

CONTENT OF PROVIDING ACTIVE PARTICIPATION OF PARENTS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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ABSTRACT

Special attention is paid to family issues in our country. Chunonchi is consistently working in the field of implementation of its social functions, raising children, increasing improvement of housing, material conditions. After all, raising a child is a complex process. And the main focus of upbringing is the family. Upbringing is not only the personal work of the parents, but also their social duty. It is known that the dignity of a person is determined by his place in society, which in many respects will depend on his upbringing. Naturally, the parent is the person in charge of the first upbringing of the child. During the upbringing of children in the family environment, it is necessary to give them initial ideas about good and bad behavior about life, about the duties of people to society. Children's assimilation of tradition and existing positive habits in the family is of incomparable importance. It is known that children, parents and pedagogical workers in preschool educational organizations are participants in the preschool educational process. Parents have the right to choose the forms of teaching and upbringing for their children, the type of preschool organizations and the language of education, and preschool organizations can be required to treat their child's personality with respect.

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tradition and existing positive habits in the family is of incomparable importance. It is known that children, parents and pedagogical workers in preschool educational organizations are participants in the preschool educational process. Parents have the right to choose the forms of teaching and upbringing for their children, the type of preschool organizations and the language of education, and preschool organizations can be required to treat their child's personality with respect. So, the activities of the child in preschool educational organizations are carried out directly on the basis of the requirements and wishes of parents within the framework of the law. This must be expressed as follows. Thanks to the skillful addition of the forms of work of preschool educational organizations with parents in

the team style and in one-on-one, the organization of pedagogical propaganda work among the general population, positive results in child education can be achieved. Employees of preschool educational organizations are distinguished from the most common forms of their work in cooperation with parents and family. Individual work with parents shows that this type of work is of great importance, as evidenced by advanced pedagogical experience. In this, the educator, having studied the personal characteristics of the family and the child, takes them into account in his educational work. Children come to preschool organizations from different families. The influence of caregivers and parents on the child's mind does not contradict, but, on the contrary, harmonized, complementary, positive and active acceptance of the child by the child is of great importance. To achieve this, it is difficult for educators and parents to become like-minded, like-minded people, to deal with various problems and issues.

Parents should pay serious attention to the upbringing of children and not overlook what kind of people their children grow up and what qualities are formed in them. A parent needs to know and understand their child's upbringing well in order to be able to get it right. And for this, pedagogical knowledge must be embodied in the parents. This knowledge helps parents to study the age and individual characteristics of children, to correctly analyze their behavior, to choose the right path for his upbringing. Giving a child a good upbringing in the family is the main goal and task facing the parent, starting from the early periods of the child's life, that is, both debt and Pharisee for the parent.

The strength of the family allows you to properly educate children in every possible way. Improving the nobility between family, kindergarten, school, labor communities, increasing the responsibility of parents for raising children is a period requirement. It is the caregivers who monitor children every day, perceive the pros and cons in their development and advise parents the most effective ways to influence the child.

Today, the preschool educational organization should become a real home not only of the child, but also of parents. To do this, we must also create a warm environment for parents, approach them taking into account the need of each family. Therefore, the work of an educator in this regard is not only to raise a child, but also to involve parents in the pedagogical process, to arouse a high level of responsibility in parents in relation to the upbringing of a child.

It is possible to achieve the desired positive results if the best qualities that the child acquires in kindergarten are manifested in the kindergarten, continuing in the family setting. For a child in the first place, only then will the rise intensify in our children if we create a healthy environment, both in the most advanced family and in preschool educational organizations. The joint efforts of the kindergarten and the family make it possible to more successfully solve the important task of turning the kindergarten into a place of joy that children and parents will gladly come to.

Today, all specialists understand the importance of involving parents in kindergarten work, but there is a certain disagreement in the real relationship between educators and parents. Both personal and professional factors can prevent the development of these relationships: lack of time, feelings of deficiency, ethnic stereotypes, dissatisfaction-this can lead to the formation of personal and professional relationships that prevent families from becoming active participants in the upbringing of their children. Today, all specialists understand the importance of involving parents in kindergarten work, but there is a certain disagreement in the real relationship between educators and parents. Both personal and professional factors can prevent the development of these relationships.

