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FORMS OF INTERACTION BETWEEN PRESCHOOL EDUCATION ORGANIZATION AND PARENTS.

Luiza Turdiqulova Zayniddinova

1st year student at the University of Economics and Pedagogy

zayniddinova@gmail.com, Tel: +998 97 222 04 17

Abstract. The article pays great attention to the interaction between the pedagogical team and parents in preschool education organizations. The main reasons for understanding the peculiarities of managing the quality of interaction in modern changing conditions, where parents have become customers of educational services, are presented.

Key words. Education, parenting, cooperation, pedagogical process, children's play.

Raising children is the oldest human activity. In ancient times it was compared to art. If we turn to historical sources, there is a lot of evidence that the family was primary in the upbringing of the young generation. In the process of human development, taking care of children, their physical and mental development became a separate function, and educational organizations outside the family began to form. It should be noted that for many centuries the role of the family in raising children is of the first level [2, p. 146].

According to P. Yusupova's research, when a child is 2-3 years old, he begins to show personal characteristics such as shyness, independence or self-doubt, selfishness or caring, and attentiveness to his peers. All this determines the relationship of children with others [5, p. 106].

In her research, G. Berdaliyeva paid attention to the independence of preschool children, understanding the world of things and events, actions performed with their help, mother tongue and relationships between people. states that it will be implemented on the basis of assistance.

D. Abdurahimova spoke about the upbringing of preschool children based on folklore, and the socio-cultural competence of preschool children - the acquisition of moral rules and norms in communication with adults and peers in life situations through the examples of children's folklore. a firm conclusion has been reached. Formation of high moral qualities in children from preschool age is a multi-stage and complex process, and it is noted that this process requires a technological approach [2, 18].

He believes that the main condition for the development of a child's behavior in pre-school education is to convey the rules to children, to understand the content and logic of their requirements. It is also necessary to arrange the group, to consciously master the children, to involve them in active work, and to organize interesting events for the ideological structure.

In turn, D.A. Leontiyev identifies the main types of interaction between two participants of joint activities. The first type is interaction, each of the partners views each other as an object and, in turn, is an object for him. The next type is cooperative, that is, the interaction of the subject and the subject included in the





activity works as a form of coordination of its participants and ultimately ensures the integration of individual actions distributed among its participants into a joint activity. [5, p. 5].

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D. Abdurahimova spoke about the upbringing of preschool children based on folklore, and the socio-cultural competence of preschool children - the acquisition of moral rules and norms in communication with adults and peers in life situations through the examples of children's folklore. a firm conclusion has been reached. Formation of high moral qualities in children from preschool age is a multi-stage and complex process, and it is noted that this process requires a technological approach. S.I. Ojegov considers the concept of "interaction" to be a process of exchange of thoughts, ideas, feelings, and experience between two phenomena.

In general, different interpretations of this concept are related to different approaches to its definition. From a philosophical point of view, I.T. Frolov considers interaction through the term "process": "...the process of interaction of bodies with each other is the most general, universal form of changing their state" [3,444-b]. In the philosophical encyclopedic dictionary, V.Y. Kemerov describes the term "interaction" through the traditional philosophical foundations of "category" and "concept". By interaction, he understands the philosophical category that defines the nature of events and objects influencing each other, their interdependence; also suggests using the "interaction" category to understand the relationships between different objects. However, these interpretations, M.N. Nedvetskaya [1,51-b], require significant improvement, because the interaction is not limited to the activity of subjects, but also the indirect influence of subjects and objects on each other, their coexistence includes.

Thus, the basis of the relationship between parents and preschool educational institution is effective cooperation. At the entire stage of the formation and development of local preschool pedagogy, the interaction of state and family education is recognized as the basis for the formation of a well-rounded person. L.G. Bogoslavets, N.A. Vinogradova, A.G. Gogoberidze, O.I. Davidova, R.P. Desheulina, N.V. Dodokina and others write about this in their works. 21st century teachers and pedagogues pay great attention to this issue. Interactions between parents and a preschool educational institution should be aimed at the comprehensive development of children, their mental and spiritual balance.





According to the concept of development of the preschool education system of the Republic of Uzbekistan until 2030, the modernization of the preschool educational institution means achieving a new quality of preschool education: "for the all-round intellectual, spiritual-moral, aesthetic and physical development of preschool children the directions of creating conditions" are defined. [8].

His spiritual and moral education is important in bringing up a child to be perfect in all aspects. The success of a pre-school child in the future at a general secondary school, as well as the formation of his place in life, depends on the level of his spiritual and moral education. During the preschool age, the child's personality is formed in the educational and upbringing processes organized in the family and in preschool education, that is, basic personal qualities such as initiative, organization, socio-cultural activity, openness to active communication, independence, responsibility, accountability are formed.

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