a website and YouTube channel “Interesting to play” with the best speech therapy video exercises, didactic games, educational cartoons and more.

A large cohort of educators has both individual pages on FB and pages of their preschools, where they post recommended materials for parents to work with preschool children, in particular Mashiv preschool “Kalinka” (Poltava region) from the first day of the war began to publish materials to help parents maintain the emotional peace of their children, entertainment in shelters, making repairs etc. (Mashivsky preschool “Kalinka”). In the FB-group “Preschool of Lviv region” educators of Lviv preschools post video lessons, Ukrainian audio tales, individual plan of the educator during martial law (remote plan for the educator: materials for direct distribution in parent groups with active links to materials) etc. [8]. Speech therapy studio in Lviv has its own page on FB “Speech studio” Balakunchyky “. Speech therapist. Psychologist“, which places exercises for the development of speech, fine motor skills, spatial and visual orientation (Logostudy” Balakunchyky “. Speech therapist. Psychologist).

An example of an online resource recommended by preschool teachers to parents on FB pages is the Ukrainian project “Smart Kotus – a helper for mothers”, which with the help of poems and educational videos promotes the Ukrainian language among preschoolers. His publications are also in the FB group of the same name and are presented on YouTube (Smart Cat – a helper for mothers) [9-11].

A striking example of distance learning for preschoolers is the joint project of the United Nations Children's Fund (UNICEF) in Ukraine and the Ministry of Education and Science of Ukraine, a digital platform for the development of preschool children “NUMO”. The NUMO Preschool Development Platform educational project aims to develop 16 global preschool skills identified by UNICEF and UNESCO. It is under martial law that the authors of the

NUMO platform and the YouTube channel of quality preschool education for Ukrainian children “Bird. “Children's Space” created “Kindergarten Online NUMO” with educational videos for children 3-6 years, videos of which are posted for free on YouTube channels “UNICEF Ukraine”, MEGOGO. Starting from March 16, 2022, the authors of “Kindergarten Online NUMO” made 35 issues, and the number of views of some issues ranged from 50 to 73 thousand (as of 02.05.2022). (NUMO Preschool Development Platform; Chicken. Children's Space) [12-14].

The LEGO-Foundation during the martial law develops for educators of preschool children a series of scenarios of online game meetings in the form of exercises, games on various topics “New Adventures of Gingerbread Man”, “Spring Miracle Butterflies”, “Paper Transformations” and more. The materials are posted on the Fb-platform, in the community “Promotion of Education” [19]. The value of online meeting scenarios is that the activities offered are not only for the educational interaction of the teacher with children, children with each other, but also for playful interaction between parents and children. The game approach used by the authors is implemented in the sections “Let's play together”, “Let's play with parents”. Activity – in involving children and parents in various activities (motor, artistic, aesthetic, speech etc.). Additional materials for teachers and parents can be found in Q-codes, for example: “Experiments with paper”, “Magic notebook” have references to relevant Internet sources. The LEGO-Foundation in Ukraine encourages educators and parents to partner through recommendations, such as: “The teacher can invite parents and adults who are close to the child to continue the interaction at any convenient time”, “The teacher can share the proposed tasks and vocations in the parent online community“, “The teacher invites children together with adults to “turn a sheet of A4 paper into a” spyglass “and watch the spring flowers, grass, buds, birds, insects etc.” (in the online lesson the educator taught this children in the room); to draw together with adults what they saw around them through a “telescope”, to make an experiment with paper, to create a “Magic Notebook” from a sheet of paper. It should be noted that such scenarios of online play interaction from The LEGO-Foundation with preschool children and their parents can be adapted by the teacher, expanded, deepened at its discretion. The authors of the materials call for pedagogical creativity, dynamism, socio-pedagogical mobility etc.

On April 19, 2022, we conducted a survey of 50 educators in Poltava region to establish partnerships with children and parents in martial law. The interviewed educators had experience of distance learning at Poltava National Pedagogical University named after V. G. Korolenko. To the question “Do you involve your students in distance learning during martial law?” 30% of respondents answered “Yes, systematically”, 58% – “sometimes”, 12% – “no”.

