

Family School Administration in the Organization of Preschool Education

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Abstract: teachers and parents generally emphasize the need for a positive, supportive and open relationship between home and school, parent and teacher. In addition, studies have shown that parental involvement and successful collaboration of parents and teachers improve educational outcomes for students. The article also analyzes the activities of parent-child cooperation with MTM and its results in the educational process.

Keywords: MTM, neighborhood, parent, education

INTRODUCTION

Parents are important partners in education. They influence their children's attitudes towards education and support learning at home. They are the vital link between home and MTM. And when they become involved in MTM life, they make our MTMs better places to learn, grow and develop. Parental Involvement Policies recognize that student achievement and achievement increase when parents are welcomed and respected as partners and given the support they need to contribute at home and in STEM. It outlines the following steps to promote a positive climate in MTM:

- Teachers encourage and support interactions between MTM and families.
- Everyone is treated with respect.
- MTM culture fosters a sense of community and caring relationships.
- Parents are involved in MTM activities.
- Everyone feels safe and secure.

Regarding the relationship between parents and teachers, he identifies the following characteristics of the team of parents and teachers:

- Take time to meet each other and listen carefully.
- Treat each other as integral parts of the planning and decision-making team.
- Allow everyone to express their opinions and make suggestions.
- Approach disagreements in a way that encourages mutual problem solving.
- Encourage a second opinion when there are contradictions or when a difficult situation cannot be answered.

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The organization of pre-school education is an extremely important organization for the life of society, education of children and the development of the country. Each child has a different character in his own world. Therefore, it is important to understand these small innocent worlds and give meaning to them, to establish strong cooperation methods with parents in order to form their own «I». An important aspect is taking into account their personal experience with new approaches to relations with parents. It is necessary today to direct the content of communication to the problems that affect the development of children, taking into account the educational requests and wishes of parents. It covers the relationship between educators and parents, self-interest, ways to get rid of old views, and the emergence of a reflective attitude to one's work. This cooperation, which is carried out on the basis of the principle of child education and upbringing, implies the ability to interest children, analysis of their own educational activities, and regular control of their children by parents. According to the English philosopher Francis Bacon – «A child is the joy of the family, the support of parents, the life force of society. Because of children, life is sweeter and death seems less terrible» - what true and necessary sentences. Today, with the development of our time, the concept of «parental responsibility» is becoming a comprehensive concept. Parents provide materially for their children, raise them and organize their education. Family education is a long-term, continuous, multifaceted process. Educator? In our opinion, education, like upbringing, is a process that starts from the family and is strengthened at this point. Especially in the education of children of preschool age, the role of cooperation between preschool education organizations and parents is incomparable[1]. It is an undeniable fact. Therefore, each child is a precious gem for us kottas, or a sprout that is sprouting and growing.

Therefore, the more attention, time, and resources teachers spend on their children, the better.

It is possible to achieve positive results in the education of children due to skillfully combining the forms of work of preschool educational organizations with parents as a team and one-on-one, organizing pedagogical campaigns among the general population. Below we present the most common forms of work of MTTi employees in cooperation with parents and families: «Because educating children is educating the future.» New approaches to the relationship between teachers and parents, exchange of information and cooperation in the promotion of pedagogical knowledge in a dialogical direction

Cooperation with parents as an interpersonal communication of the educator. The main concept here is dialogue, which means personal equal communication and joint experience.

- One-on-one work with parents. Previous pedagogical experiences show that this type of work is of great importance. In this case, the educator organizes the personal characteristics of the family and the child and takes them into account in his educational work. In the experience of our MTTs, various forms of one-on-one work with parents have been identified; visit of the tutor to the family, conducting a conversation for the parents, giving them advice, familiarizing the parents with the life of the institution.
- activities organized with parents in a team style. These are group and general meeting of parents, school of parents, conferences, Saturdays, question-and-answer sessions.

Thus, the cooperation of the preschool educational institution with the family is carried out in various forms. These forms are traditional (parents' meeting, interviews are conducted both individually and in groups) and non-traditional (conferences with parents, roundtable discussions) is divided.



Thus, further increase of preschool education organization and family cooperation; widely promoting the latest achievements of psychological and pedagogical sciences among parents, organizing large and small non-traditional meetings with parents and teachers of the institution on various topics, meetings with representatives of famous fields, holding artistic evenings, embodying spiritually rich personalities in the eyes of children, awakening the feeling of being proud of the generations and being suitable children for them. But the success of these organized events and meetings is closely related to the attitude of the parents of the students. Therefore, it remains our main task to increase the sense of responsibility in our parents. Today's recommendations for educators of modern preschool education organizations: - in our modern age, information technologies are rapidly developing, social networks are widely used by everyone around us, and modern educators should use them wisely. – When inviting parents to general and special meetings, give special names such as «Mothers' meeting» or «Fathers' meeting». This makes it possible to involve both fathers and mothers, who are constantly active in the educational process, through a special invitation.

Not only the creativity and enthusiasm of the educator, but also the responsibility of the parents are important in the process of carrying out the above-mentioned works. Our parents demand that the group teacher be more responsible for their children's future success, and sometimes even remind them of their duties. Sometimes they engage in work, sports, singing, or dancing. These activities are important for the child's development, but they are not enough. When these activities are continued at home, the results are as expected. And parents are equally responsible, because the child is the future of the country and society it is a supporter, the trust of the family. It is a sprout, the more we take care of it, the sweeter the fruit will be when it grows. A person who dreams of the child's maturity and his reaching high heights, is a parent in front of his child, a citizen in front of the society every parent who deeply understands their role, every educator and pedagogic employee who loves their profession, which is a part of their life, should approach this task with responsibility and fulfill it conscientiously.

I realized that during my training in preschool education organization number 11, it is possible to establish cooperation between preschool education organization and parents in various ways. Tasks in the new academic year, the results of academic work, physical and mental development, speech development,

I found out that there are individual and group conversations with each parent regarding teaching foreign languages. In cooperation with the family, educators and parents of the preschool education organization provide a unified system for raising a child of preschool age.

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