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PRE SCHOOL EDUCATIONAL ORGANIZATIONS AND FAMILY PARTNERSHIP

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Abstract

In this article, preschool education organization (PEO) and family prospects for cooperation will be considered. The role of cooperation between parents and educators in the upbringing and education of children is analyzed. The main methods, problems, and solutions for strengthening the interaction of preschool educational organizations and families are presented.

Keywords: Preschool education, family, pedagogy, development, cooperation, upbringing, parents.

Introduction

Nothing can influence children like the power of example. Example is the main source of imitation. The personal example of parents is of paramount importance in the upbringing of children. In this regard, Abu Raykhan Beruni rightly emphasized that "Educators should not only advise children, but also influence them by their own actions and behavior."

"School maturity", "school readiness" and "psychological readiness for school" are concepts used in psychology to determine the level of a child's mental development. After the last of the above is achieved, he is enrolled in school.

Main Part


The family is a place of particular importance in preparing children for school. Raising a child is a difficult and complex task that requires from all family members not only the right attitude towards children, but also a high sense of responsibility for their fate. When preparing a child for school, it is most

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effective for the family to combine all aspects of education, including spiritual, moral, intellectual, aesthetic, physical, and labor education.

In the process of family education, a number of moral aspects of a person are formed, which no other educational object gives such a high result as in the family. They are characterized by such human virtues as humanity, kindness, compassion, empathy, culture of communication, duty and loyalty, gratitude. The family also plays an important role in the aesthetic education of the future generation. Singing songs in the family circle, reading a fairy tale or a work in the family circle, watching and analyzing performances, movies together, forming a culture of dressing, growing flowers at home, drawing, etc. are aspects of shaping the aesthetic education of children. Parents should take a very responsible approach to the physical well-being of their children as they grow up. For example: it is necessary to do morning physical education exercises together with children, provide them with proper and vitaminized food, organize rest and sleep properly, and undergo timely medical supervision.

Labor education is considered important in a child's life. Raising children in the spirit of love for labor, forming a work ethic in them, and developing skills is achieved when their interests are taken into account. When preparing a child for school, parents should pay serious attention to the formation of labor skills and abilities in him, to the upbringing of the need for labor, to teach him to appreciate the labor of others, to take care of the results of labor. Labor is a means of educating children in order, attentiveness, and organization, as well as developing such willpower qualities as perseverance and perseverance in achieving goals. Finding ways to further improve the upbringing of preschool children in the family, cooperation with parents, strengthening the connection of family education with social education is an important task of employees of preschool educational organizations, pedagogical factors, researchers and educational methodologists conducting scientific work in this area. The upbringing of children is a task of state importance. Its correct solution depends on an integrated approach to the implementation of educational work, the full interaction of educational institutions, the family and society, and the unity of action.

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When we talked about the factors that affect children's readiness for school, it would be appropriate to seek and find ways to further improve the education of preschool children in the family in cooperation with parents. The role of KINDERGARDEN employees, pedagogical scientists, and methodologists in strengthening the connection between family education and social education is very important.

«In accordance with the "Regulations on Preschool Education in the Republic of Uzbekistan", a child receives preschool education at home through independent education by parents or in permanently operating preschool educational institutions, as well as in kindergartens, schools, and special groups or centers organized in neighborhoods for children enrolled in special education. We present the most common forms of work of KINDERGARDEN employees in cooperation with parents and families.

One of the ways to establish contact with the child's family is reflected in the interaction between parents and the educator in the process of completing the initial pedagogical task. Several types of pedagogical tasks can be distinguished. Continuous (individual, group, collective) work with children, tasks that require an active educational approach: leading circles related to the interests of children, etc. Tasks requiring organizational assistance to the educator: help organize excursions (provide transportation, lodging); help organize meetings with famous people; help equip the group room. A task aimed at solving economic problems, requiring the development and strengthening of the material base of an educational institution: participation in the equipment of rooms, the preparation of educational equipment and tools; assistance with repair work.

The listed types of pedagogical tasks do not cover all types of social work of parents. Parents can be invited to fill out an application and a questionnaire with questions about what they would like to do.

Individual work with parents and family. This includes visits by a teacher to the family, interviews with parents, advice to them, and familiarization of parents with the child's life in a preschool educational institution. Activities

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organized in a team manner with parents include: group and general meetings of parents, parent schools, conferences, Saturdays, and question-and-answer evenings.

Instructional work – practical and demonstration events organized by the educator-methodologist in collaboration with the KINDERGARDEN team or on his own initiative with the aim of directly familiarizing students with subjects, objects and processes. Such work is carried out in the following ways:

1. Organizing exhibitions (displaying children's work, open days, parents' corners, libraries for parents).
2. Visiting the child's family and getting to know the family members better.
3. Provide pedagogical training to parents.