Educators conducting distance learning were asked to answer the question “What mode of distance learning do you use?”. Synchronous (online classes with direct communication with children and adults caring for them) use

– 6%; asynchronous (I place educational material on Internet resources: in social networks, services for posting information, online platforms) – 76%; use both modes – 18%.

To the question “For what reasons did you fail to establish distance learning during martial law?” The indicators were as follows: 16% answered that some subjects of the educational process do not have the means of online communication (Internet, device – computer, tablet, smartphone etc.), 38% – some children do not have social and living conditions for distance learning (there is a student in the family who goes to online lessons; the family has changed the place of residence etc.), 14% – most parents of preschool children do not want to perform with children tasks of preschool education because they believe it is the responsibility of educators; 14% – the majority of parents of preschool children do not perform the tasks of preschool education institutions with their children, explaining this by industrial employment; 2% – the management of preschool institutions banned online communication with children and their parents, 16% – another reason. On this issue, it should be noted that teachers of preschool institutions from the first weeks of the war were actively involved in volunteering, which made it impossible to distance learning children. In our opinion, special attention should be paid to parents who do not pay enough attention to children in martial law, because they are either engaged in professional activities and do not have enough time for partnership or consider the development, education and upbringing of the child only a duty educator. Such parents need to carry out educational activities and emphasize their legal responsibility for the inclusion of preschool children in education, help organize interaction with children (taking into account both technical and substantive features of educational content), advise on organizing children's lives in distance learning.

According to the survey, most educators managed to establish distance learning during martial law because 44.7% – before that was established partnership (cooperation) of the preschool institution with the family on social networks; in 17% – this was facilitated by the management of the preschool institution; 19.1% – on their own initiative established distance learning; 19.6% named other reasons.

We asked about the attitude of parents to distance learning, which was observed by educators: only 2% – answered that 100% of parents follow all the recommendations, educational tasks, go online with their children; 18.4% of educators said that about 75% of parents follow all the recommendations, educational tasks and go online with their children; 32.7% – that about 50% of parents follow all the recommendations, educational tasks, go online with their children; 40.8% of educators noted that about 25% of parents follow all the recommendations, educational tasks, go online with their children; 4.1% of preschool teachers noted that all parents refused to teach their children distance learning; 2.1% – several parents complete the task, and the rest refused.

For distance learning, 81.6% of educators of preschool education institutions use all possible educational Internet sources; 12.2% – prefer the YouTube channel; 4.1% – educational groups for preschool in FB; only 2.1% create

content for their children on their own.

We were interested in the activity of children and parents during online communication with the educator. The answers were as follows: in 30.4% of respondents, most children were happy and easy to contact; 17.4% of educators observed shyness in most children, and then parents acted as mediators; 32.6% of educators involved both children and parents in online communication; in 19.6% – in most cases only parents (adults) communicated.

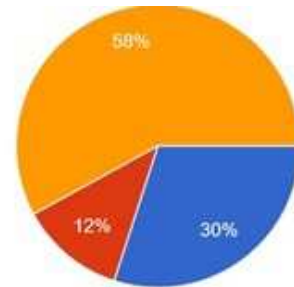


Figure 1. Do you involve your students in distance learning during martial law?

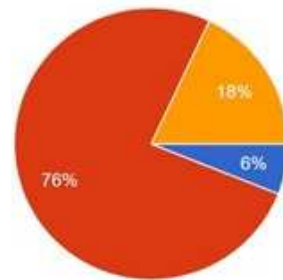


Figure 2. What mode of distance learning do you use?

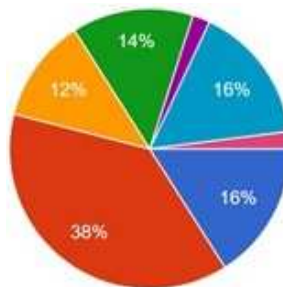


Figure 3. For what reasons did you fail to establish distance learning during martial law?

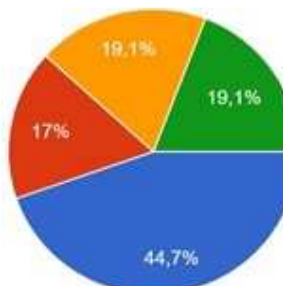


Figure 4. How educators led to the establishment of distance learning during martial law.

