



The interconnected work of a preschool educational organization with a family, mahalla in order to develop children in order to prepare them for school

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ABSTRACT

This article is devoted to the relationship between the work of a preschool educational organization, family and mahalla in order to enroll children in a preschool educational organization to prepare them for school. About the variety of forms of work with parents of preschool children.

Keywords:

Professional activity of an educator, vocation, ideal educator, goals of family education, forms of work with parents.

At present, much attention is paid to building partnerships of trust between parents and a preschool educational organization both by the bodies implementing state policy in the field of preschool education and by the teaching staff themselves. Building relationships between a preschool educational organization, family and mahalla in the partnership system is an integral part of updating the content of the work of a preschool educational organization in the context of the implementation of the state educational standard for preschool education. The change in the legal framework governing these relationships has led to the formation of a new look, both at the status of a parent and at a teacher of a preschool educational organization. However, new approaches to interaction with families are defined not only in the state curriculum of preschool education, but also in general by changes in society, in the value system of the modern family, and by today's parents' requests for educational and educational services of a preschool educational

organization. The process of comprehensive development of the individual includes a whole system of education and training, starting from preschool age. Everything starts from childhood. It is in childhood that the makings of the characteristics of the character, abilities and interests of an adult appear. Children amaze us with the originality of behavior, interests, abilities, inclinations. No children are exactly the same, even twins are necessarily different from each other. Three important areas influence the development of the child: preschool educational organization, family, mahalla. Successful solution of the problems of education is possible only if the preschool educational organization, family, mahalla interact. The cooperation of the family, preschool educational organization and mahalla is becoming more and more relevant and in demand. However, the cooperation of these spheres is necessary for the formation of a comprehensively developed personality. The influence of the mahalla plays an important role in shaping the personality of the child, it

socializes him. The positions of society influence the formation of a whole generation. Each child enters into diverse relationships with many people: in his family he is a son or daughter, brother or sister, at school he is a student, in sports he is an athlete, on a bus he is a passenger, etc. In all these relationships, the child shows his personal qualities : self-confidence, modesty, goodwill, responsibility, discipline, indifference, selfishness and more. Researchers have deeply studied how children's behavior is formed, what role the family, preschool educational organization and mahalla society play in this. And on the impact these three components have on the child, his formation as a person depends. The family is the primary cell of the mahalla, whose members are connected by family and economic ties. The family contributes to the development of many skills and habits - labor, hygiene, cultural and moral. In the family, character is brought up, beliefs are formed. These beliefs, formed in childhood, are the most durable and effective. In the mahalla and family, children get acquainted with the attitude of adults to their duties, work, to ongoing events, their opinion always has a great influence on children, on their actions. For a child, the family is a natural nurturing environment. It leaves its mark on his character and behavior. In the family, he receives the first lessons in the knowledge of the world and gets acquainted with the elementary laws of life. The information received gradually expands and becomes more complex as the baby grows and develops. The family largely determines the child's attitude to work, the culture of his behavior, activity and initiative, discipline and a number of other personality traits. F. M. Dostoevsky wrote: "Know that there is nothing stronger, and healthier, and more useful for life henceforth, like some good memory, and especially taken from childhood, from the parental home ... a wonderful, fresh memory, saved from childhood, perhaps the best memory is. If you have collected many such memories with you in life, then a person is saved for life. Preschool educational organization is the second home. Firstly, children spend most of their time in

kindergarten, and at home they continue what they asked in the classroom: they complete tasks. Secondly, the preschool educational organization provides the necessary level of education. Thirdly, it is the preschool educational organization that has qualified specialists with certain pedagogical training who will always help the child in a difficult situation. In a preschool educational organization, the child receives life experience and knowledge, it makes it possible to work in a team and realize himself in a group. A preschool educational organization is more functional, as an educational institution, where they give knowledge and educate cultured people from it. But with age, these goals change here too, the preschool educational organization must support these goals, and parents should help. What is the interaction between the family and the preschool educational organization? The work of a preschool educational organization with the family includes pedagogical education of parents, involving them in direct participation in the activities of the preschool team, organizing a unified system of influence on the child in the preschool educational organization and the family. How should a preschool educational organization start organizing pedagogical interaction with the family?

Forms of work with the family. The Parents' Committee is an association of parents to help teachers work with children of preschool age. Thus, the involvement of parents in various activities of the preschool team is the main means of combining the efforts of the preschool educational organization, family, mahalla. Parent meetings, where participants exchange views on the issues of raising children at home and in a preschool educational organization. Parent meetings are general and group. They take place on certain days established by the preschool educational organization. Parents discuss and resolve common issues, share their experience in raising children. Education in a broad sense means the whole sum of influences, the whole process of personality formation, which is carried out under the influence of the whole way of life of society, the

environment, labor and production activities, dominant ideas, law, art, literature. The attempt of some preschool educational organizations to find a system in planning the topics of parent meetings for the entire academic year can be considered positive. This contributes to the concentration of the preschool educational organization and the family on solving the main problems, the gradual mastery of all the main issues of family pedagogy by parents.

Visit of the teacher of the pupil's family. The teacher should get acquainted with the conditions for raising a child in a family even before he enters a preschool educational organization. Visiting the family will help the educator to quickly find ways of pedagogical influence on parents. Yes, and children are more likely to get used to the new environment of the preschool educational organization and to the teacher, if they met him at home. The main task is to get acquainted with the life of the family, the specific living conditions of a preschooler, the study of people and personal contact with everyone who acts as educators of children in this family. In communication between educators and parents, the main thing is the joint solution of educational problems, the search for the best means of influencing a given child. Therefore, an atmosphere of mutual trust, common concern for a common cause is so important and necessary here, for example, the organization of preschool events: excursions, thematic events. In order to involve parents in independent work on the study of pedagogical theory, pedagogical seminars are organized in preschool educational organizations. The participants of the seminar listen to lectures, get acquainted with the best experience of family education, receive answers to difficult questions of education, independently study pedagogical literature. Consultations for parents, where parents can individually talk with the teacher on any topic of interest to them. Often, when parents come to a consultation, they not only wait for an answer to a question that has arisen, but also seek to check their opinion, to make sure that their educational methods are correct. Conferences of parents on family education,

where general issues of family education are put forward for general discussion.

Parent Universities The curriculum of the university, in addition to topics on family education and pedagogy in general, located in a certain system, also includes lectures on psychology, medicine, literature and art. It should be considered successful to involve psychologists, doctors, librarians, artists, etc. in the work at the university. Different types of schools have their own characteristics in working with the family.

Interaction - provides a way to organize joint activities, which is carried out through communication. The preschool educational organization and the family should strive to create a single space for the development of the child.

Modern trends in the development of preschool education are united by one important and significant criterion - its quality, which directly depends on the level of professional competence of teachers and the pedagogical culture of parents. Achieving a high quality of education for our pupils, fully satisfying the needs of parents and the interests of children, creating a single educational space for the child is possible only if a new system of interaction between the preschool educational organization and the family is developed.

The problem of interaction between a preschool educational organization and the family has recently become one of the most urgent. Fathers and mothers need to remember that a preschool educational organization is only an assistant in raising a child, and therefore they should not shift all responsibility onto teachers and withdraw from the educational process. Each child is a special world, and only those who know how to share his sorrows and anxieties, his joys and successes together with the baby can know it.

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