The full acceptance of the demands of society by the growing generation, the upbringing of a good and desired person of his time is directly related to the correct relationship that the family establishes with other official educational institutions. In the process of socialization, the role of preschool educational organizations is of particular importance. Because employees of preschool educational organizations communicate with the

child's parents directly, every day, and they perform two different functions: formal and informal.

In addition, the educator himself will be in two different positions towards the parents-in the manner of an official educator and a sincere, attentive interlocutor. But it is not so easy to harmonize with family members the work of employees of preschool educational organizations in the upbringing of one child, to achieve a good effect. Because only if both parties trust each other can there be sincere communication between them and positive results in upbringing. A number of psychological principles of such a successful relationship can be realized: the first principle is to be able to create a positive image for the parent about the child in the preschool organization; the second principle - the principle of keeping parents informed of the achievements of the child strengthens the interaction of the parent with the educator; the third principle is to know the status of the child in the family, in the House.

First of all, the educator should be able to show the parent his child only from the good side. That is, if the image of a child in kindergarten is positive for the parents, they will bring their child from the apartment with a good mood, and even on the way home, they will be able to warmly say goodbye to the educator, teach him that the child should also respect him and listen to what he says to training. Otherwise, the parent will painfully bring the child to kindergarten and can teach him to menism the procedures of the preschool organization. It is necessary to be able to create a positive image for the parent about the child in the preschool educational organization, to show that the trappings of preschool educational organizations, in everyday communication with the parent, have the achievements of the child, what knowledge, skills and skills he has acquired. For example, one should be able to inform informally about how he behaved in communication with his peers, the presence of friends, how exactly he was able to master a given poem or other assignment today, how he was able to help whom, what is his sociometric status. The principle of keeping the parent informed of the child's achievements strengthens the parent-educator's cooperation. The educator is obliged to know the behavior and achievements or shortcomings of the child in the House. This is determined in the process of trust-based dialogue with the parent. Because if the educator does not know how the child behaves, habits and deeds at home, he cannot organize the right pedagogical approach to him. That is, the third principle is to know the status of the child in the family, in the House. The consideration of the above in the child socialization of preschool organizations with the family is the only "let's learn together!" allows you to work under the slogan and melt into achievements. It is important to remember that the main stakeholder and activist should be the parent in the first place. The importance of Family Education has been increasing in recent years. In many countries, a number of legislative acts and regulatory acts have been adopted, according to which, at the discretion of the parent, it is possible to organize the education and upbringing of the child in the family environment, in the household. The legal fees of such caregivers are guaranteed by law. Experience such as using a service like this, hiring home babysitters has spread widely in many developed countries. But we have a family Education organized for orphaned, disabled children who need special support. Because, children from Uzbekistan can first be directly in the mother's arms up to 2-3 years due to the opportunities provided by law, during which a state allowance is also assigned to a mother with a child up to two years of age. If there is an opportunity in the family, then in later periods the child will again grow up with the help of his mother or grandmother, will be involved in preschool organizations.

Competent human education, increasing parental responsibility in raising a child, arming them with pedagogical-psychological knowledge is the most pressing issue today. A holistic education system for improving pedagogical knowledge about national values, national culture, upbringing and development of a child is carried out by both family and preschool educational organizations. In the upbringing of a child, these two directions cannot replace one of the other, but complement one of the other. In a healthy environment, a healthy child grows up. The