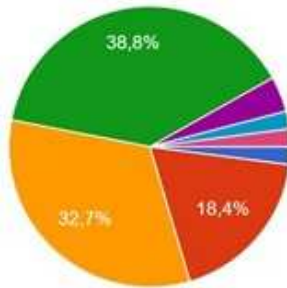


Figure 5. Parents' attitude to distance learning.

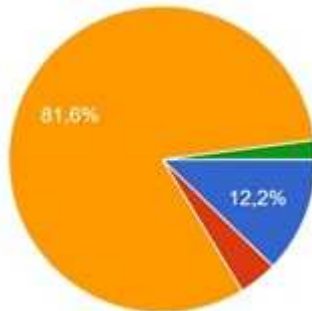


Figure 6. Internet sources used by preschool educators.

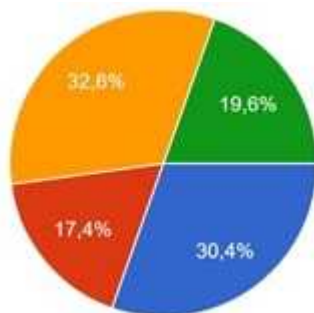


Figure 7. Activity of children and parents during online communication with the educator.

3. Recommendations

The organization of distance learning in preschool education should take into account on the one hand – partial independence of the child (it is not time-oriented, has difficulty connecting to online conferences, needs help in preparing material for the lesson, may be motivational and behavioral unwillingness to participate in classes at home), on the other hand – requires high activity of parents, their willingness to participate in stimulation, organization of children's play, communicative-speech, artistic-speech, artistic-productive, motor activities and communicate with educator and child at the same time. In addition, adults themselves must be barrier-free in communication [20].

It is important to note that educators of preschool children, especially in the synchronous mode of distance learning, should be able to communicate simultaneously with children and parents. Prior to the introduction of distance learning, educators had not yet developed competencies in synchronous online communication, “gentle” online

pedagogy of parents. It is one thing to communicate, develop, educate, educate children in preschool, and another thing – to communicate with children and adults through a webcam. In the asynchronous mode, the educator must learn to formulate for parents letters of a concise and accessible nature with maximum emotional and positive motivation and stimulation to work together with their own children.

In the organization of distance learning during martial law, it is important for the educator to show the professional skills of a teacher-facilitator of both children and parents.

3.1. Educator's Speech

The educator's speech when communicating with children must be: accessibility, expressiveness, emotionality, logic, relevance, correctness of statements.

3.2. Psychological and Sociolinguistic Training of an Educator

Educators of preschool institutions in Ukraine also receive psychological and sociolinguistic training to work with children: awareness of the fact that oral or written speech is an important (and sometimes the first) means of professional activity and implementation in terms of distance learning in wartime. The educator must, as never before, be a skilled speaker, have a well-set voice, have an instant reaction, be able to decipher (predict) a hidden thought in the speech of children and parents; have a culture of speech, adhere to etiquette; be ready for the manifestations of speech behavior of different peoples; be able to organize intercultural, multi-age and gender communication by studying the speech behavior of individual communicators, language groups, the role of language and speech in uniting people, in maintaining an atmosphere of interaction, mutual respect and mutual assistance. Use educated verbal and nonverbal means in online communication – speech is not just emotional, but sometimes expressive, clear voice with various modulations (joy, surprise, intrigue, sadness, despair; quiet – loud, low – high, fast – slow), active creation of “sound masks” of the characters while reading literary works, lively facial expressions, asking children open-ended questions, active listening to the child (shaking his head, exclamations etc.).

3.3. Child-Centeredness

Child-centered: to show humanism and tolerance to children and parents; provide psychological and pedagogical support, take into account the possibility of receiving both children and adults psycho-traumas with subsequent aggressive behavior or introversion, create a positive comfortable atmosphere for children's development and communication with parents; ability to formulate positive messages to the child (without criticism, evaluation, for the soft direction of its activities); the ability to analyze children's work (formulate call judgments, do without comments, instead of making recommendations, taking into account that the product may be the result of joint activities of a child with an adult, and an adult is sometimes more

vulnerable than a child), motivate children to further activities; encourage parents not to do for the child, but to help do it yourself (Montessori's rule "help me do it myself"), to bring educational activities closer to the interests, inclinations and requests of children, to create opportunities for choice, creativity and experimentation etc.

