

TECHNOLOGIES OF COOPERATION OF PRESCHOOL EDUCATIONAL ORGANIZATIONS WITH FAMILIES

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Abstract: High-quality education of children of preschool and kindergarten age, full satisfaction of the needs of parents and the interests of children, and the creation of a single educational space for the child can be achieved only by developing a new system of interaction between the preschool educational organization and the family from early childhood.

Keywords: Sensory skills, emotional resilience, areas of activity, emotional world.

Changes in the social and economic structure of society affect the formation of the family, its forms of interaction. In particular, changes in the material, technical and spiritual direction of society are causing changes in family activities. Such changes are reflected in family formation, love, mutual friendship and planning for having children. President of Uzbekistan Sh. Mirziyoyev: "The family is sacred for us. Its sacredness lies, first of all, in the fact that no matter where one works, no matter who one is, if one does not pay special attention to upbringing in the family, the atmosphere in the family, honesty, relationships and education in the family, there will never be any results. Therefore, I pay great attention to the upbringing of my children. I have a special attitude towards each of my children and grandchildren. I know the individual character, dreams and desires of each of my grandchildren."¹ – he expressed his opinion.

One of the most important features of the family is the reproduction of human generations. In terms of preparing children for social life, the family, to a certain extent, works in harmony with social organizations and the development of society. Research into the problems of family education is carried out mainly in two directions. On the one hand, family education is studied as a traditional part of pedagogy. On the other hand, the family is also studied in the fields of sociology and philology.

Preschool educational organizations are considered the initial type of the continuous education system, and in their activities, preschool educational organizations are guided by the Constitution and laws of the Republic of Uzbekistan, resolutions and other documents of the Oliy Majlis of the

¹ Ўзбекистон Президенти Шавкат Мирзиёев хужжатли фильмда оиланинг ҳаётидаги ўрни ҳамда нима уни бахтли қилиши тўғрисидаги нутқидан. 2018 йил 24 июнь.

Republic of Uzbekistan, decrees, resolutions and orders of the President of the Republic of Uzbekistan, resolutions and orders of the Cabinet of Ministers of the Republic of Uzbekistan. The personality and ideological world of a person are formed in their youth. Therefore, this opportunity should be used correctly to instill in their minds the foundations of national ideology. Preschool education creates the necessary organizational, methodological, psychological, pedagogical conditions for raising healthy, comprehensively developed children, and helps parents prepare children for regular education at school. Preschool education is carried out in the family, in state and non-state preschool educational organizations until the child reaches 6-7 years of age. A preschool educational organization is an educational and health-improving institution and its tasks include the following: – strengthening educational and educational cooperation with the family; – forming the foundations of the child's personality, developing his interest in knowledge; – ensuring the intellectual, personal and physical development of the child; – correcting the defects in the child's development in the necessary way; – intellectually and spiritually and morally educating children on the basis of the rich national, cultural and historical heritage of the people and universal values; – forming a sense of national pride and patriotism in children; – developing children's thinking, forming the skills of independent and free expression of their own opinions; - to form children's need for knowledge, sources of motivation to study, and prepare them for the regular educational process.

Nowadays, the role of the family in the early stages of a child's development is incomparable. Everyone knows that children are raised in the family and the events that occur there have a great impact on them. Young children are very attached to the family. Because the family is distinguished by the following aspects:

- It ensures their physical well-being, provides them with food, clothing, housing, and takes care of their health;
- It ensures their emotional well-being, including showing love, support, and constantly reminding them of what is good and what is bad.
- It provides the conditions for their development.

The preschool educational organization, family, neighborhood, and social experience convey to the child in a unique way. Only they, in harmony with each other, create the best conditions for a small person to enter the big world. It is important for educators to recognize the leading role of the family as the child's first educator. By the time the child arrives at the short-term group, the family has time to instill in the child culture, important and most necessary skills. Preparing the child for school, relying on these initial relationships formed between the child and the family, allows parents to participate in all aspects of the activities of the short-term groups. Involving families plays an important role in enriching the educational activities of children in short-term groups for school preparation, using the interests of the child and the results of education and upbringing at home.

The interaction of two educational environments - home and short-term groups - with each other is of great importance for the successful development and learning of children. Preparation of children for school in families is carried out in different ways. Although some families spend a lot of time with their children, these are mainly educational activities - calligraphy, teaching the alphabet, reading various literature, and they do not engage in plot games, movement activities, and visual

activities, which are especially important for preschool children. In other families, they leave the child alone with toys and TV, believing that this will please him and provide him with enough knowledge for his development. As a result, in some cases, children with certain developmental problems, who cannot sufficiently carry out independent activities, who lack the will to achieve goals, who cannot organize joint activities with others based on mutual respect, generally accepted norms and rules, are accepted into short-term groups.

In addition, some children have underdeveloped sensory skills, imagination, and a poor emotional world. It is important to note the differences in the results achieved in individual areas of children's development under the influence of different conditions of home education. It is better to take into account these characteristics of children attending short-term groups in the educational process, and direct them not to intellectual development at the request of parents, but to solving general developmental tasks, to the comprehensive development of the child's personality. The child spends most of his time in a preschool educational organization and at home, so the influence of teachers and parents should not be contradictory, but, on the contrary, be positively and actively perceived by the child. This can be achieved only by teachers and parents being partners and like-minded, jointly solving educational problems. Teachers should pay great attention to the importance of socio-pedagogical work with families, which involves involving parents in the organization of the educational process and directly in the pedagogical process itself, teaching them forms of developing interaction with children, and providing methodological assistance in the educational upbringing of children. In order to effectively operate and involve the family in the work of the preschool educational organization, teachers should know the primary tasks of the children they are raising, have a certain idea of their family and close relatives.

For successful cooperation with parents of children attending the preschool educational organization, the following areas of activity can be recommended to preschool educational organization employees:

1. To form in parents a desire to cooperate with preschool educational organization employees.
2. To assist in assessing the child's capabilities, needs and interests, and in entering the preschool educational organization.
3. Increasing the pedagogical competence of parents by teaching parents the methodological methods necessary for working with their children at home.
4. One of the factors for increasing the effectiveness of family education is a comprehensive study of the child's personality in order to bring it to maturity, as well as a creative approach to the methods and forms of family education, its improvement. Comprehensive study of students allows them to study, work, to themselves, to the environment, to teach them to distinguish the most important qualities necessary for human development.
5. It is necessary to promote knowledge about education among parents, especially to strengthen public support for parents who are experiencing difficulties in family education.

6. In order to use the experience of parents who have achieved positive achievements in family education, it is extremely important to invite them to extended meetings of the educational institution, meetings of parents' committees and to organize sharing of their experiences. In order to use them effectively, it is necessary to revive the work of parents' days organized in educational institutions.

7. Organize radio communications under the direct leadership of the heads of parents' committees. In this regard, it is necessary to prepare and consistently conduct broadcasts on the topics "Parents are the first educators", "Personal examples of parents in raising children and their importance", "The role of an educational institution in educating and preparing young people for work, life, and marriage."

Thus, the involvement of parents in the activities of a preschool educational organization benefits both children, parents, and the preschool educational organization. Communication, mutual respect, and recognition of the importance of the child's interests serve as the basis for effective cooperation.

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