

UDK: 373(2)

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**PEDAGOGICAL TECHNOLOGIES OF STRATEGIC DEVELOPMENT  
OF MUTUAL COOPERATION BETWEEN PRESCHOOL EDUCATION  
ORGANIZATION AND PARENTS**

**Abstract:** The methodical possibilities of development of cooperation between educators and parents are currently reflected in a number of normative documents. Today, this problem is being discussed by pedagogues, psychologists, parents, and sociologists. All principles, standards and structures of mutual relations between the parents of the pupils and the educators-pedagogues of the preschool educational organization are observed. The process of development of pedagogical cooperation consists of the following elements: pre-adaptation work, adaptation work, methodological work, organizational work. Introduction to the process: parents with their wishes, needs and forecasts; educators-pedagogues with their plans and programs, but the most important thing is to provide education and training to a child who comes to a preschool educational organization.

**Key words.** Educator, pedagogue, father, mother, cooperation, problems, relationships, plans, programs, education, upbringing,

**Introduction.** This article aims to develop and implement pedagogical technologies for the strategic development of interaction between preschool education organizations and parents. Currently, practice and scientific research show that parents have difficulties in raising children, which is explained by a number of reasons:

deterioration of children's health (mental, physical); socio-economic problems of society, socio-psychological anxiety, fatigue, redistribution of material and economic functions within the family, difficulties in organizing family life against the background of crises, which lead to an increase in the percentage of parents and children who are not socially protected;

personal problems of parents: fatigue, mental and physical stress, anxiety due to decreased life security, increased feeling of loneliness (especially in single-parent families), lack of mutual understanding, etc.

Therefore, in recent years, a new philosophy of interaction between the family and the preschool education organization has begun to be developed. It is based on the idea that parents are responsible for the upbringing of their children, and all the rest of society is called to support and complement their educational activities.

[2.146]. Accordingly, the position of the preschool education organization in working with the family is changing. Each preschool educational organization not only educates the child, but also gives advice to parents on raising children. A teacher is not only an educator of children, but also a partner of parents in their upbringing.

We can see the variety of methodical possibilities of organizing cooperation between educators and parents in forming a sense of responsibility in children.

First of all, it is a positive emotional reaction of educators and parents to working together in raising children. Parents believe that the preschool organization always helps them solve pedagogical problems and at the same time does not harm them, because the opinion of the family and suggestions for communication with the child are taken into account. Educators receive information from parents on the issue of forming a sense of responsibility in a child. [1.139].

Secondly, the individual characteristics of the child are taken into account in this cooperation. The educator is in constant contact with the family, knows the specific characteristics and habits of his pupil and takes them into account when

forming a sense of responsibility, which, in turn, leads to an increase in the effectiveness of the pedagogical process.

Thirdly, parents can independently choose and form the necessary direction of development and upbringing of a child at school age. Thus, parents take responsibility for their children's upbringing. Fourthly, this is an opportunity to implement a unified program of forming a sense of responsibility in the child in the preschool education organization and in the family.

**- Analysis of literature on the topic (Literature review).**

In the modern conditions of the activity of the preschool educational organization, the relationship of mutual cooperation with parents is a priority, and these trends in the life of the society cannot be ignored. According to experts, communication between educators and parents in the process of cooperation should be based on the principles of openness, mutual understanding and trust. Parents are the main social customers of preschool education organization services, so the actions of educators should be based on the interests and needs of the family.

That is why many kindergartens are looking for new forms and methods of work that take into account the real needs of parents and help to form an active position of parents. [4.39]. According to the results of best practices in the field of preschool education, there is a differential approach in working with parents, taking into account the social status of children, the microclimate of the family, the interests of parents, and the level of interest of parents in the activities of the preschool educational organization. should be Based on the family's pedagogical literacy culture, it is appropriate to form mutual requirements for working with parents.

Ensuring and maintaining the mental health of preschool children is possible only by combining the efforts of educators and parents. The attitude to cooperation

between kindergarten and family is the center of effective teaching and educational process.

Based on this, the goal of educators-pedagogues is to create a favorable environment for the development of the child in the family and in the preschool educational organization, to make parents a participant in the full educational process. As a result of the systematic interaction of the preschool education organization and the family, it is possible to achieve a high quality of preparing children for school, to fully satisfy the interests of parents and children. Because success in this complex process of raising a well-rounded person depends on the level of professional skills of educators and the pedagogical culture of parents.

#### **- Research methodology (Research Methodology).**

The new philosophy of interaction between the family and the preschool education organization also implies new relationships. Having their own tasks, they cannot replace each other, therefore, establishing a connection between them is a necessary condition for the formation of a sense of responsibility in a preschool child. The organization of cooperation between educators and parents in the formation of a sense of responsibility in children includes the following approaches:

Transition from cooperation in the exchange of information and promotion of pedagogical knowledge to cooperation between educators and parents as interpersonal communication in a dialogic direction. The main concept here is dialogue, which means personal equal communication, joint acquisition of experience.

An important component of dialogical relations is compatibility, that is, the ability of interlocutors to sincerely express their feelings. At the same time, the principle of unconditional positive acceptance of another person is implemented.

Taking into account the needs and desires of parents for knowledge, it is also important to direct the content of communication to the problems that affect the

development of children. In a good sense, this word means that the educator-pedagogue "follows the instructions" of the parents. [5.146]

Changes in the educational content, forms and methods of education are related to the new principles of interaction. Modern parents need to learn both new and old topics. Therefore, educators should work with parents, using different forms of education, to form parents as "educators-pedagogues". Since the interaction at the current stage is not limited only to pedagogical education, it is necessary to clarify and expand the concept of "interaction" characteristic of parents' reflexive ability. The task of forming one of the components of pedagogical reflection in parents is a critical assessment of themselves as educators, their educational activities, the ability to take the place of an educated person and look at the situation through his eyes.

