



Educating a Mature Generation in Cooperation with Preschool Education Organization and Family

Matrizayeva Bonu Saburjon kizi

Student of the Faculty of Pedagogy of Urgench State University

Annotation: In this article, the importance of preschool education organization and family cooperation in raising the young generation to become well-rounded and worthy children of our nation, methods of educating children in preschool education organization and family cooperation, the teachings of thinkers about the role of the family in the education process, sending children to school the role of parents in preparation is highlighted.

Key words: organization of preschool education, pedagogical skills, parents, cooperation, educator, family, age of preschool education, upbringing.

The development, spiritual growth, prosperity, prospects of every country and its place among the most developed countries depend on the youth, who are the future of the country, who are spiritual, have high intellectual potential, and embody good qualities in their minds and hearts. Raising a generation that is mature and mature in all respects, selfless, earnestly serving the fate of the Motherland, bringing up education to higher levels in terms of quality and content, first of all, lays a responsible task on pedagogues and educators. President Sh.M. Mirziyoyev said, "The role and importance of the preschool education system, which is considered the most important link in the education of our children, in the life of our society cannot be erased by anything." It can be seen that today it is important to study the characteristics of children of preschool age, to raise a well-rounded generation. For example, the establishment of the Ministry of Preschool Education, State requirements for the development of primary and preschool children of the Republic of Uzbekistan, "Ik Kadam" State Curriculum, "Development of the Preschool Education System of the Republic of Uzbekistan until 2030 Adoption of normative legal documents such as "Concept", Law of the Republic of Uzbekistan "On preschool education and training, Measures to improve the management of the preschool education system" is gaining special importance in improving the quality of education in the educational system.

It is known that from the age of 2-3, the child expresses his needs and thoughts more clearly and asks for things that he can think of, and begins to examine them carefully. The first education is given to a child by his family. Among other things, parents teach children how to look at our national qualities with love and how to hate vices.

In his works, the thinker and scientist Abu Raykhan Beruni also thought about the influence of the reputation of parents and educators on the child. This also meets the current requirements. He says that the power of parents' educational influence on children is based on reputation. However, this authority is not given by nature, it is not created artificially, it is not achieved by fear, intimidation, or force, but it comes from affection towards parents.

Our great grandfather Alisher Navoi said that it is impossible to make mistakes in education. In fact, making a mistake in raising a child can affect his future. There are many mistakes in raising a child in the family, one of the most common of which is parents' desire for excessive control, not allowing

children to think independently and do something. and as a result, the child grows up unwilling and selfish. According to these signs, several types of family can be distinguished. Educators need to know the types of families and work with them in their own way. Types of families are shown in the treatise "Family" by Rezauddin Ibn Fakhridin.

The first type. Peaceful families are active in work, social, political and cultural life including many participating families. This type of family is characterized by spiritual closeness between parents and children, intelligent and standard requirements, and successful assimilation of the child's norms of social behavior.

The second type. Superficially peaceful families. In this type of family, the demands placed on children by family members are not uniform, but spontaneous. It does not take into account the capabilities of the child. The child's life is organized incorrectly. In this type of upbringing, situations such as disrespect for parents, failure to meet their demands may develop. When working with superficially peaceful families, the educator pays close attention to the psychological state of the family, mastering the direction of the relationship between the parents.

Troubled families. Such families have few spiritual interests. Such families are characterized by indifference to production, family duties, neglect of family traditions, and indifference to housework. The child becomes fearful, rude, quarrelsome. They disobey adults and team rules. Most of the children with "difficult upbringing" grow up in such families. In modern conditions, the problem of troubled family is one of the most urgent problems. Family is the first social environment for a child of preschool age. If it is restless, it will have a negative effect on the child's health and behavior.

The educator should always monitor the health and behavior of the children and their relationship with their peers. Such families are reflected in the restlessness of the child.

Single-parent families. In this type of family, there is no father or mother. In such families, it is important to strengthen the influence of each of the family members on the child in order not to express the absence of one of the parents, and to involve other relatives of the member who left the family in the upbringing of the child, so that the child does not feel a deficiency in mutual relations.

This is the proof of N. K. Krupskaya's opinion that "Family education means first of all self-education for parents." If this child is full, but in a family where there are regular quarrels, he will develop better in terms of learning and upbringing.

There are forms of working in cooperation with the preschool education organization and parents in a team style and individually, and if these processes are regularly implemented, in addition, positive results can be achieved in the education of children due to the organization of pedagogical campaigns among the general population.

- one-on-one work with parents. Advanced pedagogical experiences show that this type of work is of great importance. In this case, the educator studies the personal characteristics of the family and the child and takes them into account in his educational work. Various forms of one-on-one work with parents in pre-school educational organizations have been determined: visits of educators to families, interviews for parents, giving them advice, familiarization of parents with the life of pre-school educational organizations.
- activities organized as a team with parents. These are group and general meeting of parents, school of parents, conferences, Saturdays, question-and-answer evenings.
- guided works. This type of work is demonstrative, showing children's work, open-door days, pedagogical information stands, a library for parents, a folder with materials on all issues of family education.
- it is possible to provide pedagogical training to parents and show others.

Such forms of cooperation with parents are considered effective and are important for the child's well-rounded education.

In pre-school educational organizations, it is appropriate if trainings for parents, interactive methods are held from time to time. To strengthen the activities conducted for children, the educator plays games that parents can use on a daily basis. should lead and give pedagogical advice. Especially, in determining the school readiness of 6-7-year-old children, every activity conducted with the participation of parents helps them to understand what their children are capable of, and parents, knowing the children's interest, try to develop this interest during the school period. through processes, it is possible to increase the responsibility of family members in preparing children for school.

The environment also has its place in the upbringing of a child. In a preschool educational organization, the educator is responsible for the child, and in the family, the parents are responsible. He should be interested in the environment in the circle of students. The teacher should be able to use the educational environment wisely. For example, he should put children with relatively low level of mastery in the group of children who love books, with good mastery and education, or children who are lagging behind in terms of speaking skills. p should join the group of children who can express their opinion independently, and divide them into one group during the training process. In this process, the environment has a positive effect on children. It would be appropriate if parents use the same process.

Thus, it is considered an effective way to carry out activities in cooperation between preschool education organization and family, and the educator should approach the process of cooperation on the type of families. As the child consolidates what he has acquired in the preschool education organization in the family circle, his mastery rate increases. How successful the future generation will be depends on the education they receive from a young age and on the correct orientation to the field they are interested in. Because childhood interest is maintained throughout a person's life. It is necessary to use modern technologies in cooperation with parents. If the organization of pre-school education and family cooperation is properly organized, it is possible to raise a well-rounded generation that can contribute to the future of our nation.

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