creation of a healthy environment depends on the cognitive awareness, ingenuity of pedagogical workers in preschool educational organizations of family members in the family. The Educator of each age group should visit the families of their children. Each visit has its own purpose. The purpose of the first family visit is to know the general conditions of Family Education... Return visits are scheduled as needed and include more specific tasks, such as checking the fulfillment of recommendations previously given by the provider; acquaintance with the positive experience of Family Education; clarification of the conditions for preparing for school, etc. There is another form of family visit-usually a survey conducted with the participation of the public (parents) to provide material support to the family, protect the rights of the child, influence one of the family members and improve the effectiveness of Education. According to the results of such a survey, the role of the family in the upbringing of a child, psychological and pedagogical characteristics are drawn up. A clear acquaintance of parents with the life of children in kindergarten is carried out, as well as by organizing open days, which are held 3-4 times in the specified year. These days, parents can visit kindergarten of this or that age category without prior agreement. Parents' activities include watching activities, children's games, mode moments... After viewing, a small group conversation is held, parents ask questions, share their impressions. For visiting a preschool organization, shifts are held not only on specially designated days. Parents on duty are invited to take part in excursions and walks with children outside the kindergarten, leisure and entertainment activities. Not all families fully realize all the possibilities for influencing the child. The reasons are different: some families do not want to raise a child, others do not know how to do it, others do not understand why this is necessary. In all cases, qualified assistance from a preschool educational organization is required. Currently, individual work with the family, a differentiated approach to different types of families, the concern of not losing sight of specialists and not losing influence is not only difficult, but also successful in some specific but important issues. Authoritarian methods of upbringing are excluded. You need to treat the child with interest and love with parents. In order for Educator-educators and parents to have time for such interaction, it must be specially organized. Each direction of child development implies a special content and forms of communication between educators and parents, in the process of which their psychological and pedagogical culture increases. When working with parents, the following separate forms of work are used: conversations, tips, going to families, inviting some fathers to kindergarten, using separate memorabilia and portable folders. The goal of going to a child's home is to get acquainted with family circumstances, the child's behavior in the family, interests, parents and family members, as well as to introduce parents to effective methods of raising a child and to study and popularize the family's positive experiences in raising a child. The educator should go to the child's House not as an examiner, but as a friend, an assistant in such a complex work as raising a child, and treat family members with tenderness and politeness. From the fact that the educator goes to each family, awal must set a clear goal for himself, determine in advance what topic he will talk about. Questions asked to parents must be carefully thought out. The conversation should be structured in such a way that the educator and parents understand birbirths well, a reliable connection is established between them. Before going to the family, the educator must have certain visions about this family (the character of parents, family relationships, the level of development of the child). In order to gain the respect and trust of the foster parents, vval expresses feedback, feedback to parents about the positive qualities of the child and gives recommendations on the content and methods of educational work, such as how to organize the child's life in the house, how to read and tell him something, the child's agenda, participation in family labor, Of course, in the work of the educator with the family, the age of the child, opportunities, specific features are taken into account. Parents or other members of the family are invited to the preschool organization so that the teacher's advice and advice to parents is convincing. In this, parents see how the

child performs the duty of Duty or how he plays before going for a walk, making sure of the children's level of comfort and capabilities. The purpose and content of going to the family should be reflected in the plan and report of the educator, in his diary. The educator must go to the family of each child at least 2 times a year. The content of the work carried out with parents is colorful, in which it is assumed that some issues will be discussed together.

For example: about the role of the family in raising children, about the laws on the task of parents, about the preparation of children for school; about the annual Work Plan of the preschool organization; issues about the work of the parental community are included. Work forms such as group and general meetings of parents, consultations, conferences, parent nights are included in team work forms to discuss these issues collectively. In preschool organizations, it is important to establish a library and a parent corner in order to help parents. Scientific popular literature, recommended to parents selected by the director of the organization, Methodists and educators, helps parents a lot so that they acquire certain knowledge about the correct and rational organization of children's upbringing in the family, about the physical-physiological, mental and intellectual development of children. A category of parents who ignore the educator's parables also occurs. Some parents believe that their task is to ensure that only the child is dressed. The involvement of parents in the field of pedagogical activity, their interest in the process of educational activity is very important for their child. There are many undeniable affections of the interoperability process for preschool organizations. The need of the preschool organization to establish cooperation relations with the family and local society remains relevant at the moment. The scientific research and experiments carried out show that strong cooperation between educators, families and community members adds a positive mass to the development and education of children. Therefore, cooperation with the family plays an important role in the development of the child's worldview, spiritual Olmi as a system of early education of the individual. Analyzing the results of previously achieved achievements and experiences in cooperation with parents, it is advisable to carry out planned and consistent work using diverse and interconnected forms and methods. The perfect upbringing of children cannot be achieved without the active participation of their parents and preschool organizations, the aspects of parental satisfaction from the conditions of preschool organizations are changing, since the views of parents on the cooperation of preschool organizations with the family are different. In some families, there has been a growing trend of parents giving up on raising their own children and addressing issues of personal development. Some parents, on the other hand, are interested only in the nutrition of the child, they consider preschool organizations as a place where only children are fed. A category of parents who ignore the educator's parables also occurs. Some parents believe that their task is to ensure that only the child is dressed. There is little interaction between parents and preschoolers. This is a long process, a painstaking cocktail that requires patience, strict adherence to the chosen goal and constant search for new ways to work with parents. The use of various forms of work with the family makes it possible to instill in the preschool organization the location and trust of parents.

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