

**ORGANIZATION OF WORK FORMS IN PARTNERSHIP WITH PRESCHOOL  
EDUCATION AND FAMILY**

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**Annotatsiya:** maktabgacha ta'lim tashkilotlarida pedagog va oiladagi ta'limiy integratsiyalash ishlari tizimli ravishda olib borilgandagina oila tarbiyasi va ijtimoiy tarbiya o'rtasidagi xamkorlik ishlarini olib borish usullari yoritilgan

**Kalit so'zlar:** integratsiya, xamkorlik, modellashtirish, tasnifi

**Аннотация:** методы взаимодействия семейного воспитания и социального воспитания выделены только тогда, когда сотрудничество с организацией дошкольного образования и родителями осуществляется системно.

**Ключевые слова:** интеграция, кооперация, моделирование, классификация.

**Abstract:** methods of interaction between family education and social education are highlighted only when cooperation with the organization of preschool education and parents is carried out systematically.

**Key words:** integration, cooperation, modeling, classification.

In order to achieve the great goal of educating the younger generation in the qualities of perfection, expanding their horizons, forming a healthy worldview and beliefs, as well as shaping their behavior oriented towards spirituality are among the urgent tasks of today's education. In the current conditions, the goals and objectives of education and upbringing, which form the qualities of a well-developed and harmonious person in a child, are to combine spiritual wealth, moral purity, and social activity with physical perfection. "The content and methods of preschool education are organized in an environment where the processes of the formation of the child's personality, his recognition as an independent person take place. It is in the preschool period that the child's universal human qualities are formed, which will help him to be successful in all future activities and in life in general."

Our President Sh. Mirziyoyev has consistently continued reforms in the field, and preschool educational organizations are being developed based on the requirements and standards of the time. In order to effectively use such opportunities and help children grow as mature individuals,

the role of not only representatives of the field, but also the wider community - the family and the neighborhood - is invaluable. It is not for nothing that our people have a saying that “one child needs seven neighborhoods of parents.”

The Law of the Republic of Uzbekistan “On Preschool Education and Training” sets out the basic principles of preschool education and training.

In particular:

- the availability of preschool education and upbringing for every child;
- equality of conditions for the development of talents, interests and abilities of every child;
- the unity of the educational impact of the family and preschool educational organization on the education, upbringing and health of preschool children;
- the harmony of the education and upbringing of preschool children;
- an individual approach aimed at the development of the child's personality;
- the consistency and continuity of preschool and general secondary education;
- the democratic and secular nature of education and upbringing;
- transparency and openness of the educational process;
- the content, level and volume of preschool education and upbringing are determined by the developmental characteristics and health of preschool children.

The main directions of state policy in the field of preschool education and upbringing:

It is worth noting that the full acceptance of the rules of society by the growing generation, the growth of a good and necessary person of their time, directly depends on the correct relationship that the family establishes with other formal educational institutions. The role of preschool educational organizations in the process of socialization is of particular importance. Because the employees of the institution communicate directly with the child's parents every day. In addition, the educator himself appears in two different positions in relation to the parents - as an official educator and as a sincere, attentive interlocutor. However, it is not so easy to coordinate the work of family members and employees of preschool educational organizations in the upbringing of one child, to achieve good results. Because only when both parties trust each other, can there be sincere communication between them and positive results in upbringing can be achieved.

A number of psychological principles of such a successful relationship can be distinguished:

- first of all, the educator should be able to show the parents only the best side of their child, only if the image of the child is positive for the parents, they will bring their child from home in a good mood and say goodbye to the educator warmly when returning home. The child should also be able to respect him and listen to what he says in the activities. Otherwise, the parents may be offended and bring their child to the preschool educational organization and teach him to ignore the rules. So, the first principle is to be able to create a positive image of the child in the preschool educational institution for the parents;

— educators of preschool educational organizations should be able to show the child's achievements, what knowledge, skills and abilities he has acquired in daily communication with parents. For example, he should be able to provide informal information about how he behaved in communication with peers, whether he has friends, how he was able to master a given poem or other task today, and how he was able to help someone. The second principle is to keep parents informed about the child's achievements. This strengthens the partnership between parents and educators;

When systematically carrying out propaganda work for parents, the educator should adhere to the following:

1. Pedagogical propaganda work should be carried out in connection with the practice of life and society. It is advisable to provide the general public with an understanding of the issues of comprehensive upbringing of children, ways of their implementation, and scientifically based methods through propaganda.
2. It is effective to carry out propaganda work on the possibilities of family experience in raising children, on the contrary, on the mistakes made in raising children and their prevention and elimination.
3. Taking into account the different levels of knowledge of parents, the information materials prepared for them should be convincing, illustrative, and affect their emotions.

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