This is especially true for young fathers and mothers, because their parenting position is just beginning to take shape. The nature of the relationship between parents and children, the success of their further educational activities depends on the formation of this skill. The desire of parents to understand the child, the ability to creatively apply the acquired pedagogical knowledge helps to create a mutual understanding between them, to give the child a positive emotional, conscious, moral impulse to meet the demands of adults. [3,444-p].

**- Analysis and results (Analysis and results).**

The positive characteristics of the interaction with the preschool educational organization and the families of the children are based on daily activities and meetings.

The development of such cooperation consists of:

- relationships based on trust between pedagogues and parents cannot be established by force, it is based on the natural desire of both parties;
- the process of interaction (cooperation) is consistently developed. Family and kindergarten have their own characteristics, they cannot replace each other. An important condition for consistency is the establishment of reliable business

relations between the family and the kindergarten, during which the educational points of view of parents and educators are clarified.

As mentioned above, the preschool educational organization should become an open socio-pedagogical complex in which parents participate. This is an interaction and cooperation for the benefit of children. [p. 5,83].

Because, if the adults raising the child agree on the requirements, methods of influence, ways of development, the result will be as expected. It is also necessary to take into account which educational tasks one side (kindergarten or family) is stronger in solving, and which other side should bear the main weight in solving them. For example, the possibilities of the family in emotional and sexual education, involvement in sports are significantly higher than the possibilities of the kindergarten. However, the kindergarten competently carries out education, development of creative abilities, etc.

Thus, it can be concluded that cooperation is the basis of the modern preschool education organization and parent interaction.

The initiators of establishing cooperation should be pedagogues-educators, because they have professional training in educational work, so they understand that its success depends on the agreement on consistency in raising children. Employees of preschool education organizations play a leading role in organizing meaningful communication with parents and other family members. [103, 53b]. However, this role is successful only with a good knowledge of the characteristics of the modern family and the pedagogical conditions for raising children in it. is done.

When working with parents, pedagogues focus their attention on the role of the family in the upbringing of children from preschool age; by attracting evidentiary material, they prove that the goals and tasks of the family and preschool education organization consist in the formation of a human personality.

From preschool age, it is necessary to form a correct perception of life events in children, to form a positive attitude towards its good, exemplary aspects; it is

necessary to implement labor education; it is necessary to develop the foundations of humanity, teamwork, discipline and responsibility;

It is necessary to cultivate a feeling of love for the country; it is necessary to think about the manifestation of children's moral qualities and ideas in their habits and actions. Even small children develop an active morality that opposes negative events and things that happen in the surrounding reality.

Raising the pedagogical culture of parents in many cases depends on the personality of the kindergarten teacher-pedagogue. "What qualities should a teacher have, how does he communicate with parents and students?" - these questions excite kindergarten teachers. The problem of many educators is authoritarianism in dealing with adults and children. The tone of sensitivity, attention, and confidence awakens not only children, but also their parents' desire to share their joys and experiences. Educators-pedagogues reveal the very important role of the family in the upbringing of children by the example of the best families. The main feature of family upbringing is that the content and forms of relationships between adults and children are more emotional.

But only when these objective conditions exist, when parents and other senior members of the family are role models for young children at home and in public places, they shape children's lives: daily household life, play and work, useful and interesting activities. can only be useful if they can organize.

If parents have a certain pedagogical culture (psychological-pedagogical knowledge and skills, desire to educate their children in a goal-oriented manner), they will successfully educate preschool children. [4,49-b] The initiative to establish cooperation with the family and the competent resolution of these cooperation issues determine the guiding role of the preschool educational organization in relation to family education. If both parties understand the need to influence the child appropriately and trust each other, this cooperation will be formed optimally.

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**- Conclusion and recommendations (Conclusion/Recommendations).**

Parents should make sure that the educator-pedagogue treats the child well, feel the competence of the pedagogue in matters of education, but, most importantly, his personal qualities (care, attention to people, kindness, goodness, sensitivity) important to appreciate. Such trust does not arise by itself: the educator gains trust by his love for the child, his love for him, development of the child's good sides, nobility, and kindness to him.

If we add to this the culture of communication, politeness and mutual understanding - the picture of psychology will be quite complete. The purposeful organization of the interaction between the teacher and the parents must be carried out step by step, and its task is to form an active pedagogical position of the parents. A properly organized work has an instructive description. An educator-pedagogue should rely on the positive experience of family education, spread it, use it in the educational process to strengthen positive trends and smooth out negative ones.

The first and decisive condition for the positive direction of interaction is the trust-based relationship between educators-pedagogues, social pedagogues and parents, the relationship should be built in such a way that it arouses interest in the process of education in parents, success strive to win, must be self-confident.

In the world statistics, it is believed that modern family education process is not very efficient and complete. Therefore, in many countries, special programs aimed at increasing the pedagogical culture of the family and educating couples as



parents are being developed. Providing psychological-pedagogical education to parents in order to increase pedagogical culture is one of the areas of cooperation between the educator-pedagogue and the family. For example, the peculiarity of the work of the educator-pedagogue with the family in the group depends, first of all, on the psychophysiological characteristics of early-age children, that is, the rapid development of the little one makes it necessary to change the tasks of education and upbringing in time, it requires reconstruction of methods and ways of pedagogical work. The content of improving parents' psychological-pedagogical knowledge and skills should include the issues of protecting life, strengthening the health of the baby, and creating conditions for proper physical development. Not only the educator, but also the medical staff of the kindergarten give recommendations to the parents regarding the child's adaptation to social education, hygienic approach, rational nutrition, exercise, routine, massage, gymnastics. Such advice should be given individually based on an individual approach.

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