



Parent-Teacher Collaboration in Children's Education

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ABSTRACT

This article talks about how important the cooperation of parents and educators is in raising a child. Also, several literatures on this topic are analyzed. Taking into account that child education is very important in today's era of globalization, several suggestions are made in this matter. After all, educating the young generation as a well-rounded person is the most important and responsible task for every pedagogue, including parents.

Keywords:

component, concept, education, cohesion, psychology, competence, environment, skill, adaptation.

Introduction

In today's process of globalization, child education should be in the center of attention. Currently, in the advanced countries of the world, great importance is attached to the reform of the education system. As a result, it is encouraged to consider education and training, which lasts from birth to the end of a person's life, as a whole integral system and to put it into practice. It is important to create an interconnected and active system of young parents, social environment and the child's world. The sciences that study this system are enriched with new approaches, principles and methods. Such modern socio-economic developments, modernization of the educational system, its structural reconstruction, changing and updating the educational program taking into account the modern achievements of education, science, technology and technology, economy and culture at the world level envisages.

In the Law of the Republic of Uzbekistan "On Education", preschool education is recognized as the first link of continuous education, and in its Article 11, preschool education provides children with physical, spiritual, intellectual, moral, aesthetic, in short, it

is emphasized that it should be prepared for the next type of education, i.e. school. As a type of educational institutions, preschool educational institutions, without a doubt, have common characteristics related to the good orientation of children's upbringing, education, development and health. In this regard, according to the age characteristics of the children being educated, the activity of the preschool educational institution differs significantly from the pedagogical processes taking place in other educational institutions.

President Shavkat Mirziyoyev also said, "We must provide our youth with a decent education and realize their aspirations for science. For this purpose, we need to develop the preschool education system, fundamentally improve the material and technical base of secondary and higher educational institutions, and the quality of scientific and educational processes," he says in his work.[1]

Main part

The main tasks of the children's development and school preparation program in the "National Personnel Training Program" are:

"To prepare children for school education, taking into account their comprehensive maturity, their abilities, aspirations and needs, and to grow up faithful to national, universal values and ideas of independence. is to ensure its progress". A child's readiness for school is determined by state regulatory documents. The main goal of the state requirements is to educate the young generation as a healthy, comprehensively developed person based on the ideology of national independence and to prepare them for school education. Determining the specific features of improving the quality and efficiency of education in the conditions of a preschool educational institution, incorporating its basic components, requires serious theoretical and experimental research. Since it is necessary to improve the activity of preschool educational institutions, to increase their quality and efficiency, how can this be done?

It is known that children spend most of their time at home, i.e. with their parents. The upbringing and education given to the child in pre-school educational institutions is also brought out in the family environment. Therefore, cooperation with the family should be in the center of attention. Desired positive results can be achieved if the child continues the best qualities acquired in the kindergarten in the family environment and shows the best qualities acquired in the family in the kindergarten.

The content of the work of preschool educators with the family includes:

- explaining to parents that they are responsible for the education of their children before the state and society;
- informing parents about the knowledge and skills necessary for raising children (acquainting them with the age, anatomical-physiological and mental characteristics of children, the content, methods and conditions of raising them in the family);
- solidarity with the family in raising a child, monitoring the proper upbringing of a child, studying and

popularizing the best examples of family upbringing.[2]

Who should prepare a child for school life? Kindergarten educators understand that preparing a child for school should be carried out throughout the kindergarten period and implement it according to the requirements of the program. But before they go to school, they pay special attention to preparation: they eliminate pronunciation deficiencies, consolidate knowledge, develop fine hand movements, etc.

But the family is the first social environment in which a child lives after birth. In the family, the child acquires his first social experience and skills, is brought up by the example of parents and adults, understands and appreciates family ties. Therefore, the family is crucial and important in preparing a child for school. Most of the parents believe that it is necessary to cooperate with the kindergarten and the family in preparing the child for school. Some parents put the responsibility of preparing the child for school on the kindergarten, and some take the entire responsibility.

A teacher-pedagogue does a lot of work with parents, because he sees the changes taking place in the upbringing of children more than anyone else and gets to know the children's life closely. He advises parents on what to pay more attention to in raising children, preparing them for school education, taking care of their health, properly organizing their food and daily routine, etc.

The principal, the team of pedagogues and parents should actively participate in cooperation between the kindergarten and the family. Only then can the expected results in child education be achieved. The following special forms of work are used in working with parents: interviews, consultations, visits to families, inviting some parents to kindergarten, using separate memorabilia and mobile folders.

Literature analysis

Y.A. According to Kamensky in his book "Mother's School" in the chapter on preparing for school, all human activities require a certain preparation. Parents think about this and prepare

their children for school. In addition to comprehensive preparation for school, Y.A. Kamensky indicates the following tasks for parents:

1. To make children feel happy when they go to school, study and play with their peers.
2. To explain to children the essence of education at school, to introduce them to the types of activities at school.
3. Forming respect and confidence in children towards future teachers.

A child's readiness for school is determined by the development of perception, observation, memory, thinking, the world of time and space concepts, and the formation of ideas about social events.

The transition of a preschool child to school education always brings about serious, radical changes in his life, morals, interests and relationships. Therefore, it is necessary to prepare a preschool child for school education in a preschool educational institution or at home, to familiarize him with the knowledge, skills and abilities related to the child's age. Such an introduction will help to get rid of serious difficulties of the adjustment period. In this process, cooperation between educators and parents is of great importance. If parents do not organize the education process properly, even if educators organize a very high-quality education process, it will not be useful.

Methodology

All responsibility for cooperation with parents lies with the educator. Educators can use several methods to organize cooperation with parents.

For example, at the end of the year, it would be appropriate to organize parent-teacher conferences to remind parents of their responsibilities and improve this. At the group meeting held at the end of the year, parents are told about the educational work carried out during the year and the plans for the next year. At this meeting, active parents will also report and a new group of activists will be elected.

Organization of parents' corner and exhibition. The parents' corner is organized in order to familiarize them with news and pedagogical issues related to education. Books, magazines, pictures, children's work, types of children's food, daily routines in the child's home, reminders for parents, announcements are placed in them. The corner is changed from time to time depending on the educational task.

Exhibitions organized for the promotion of pedagogical knowledge are often organized before parent conferences, meetings, and consultations. It contains laws and decisions on public education, networks of preschool educational institutions and diagrams showing the growth of the number of students in them, educational processes conducted with children, photographs depicting children's lives, a book and toys, children's work takes place. Parents' corner is a demonstration method of work with the family, special attention should be paid to its tasteful decoration. In addition, educational films are shown to parents, these often lead to arguments that interest parents.

The organization of open days for parents also plays an important role in the work of preschool educational institutions. On such days, parents are shown their children's training, work, play activities, outings, and how the children behave in the team and the like.

Conclusions and suggestions

In short, in preparing the child for school, educators of preschool educational institutions and parents cooperation will give a positive result. For this reason, any educator should establish cooperation with parents, feeling the responsibility in front of him. It is necessary to be aware of the family situation of each child, and to ensure that no child is psychologically depressed, and to maintain a close relationship with the parents. It is possible to strengthen and improve the quality of cooperation between parents and educators by implementing the above-mentioned methods in a preschool educational institution.

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