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PEDAGOGICAL CONDITIONS FOR ORGANIZING COOPERATION BETWEEN PRESCHOOL EDUCATIONAL INSTITUTIONS AND FAMILIES

Safayeva Iroda Soataliyevna

Master's student, Asman University

Abstract. This thesis analyzes the theoretical foundations, legal requirements and practical problems of cooperation between preschool educational institutions and families. Cooperation is interpreted from the standpoint of ecological systems theory and models of parental involvement, and four pedagogical conditions for organizing it effectively are substantiated: subject–subject relations, a differentiated approach based on the study of families, a variety of forms of cooperation, and the professional readiness of educators. Drawing on international research, practical proposals are made.

Keywords: preschool education, family, cooperation, parental involvement, pedagogical conditions, preschool teacher, home learning, differentiated approach.

Preschool age is the most sensitive period in the formation of personality, and during this period the child's development is shaped jointly by the family and the preschool educational institution. When their requirements point in the same direction, the knowledge and skills a child acquires in kindergarten are reinforced at home; otherwise, contradictions between educational demands cause uncertainty and unstable behaviour in the child. For this reason, the Law of the Republic of Uzbekistan “On Preschool Education and Upbringing” establishes the unity of the educational influence of the family and the preschool educational organization as one of its basic principles (Article 4) and defines comprehensive support to the family in the child's development and preschool education as one of the main directions of state policy (Article 5). The Concept for the Development of the Preschool Education System until 2030, in turn, identifies parents' lack of sufficient information about the benefits of preschool education as one of the problems of the system.

The idea of cooperation has deep roots in national pedagogy. A. Avloniy described upbringing as “a matter of life or death, salvation or destruction, happiness or disaster”; today this idea expresses the shared responsibility of the family and the educational institution for the upbringing of the child. According to U. Bronfenbrenner's ecological systems theory, a child's development is influenced not only by the family and the kindergarten themselves but also by the system of links between them – the mesosystem: the stronger and more mutually supportive these links are, the wider the child's developmental opportunities become. J. Epstein distinguished six types of parental involvement – parenting, communicating,



volunteering, learning at home, decision making and collaborating with the community – and proposed a model for organizing cooperation systematically. The meta-analysis by X. Fan and M. Chen showed a positive relationship between parental involvement and children's academic achievement, with parents' aspirations and expectations for their child's education being particularly important.

In practice, however, cooperation is often limited to parent meetings, announcements and organizational matters, and parents are regarded not as equal participants in the educational process but as recipients of information. The research of K. Hoover-Dempsey and H. Sandler showed that parents' involvement in education depends on how they understand their own role, on their confidence in their ability to help their child, and on the invitations to participate that they receive from the institution. Consequently, the low involvement of parents is usually explained not by their indifference but by the insufficient creation of pedagogical conditions for cooperation. The analysis makes it possible to identify four such conditions.

The first condition is building cooperation on the basis of subject–subject relations. Parents should be regarded not as a party to be “taught” but as partners who know the child best and are directly interested in the child's development. Recognizing that the common goal of the educator and the parent is the all-round development of the child and creating an atmosphere of mutual respect and trust are the starting conditions of cooperation.

The second condition is a differentiated approach based on the study of families. Since families differ in composition, parents' employment, level of education and pedagogical needs, addressing all families in the same form and at the same time is ineffective. Studying families through questionnaires, interviews and observation makes it possible to choose suitable forms of cooperation for young parents, large families and families of children with special educational needs.

The third condition is a variety of forms of cooperation and support for the child's development at home. Alongside traditional meetings and consultations, open lessons, projects involving parents, master classes, family clubs and digital communication channels turn parents into active participants in the process. In the study by J. Fantuzzo and co-authors, home-based involvement of parents of preschool children – for example, reading to the child at home – was more strongly associated with the child's attention, task persistence, motivation to learn and vocabulary than participation in activities at the institution. In the study by B. York, S. Loeb and C. Doss, sending parents of preschoolers regular short text messages about simple activities to do at home increased parental involvement at home and at the educational institution by 0.15–0.29 standard deviations.



The fourth condition is the professional readiness of educators to work with families. Communicating effectively with parents, giving them clear information about the child's development, resolving disagreements and providing advice require special professional skills. Summarizing a large body of research, A. Henderson and K. Mapp showed that cooperation with families is more strongly linked to children's results when it is clearly focused on supporting the child's learning; such cooperation can only be organized by a specially prepared educator.

In conclusion, the effectiveness of cooperation between the preschool educational institution and the family is determined not by the number of events but by the creation of pedagogical conditions for its organization. Regarding parents as equal partners, taking families' needs into account, diversifying the forms of cooperation and directing them towards the child's development at home, and preparing educators for this work make it possible to ensure in practice the unity of the educational influence of the family and the preschool educational organization established by law.

The following proposals are put forward to improve cooperation between preschool educational institutions and families:

1. At the beginning of each academic year, to study families through questionnaires and interviews and, on the basis of the results, to draw up a differentiated annual plan of cooperation with families for each group.
2. Alongside traditional parent meetings, to introduce open lessons, projects involving parents, master classes and family clubs, and to involve parents in discussing and making decisions on matters related to the institution's activities.
3. To establish a system of regular messages to parents via messaging applications about short activities to be done at home in line with the topics of the "Ilk qadam" ("First Step") state curriculum.
4. To include a practical module on "Pedagogical cooperation with families" in professional development courses for preschool educators and to organize regular consultations for parents by the institution's psychologist.

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