3.4. Readiness for Psychotherapeutic Activities

Psychotherapeutic – be ready to talk about war, security and danger, emotions, plans for the future etc. [16]

3.5. Ability to Work with Computer Technology

Digital – be able to select and place educational content in social groups; prepare your own online tool; directing, cinematography, acting skills in the preparation of a video product.

3.6. Pedagogical Partnership

Peculiarities of joint work of preschool institutions with parents in overcoming child trauma, examples of statements are formulated in the "Guidelines for communication with preschool children from families of OOS / ATO, internally displaced persons and organizing interaction with their parents" [15], electronic manual "Talks about the war. Questions and answers about war for parents and guardians of children and adolescents "(Talks about war), publications" Psychological and pedagogical support of education and development of preschool children from the families of ATO participants and internally displaced persons: concept, methods, technologies "(Psychological and pedagogical support for the upbringing and development of preschool children from the families of ATO participants and internally displaced persons, 2018), textbook A. Kabantseva, O. Korneeva "Supporting the child in emotional stress" [17].

During the "gentle" pedagogy of parents, it is important for educators of ZDO in the organization of distance learning on the basis of partner pedagogy to emphasize that parents in the changed living conditions they have no right to limit important needs for the child, including knowledge of the world. Therefore, parents need to find time for joint activities, games with her, because direct physical and emotional contact with loved ones, expressions of love, care will help the child to more easily survive a difficult stressful situation or its consequences, to feel protected. We should prepare webinars-workshops, trainings, thematic memorabilia, recommended articles of experts for parents and place them in the online community. In Viber, Telegram, there are professional communities that parents can be encouraged to join and receive information on their own, including: "Support for children. UNICEF for every child", "Psychological support". It is also important to pay attention to the emotional and physical component of parents' health, which is the ability to be emotionally and physically involved in the process of pedagogical partnership. Here we can recommend the project of psychological support "Near", developed by the United Nations Children's Fund (UNICEF)

together with the Ministry of Education and Science of Ukraine, the Ukrainian Institute of Cognitive Behavioral Therapy and the All-Ukrainian Civic Center "Volunteer". The Nearby project is a psychological support group for parents and children whose normal lives have been broken by the war. Psychologists are ready to help offline and online so that the experience of Ukrainian citizens does not remain an insurmountable trauma for life.

Working with parents should strengthen the positive trends of family upbringing, help to be in interaction, be able to dialogue in martial law and tactfully support the educational motivation of children.

4. Result

Analysis of scientific sources and the social situation of the war in Ukraine prompted to determine the factors of distance learning in preschool education on the basis of partnership pedagogy during martial law:

- a) principles of partnership pedagogy;
- b) installation of all subjects of preschool education on continuity of educational activity in the conditions of martial law;
- c) cultural and educational diversity of preschool education subjects;
- d) the level of formation of emotional intelligence and communicative competence of preschool education subjects;
- e) the ability of adults to build new social relationships, developed skills of adaptability to activities in different conditions and resilience skills;
- f) reliability of information of educational services, social networks, online educational platforms;
- g) active assistance of adults in educational activities to children in martial law;
- h) appropriate social and technical conditions of distance learning for preschoolers;
- i) digital literacy of the subjects of the educational process;
- j) taking into account the peculiarities of martial law (limited time (curfew), situations of imminent danger (military action, air alarms, the need to stay in shelters etc.).

5. Conclusions

Thus, the partnership between the subjects of preschool education effectively promotes the involvement of children in distance learning during martial law; unites teachers, preschoolers and adults who care for children; ensures the child's right to education – continues the formation of children's communicative-speech, logical-mathematical, environmental, digital competence, has a positive effect on family relationships, psycho-emotional climate in the family, optimizes child-parent relationship; provides the formation of personal qualities of the subjects of the educational process – social responsibility, creativity, independence, initiative, kindness, care, mutual respect, mutual assistance, mutual

understanding, leadership qualities, moral and spiritual traits, social unity; carries out “gentle” pedagogization of parents.

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