Compulsory pedagogical education. It is necessary to start with parents from the first age group, because it is at this time that an attitude towards the preschool educational institution and pedagogical education is formed. It would be very good if the first training session was conducted by the head of the preschool educational institution. Parallel groups can also be combined in compulsory pedagogical education. In many educational institutions, in contrast to pedagogical lectures and compulsory studies for parents, there is a pedagogical training university, which is considered one of the most complex forms of work for parents who have a theory of parenting. Training is organized both in the form of lectures and seminars. Of course, not all parents are ready for this form of work. Often, educational institutions simplify the work of such a "university" system, while the name remains the same, but changes are made to the content. The traditional annual scientific and practical conference of parents on the problems of organizing the educational process is held at the KINDERGARDEN. A pressing problem of family education is identified. Theoretical and practical study of it is carried out in the KINDERGARDEN and the family throughout the year. Therefore, the conference can be truly final. Mothers' meeting– a traditional, well-known way of working. However, today's meeting methodology requires its improvement. One approach to organizing a group meeting is to formulate the meeting topics in a problematic manner: "Does



avoiding or avoiding difficulties help raise children?", "Is it possible to delay raising children in a kind and caring manner?", "How to eliminate laziness in children?", "How to involve children in self-education?" Not only should the problem be formulated, but it should also be interesting to conduct. Individual work organized in the KINDERGARDEN plays an important role in working with parents.

One of the forms of individual work is visiting the family of the pupil. This form is well known to the teacher and parents, however, in two cases it is necessary to stop visiting. Visiting the family should be carried out in advance, as agreed. According to statistics, today 90% of children are brought up in families where both the father and mother work. So, not every time is convenient for visiting the foster family. Inappropriate visits can cause dissatisfaction among parents who are busy with something. Sometimes it happens that the foster parent does not even plan to talk to anyone when he gets home. A number of studies on family education show that "visiting on invitation" radically changes the attitudes of students towards the educator's visit to the family, from negative to positive, proactive.

Pedagogical advice– Practical and methodological assistance provided by the KINDERGARDEN to parents in solving problems related to the effective upbringing of their preschool children. The pedagogical and psychological conditions of the consultation reflect the educator's and psychologist's positive attitude towards the parents' initiatives, their readiness to provide assistance to the family, and the provision of clear recommendations and advice on the questions that parents may have.

The content of work with parents An annual plan for working with parents is drawn up in the preschool educational institution. This plan is discussed at the pedagogical council. The plan specifies the dates for general and group meetings, open days for parents, discussions and consultations, exhibitions and concerts in kindergartens, as well as the persons responsible for these events (supervision group). The topics and content of work with parents are reflected in the plan of the educator-methodist and the calendar plan of the educator. A lot of work with parents is done by the educator-pedagogue, because he sees the

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changes taking place in the upbringing of the child more closely than anyone else and is closely acquainted with the lives of children. He advises parents on what to focus on when raising their children, preparing them for school, maintaining their health, organizing their diet and daily routine, and more.

The following specific methods are used when working with parents: interviews, consultations, visits to families, inviting individual parents to kindergarten, and the use of special souvenirs and travel folders.


Visiting family The intended goal is to get to know the family situation, the child's behavior and interests in the family, the parents and family members, as well as to introduce parents to effective methods of raising children and to study and disseminate positive experiences in family child-rearing.

The educator should visit each child's family at least twice a year. The content of the work carried out with parents is varied, requiring joint discussion of certain issues. For example:

- 1) laws on the role of the family in raising children, the duties of parents, and preparing children for school;
- 2) regarding the annual work plan of the KINDERGARDEN;
- 3) about the work of the parents' collective.

Forms of collective work include such forms of work as parent groups and general meetings, consultations, conferences, and parent evenings to collectively discuss these issues.

Dissemination of pedagogical knowledge among the population. As a result of the dissemination of pedagogical knowledge, millions of people will be able to consciously understand the principles of raising their children in the family and in preschool institutions. Delivering lectures on child education in enterprises, farms, community centers, neighborhoods, and in the family, as well as television and radio broadcasts, are widely used means of pedagogical propaganda.

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The importance of organizing evenings and circles for parents in the KINDERGARDEN



One of the most effective ways of working with parents in preschool education is an open day. In order to understand the complexity, multifacetedness of preschool education and its importance in the upbringing of children, all parents should be present at preschool education. Open Day is a regular working day of the team according to its own annual calendar plan, according to a certain regime for each age group. It is recommended to hold such days 1-2 times a year. When planning an open day, it is necessary to first carry out preparatory work, that is, parents are informed about the physical training of children, feeding, the possibility of going to classes, going for walks, and many other things.

Evenings for parents and other family members in preschool educational organizations are thematic. You can choose such topics as "Music and Life", "Books in the Life of a Child", "Child and Nature". The peculiarity of this form of cooperation is that after a brief information session, the audience is invited to watch artistic performances by children, KINDERGARDEN employees and parents.

Conclusion

Although a child spends most of his or her day in preschool, one of the most important factors for human development is the family, which is the foundation of education. For this reason, family cooperation with preschool is of great importance in preparing children for school, which is the main goal of preschool pedagogy.

The system of work with the family of the preschool educational institution should have a clear goal and content. Positive results in the upbringing of children can be achieved by organizing pedagogical propaganda work among the general public in the work of the preschool educational institution with parents.

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