

PEDAGOGICAL WAYS OF COOPERATION WITH PARENTS WHEN PREPARING PRESCHOOL CHILDREN FOR SCHOOL

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Abstract: The mechanisms of cooperation between kindergarten and family in preparing preschoolers for school are revealed in detail.

Basic words: State need, preschool age, test, questionnaire, psychodiagnostics.

Annotatsiya: Maktabgacha yoshdagi bolalarni maktabga tayyorlashda bog'cha bilan oila o'rtasidagi hamkorlik mexanizmlari batafsil yoritilgan bo'lib, bolani maktabga tayyorlashda ota va onaning vazifalari hamda bog'chani ta'lim-tarbiyadagi qarashlari ilmiy amaliy jihatdan pedagogik qonuniyatlar asosida tahlil qilib berildi.

Tayanch so'zlar: Davlat talabi, maktabgacha ta'lim yoshi, test, so'rovнома, psixodiagnostika.

Аннотация: Подробно раскрыты механизмы сотрудничества детского сада и семьи при подготовке дошкольников к школе.

Основные слова: Государственная потребность, дошкольный возраст, тест, анкета, психодиагностика.

The fulfillment of the goals and tasks set for the process of development and preparation of preschool children is monitored through "State requirements for the education of preschool children". The state requirements define the main directions of the educational content of preschool children and the minimum requirements for their level of preparation for school, and it is recognized as a state document.

Preschool education organization requires the pedagogue to recognize and appreciate the values, lifestyles, and characteristics of the community working in cooperation with the family, as well as to appreciate the many important ways that children contribute to learning and development. Educators working with preschool children expand their educational opportunities by building on what children are learning in the family and community.

In accordance with the Law of the Republic of Uzbekistan on "Preschool Education and Training" in preparing children for school, the child receives preschool education at home, parents provide independent education, or in preschool educational organizations that operate continuously. , for children who are not involved in preschool education organizations, receive in special groups or centers organized in preschool education organizations, schools, neighborhoods. The transition of a preschool-aged child to school education always brings about serious changes in his life, morals, interests and relationships. Therefore, it is necessary to prepare the child for school education at home, to familiarize him with not so difficult knowledge, understanding, skills and abilities.

Preparing children for school, firstly, the educational work in the preschool education organization ensures a high level of general, all-round development of children of preschool age, and secondly, special preparation for mastering the academic subjects that children should master in the primary grades of the school. It means that it will be organized in such a way as to provide General preparation for school is the level of mental, spiritual, aesthetic and physical development achieved by the child by the time he goes to school, which creates the necessary basis for the child to actively enter the new conditions of school education and the conscious acquisition of educational material. In most cases, when talking about the level of mental development of a child, more attention is paid to the amount of mental knowledge determined by the stock of vocabulary. Parents and even some

teachers think that the more a child knows, the more advanced he will be. In fact, it is not like that, due to the widespread use of science and technology, mass media, today's children seem to be walking in the ocean of information. This is the basis for the rapid growth of their vocabulary, but this does not mean that their thinking is developing at such a pace. Mastering the educational programs implemented in the school requires the child to be sufficiently developed cognitive processes such as being able to compare things, analyze, generalize, draw independent conclusions. That is why psychodiagnostic tools, tests, questionnaires, which are widely used by practicing school psychologists in the process of admission of children to the first grade, mainly consist of methods designed to determine the level of development of the above-mentioned characteristic in a child.

The process of developing and preparing children for school in preschool educational organizations is carried out in three stages:

1. Physical development of children.
2. Development of children's speech and thinking.
3. Emotional development of children. Based on the goals and tasks of preschool education, the purpose of the subject "Methodology of preparing children for school" is to introduce students to the methods and methods of preparing children of preschool age for school.

In preparing children for school, it develops in connection with biology, psychology, and youth psychology. Physiology is a natural-scientific basis for preparing children for school, and it is primarily based on information about the development of human higher nervous activity, typological features of the nervous system, sensory organs, musculoskeletal system, cardiovascular and respiratory systems, endocrine glands and the like. relies on When preparing children for school, on the basis of this information, they will be able to more successfully solve the issues of increasing the effectiveness of the educational process, and will have the opportunity to study some laws of mental events and processes in depth. Modern physiology helps to correctly solve the most important pedagogical problems: the development of children, the influence of the environment, heredity and education on the formation of their abilities, and the like. Physiology of youth, which provides the main principles of the structure of the growing organism and the laws of movement, is of particular importance for the development of educational issues. Without knowing these features, it is impossible to correctly determine educational tools and methods, one or another training or educational activities according to the age of the students. Conclusions about the higher nervous activity of physiology, typological features of the nervous system help in developing the methodology of the pedagogic educational process, in creating better conditions for children's activities.

