

Cooperation With Parents In The Educational Process Of Short-Term Groups

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Annotation: *In today's era of rapid globalization, great strides are being made on all fronts. Only in today's modern preschool educational institutions, the education of children, the proper organization of the educational process imposes a great sense of responsibility on today's educator.*

Keywords: parenting, learning process, collaboration, methods, cognitive activity, personality, pedagogical skills.

Introduction

The family and preschool organization are two public institutions that form the basis of our future. But often they don't always have the understanding, the politeness, the patience to listen and understand each other. It is no secret that many parents are interested in the quality and effective learning process of their child, but can not have a close partnership with the educator. This may be due to the inexperience of most educators, the lack of teaching qualification activities.

In fact, the role of the family in the early stages of a child's development is invaluable. Children are raised in a family, and the events that take place in them have a profound effect on them. Young children become very attached to the family. Because the family creates the conditions for the child to be physically and mentally fit. Educators, as the child's primary caregiver, must recognize that the family plays a leading role for the child.

Method

By the time the child arrives in the short-term group of the preschool organization, the family has time to absorb the culture, the most important necessary skills. Preparing a child for school, based on this initial relationship formed between the child and the family, allows parents to participate in all aspects of this group's activities. This idea is the basis of the concept of short-term, but in all groups of the organization of family and preschool education. That is, the educational ideas developed by the educator for strong collaboration are innovative ideas that are important in engaging in the process. For example, studying the family, studying the educational needs of parents, communicating with its members, working with parents on the questionnaire "Preschool education organization and family partnership" on the impact of learning on the child's personality. Proper organization of this method requires a great deal of pedagogical skill from the educator. The educator should invite parents to an open house one day a week and involve them in the learning process. Reliable databases, i.e. parental angles, should clearly and clearly state the parent's duties and responsibilities. In addition, a set of photo exhibitions on "From group life", "Our friendly family", "In the family circle", "I am a special child" should be shared and exchanged with parents and teachers via the Internet. An educator who is able to invite parents to parent-teacher meetings and ensure full parental participation in the preschool organization has begun to achieve a high level of cooperation. As a result, parents develop responsibility, initiative and other positive qualities in their child's education. . Holiday mornings in preschools are a joyous holiday that both adults and children share together. For a child, parents are the dearest and closest people. They want their child to be proud, to dance together, to play games, to be encouraged. Years later, children may forget the song they sang at the festival, but their memories of warm intimacy, sympathy, and joy with their parents remain. This is what the Russian pedagogue Sukhamlinsky says about the relationship between the family and the organization of education, the social impact. "A preschooler almost introduces himself to his family by discovering and affirming himself and other people through his parents' judgments and assessments and actions. " Therefore, as he stressed, if the family and the school maintain contact with each other, and the relationship of trust and cooperation between teachers and parents is strong, the effectiveness of education will be successful. Involving Families In a short-term school preparation group, the child's learning, child interests, and use of home-based learning outcomes play an important role.

Today, the educator of the preschool organization relies on the requirements of the program in conversations with parents, should be able to creatively use the advice and tips given in the manuals, taking into account the pedagogical abilities of parents and the characteristics of family upbringing.

Results

A conversation is a two-way conversation between a parent and a caregiver. It should facilitate the exchange of views, the establishment of mutual understanding on the issues under discussion. It is important that the educator creates an atmosphere of kindness and freedom. In families, the preparation of a child for school education is carried out in different ways. Although some families spend a lot of time with children, it is mainly educational activities, such as calligraphy, teaching the alphabet,

reading various books, and they do not engage in storytelling, movement activities, and visual activities, which are especially important for preschool children. In other families, leaving the child alone with toys and a television is believed to give him enough knowledge to enjoy and develop. As a result, in some cases, short-term groups accept children with certain developmental problems, inability to perform independent activities adequately, lack of will to achieve goals, mutual respect, inability to organize activities with others on the basis of generally accepted norms and rules. In addition, some children have poor sensory skills, poor imagination, poor emotional world. It is no exaggeration to say that the reason for this is the influence of different family environment on the socialization of the child. These features observed in children should be taken into account by the educator in the learning process without indifference. Involving parents in pre-school education activities benefits both children and parents and the pre-school education organization. Dialogue is the basis for effective cooperation, mutual respect, diversity, recognition of the interests of the child. For effective collaboration, educators and parents need to develop new skills and knowledge. For the educator, the family should not simply serve as an object of influence. As part of the pedagogical process of parents, their active participation is necessary for the development of their child.

Conclusion

A number of opportunities should be created by the educator in collaboration with parents whose child is studying in a short-term group.

1. Planning a visit to families at a time convenient for parents allows the educator to meet with children and parents in situations that are typical for them.
2. Parents should be given the opportunity to visit the group whenever they want to see how their children work and play.
3. Invite parents to work with the children in the group, introduce them to the children's portfolio, and allow them to exchange ideas.
4. Planning joint events with parents, exhibitions of children's works.
5. Parents should visit museums dedicated to the study of national and regional culture of the child.

In short, today's educators must work tirelessly and have a high level of cognitive potential in order to be effective both in the educational process and in collaboration with parents. After all, the greats and geniuses of tomorrow will receive their first knowledge in the Preschool Education Organization.

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