The preschool education organization's system of working with the family should have a clear goal and content. In terms of cooperation with parents, it is appropriate to analyze the results of previous achievements and experiences, and to carry out planned and consistent work with the help of various and interrelated forms and methods. The day when parents take their children to kindergarten for the first time is associated with many emotions. That's why every year in the second half of August, it is possible to hold a tour, meeting and general meetings on the organization of preschool education for parents. It will talk about the regime of the kindergarten, the content of the work, the educational process, etc. It is possible to achieve positive results in the education of children due to skillfully combining the forms of work of preschool educational organizations with parents in a team style and individually, and organizing pedagogical campaigns among the general population. Here are some of the most common forms and methods of cooperation of kindergarten employees with parents and families:

- One-on-one work with parents and families. Advanced pedagogical experiences show that this type of work is of great importance and brings the expected results. In this case, the educator studies the personal characteristics of the family and the child and takes them into account in his educational work. As a result, friendly relations, mutual respect and trust are established between the educator and the family faster. In the experience of our kindergartens, various forms of one-on-one work with parents and families have been identified, i.e. the visit of the educator to the family, conducting a conversation with the parents, giving them advice, introducing the parents to the child's life in the kindergarten and so on.

- Work organized with parents as a team. These are group and general meeting of parents, school of parents, conferences, Saturdays (practical activities of kindergarten staff together with parents), question and answer evenings.

- Instructional work. This type of work includes: exhibitions, photomontages, showing children's work, open-door day, pedagogical information stands (parents' corner), library for parents, folders with materials on various issues of family education, etc. Of course, these forms can be different. A creative approach to this work depends on the head of the kindergarten, educators and parents themselves (in some cases, experienced parents can give advice).

- Visit the child's family and get to know the family members.

- Pedagogical education and other things can be shown to parents.

Among them, visiting the child's family and getting to know the family members is not an easy task for everyone. How do we consider some of the forms of work carried out in cooperation with parents and family to be appropriate? Studying the family where the child lives is one of the effective ways to establish a close relationship with the parents and provide them with help and advice. The educator goes to the family not as an inspector, but as a consultant, a friend and a person who helps in the upbringing of the child. The main purpose of the educator's visit to the family is to see the conditions in which the child is being raised and if necessary. Helping parents. Therefore, the teacher should think carefully about the suggestions he makes to the parents. When the work of visiting children at home is organized on the basis of a certain goal, it is not only to get acquainted with family upbringing, to determine the specific characteristics of the child's behavior in the family, but also the content of the work organized with parents individually and as a team, it also gives an opportunity to determine their different forms. Sometimes it is possible to observe such a phenomenon: the child is given a lot of attention and care in the family, the order is established correctly in the family, the child is fed well, the child is not given any tasks. The child does not clean his place and toys by himself, his parents or older members of the family do this work for him. In this case, the educator advises that a separate place and corner should be allocated to the child in the parents' house, this event will allow the proper organization of his life in the family. In his corner, the child lives, plays, draws pictures, makes toys, etc. Visiting the family for the first time is especially responsible. Education between the pre-school education organization and the family depends on the establishment of mutual understanding, trust and positive communication. Before visiting the family, it is necessary for its members to find out the information representing the professions of the parents, their places of work, etc. Visiting the family will be more effective if the educator, before visiting the family, makes a characteristic of the child's level of development and education.

In this case, it is necessary to distinguish aspects that require identification and discussion with parents. The first visit should give the educator a general idea of the family's lifestyle, the family "situation", and the upbringing of the child in the family. Subsequent visits allow the educator to understand in detail the specific issues of child education. When visiting the family again, the

educator is interested in whether his advice and suggestions have been implemented or not. The purpose and content of visiting the family should be reflected in the educator's plan, account and special diary. It is recommended to visit the family at least twice a year. Family visits, analysis of questionnaire data, reveal the general picture of positive experiences and specific difficulties in family upbringing. This will help the principal and the educator to increase the pedagogical culture of parents of different age groups, to direct the work of educators with parents in a certain system. The most common way to work with the family in person is the interview, which can be done during the morning pick-up and evening drop-off. They help educators and parents get to know each other better, inform each other with information about the child's life, monitor his successes and failures, changes in behavior and health. Personal advice comes much closer to conversation. Consultations are held when there is a need to have a more detailed conversation with parents to analyze any shortcomings and mistakes they have made in raising a child, and when it is necessary to give them qualified advice and recommendations to correct the situation. Tips allow for in-depth coverage of much narrower issues. The choice of topic for them is determined based on the results of observing children or the problems of education.

Thus, mental readiness to study at school consists of interconnected components of mental and speech development of children. Knowledge activity, knowledge interests, child's ways of thinking, conscious ideas about the world, the unity of the general level of speech and elementary educational activities are considered a necessary condition for successful study at school, which gives great help to us pedagogues and parents.

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