

**PEDAGOGICAL WAYS OF COOPERATION WITH PARENTS IN PREPARING
PRESCHOOL CHILDREN FOR SCHOOL***Urinova Dilbar Abdusamat kizi**Independent researcher of the**Institute of Advanced Training in Preschool Education**Psychologist of the Yakkasaroy district SPEO No. 362*

Abstract:The mechanisms of cooperation between the kindergarten and the family in preparing preschool children for school are described in detail, and the tasks of parents and the kindergarten in preparing a child for school and their views on education and upbringing are analyzed on the basis of scientific and practical pedagogical laws.

Keywords:State requirement, preschool age, test, questionnaire, psychodiagnostics.

The implementation of the goals and objectives set for the development of preschool children and their preparation for school is monitored through the “State Requirements for the Education of Preschool Children”. The State Requirements define the main areas of the content of education for preschool children and the minimum requirements for their level of readiness for school and are recognized as a state document.

The preschool educational organization requires the educator to recognize and appreciate the values, lifestyle, and distinctive features of the family and the community with which they work, as well as to appreciate many important methods that contribute to the education and development of children. Educators working with preschool children expand their educational opportunities, building on what children learn in the family and community.

In preparing children for school, in accordance with the Law of the Republic of Uzbekistan “On Preschool Education and Training”, a child receives preschool education at home, through independent education by parents, or in permanently operating preschool educational organizations, as well as in preschool educational organizations for children not involved in preschool educational organizations, in special groups or centers organized in schools, neighborhoods. The transition of a preschool child to school education always entails quite serious changes in his life, morals, interests and relationships. Therefore, it is necessary to prepare the child for school education at home, introducing him to not too difficult knowledge, concepts, skills and qualifications.

Preparing children for school implies, firstly, organizing educational work in a preschool educational organization in such a way as to ensure a high level of general, comprehensive development of children of preschool age, and secondly, to provide special preparation for children to master the subjects that they must master in the primary grades of school. General readiness for school is such a level of mental, spiritual, aesthetic and physical development that a child has reached by the time of going to school, which creates the necessary basis for the child's active entry into the new conditions of school education and the conscious acquisition of educational material. In most cases, when talking about the level of mental development of a child, more attention is paid to the amount of mental knowledge, which is determined by the child's vocabulary. Parents, and even some teachers, think that the more a child knows, the more developed he is. In fact, this is not the case, due to the widespread use of science, technology, and mass media, today's children seem to be

swimming in an ocean of information. This is the basis for a sharp increase in their vocabulary, but this does not mean that their thinking is also developing at the same pace. Mastering the educational programs implemented at school requires that the child has sufficiently developed cognitive processes such as the ability to compare things, analyze, generalize, and draw independent conclusions. Therefore, psychodiagnostic tools, tests, and questionnaires that are currently widely used by school psychologists in the process of admitting children to first grade are mainly methods designed to determine the level of development of the above-mentioned characteristic in a child.

The process of developing children and preparing them for school in preschool educational organizations is carried out in three stages:

1. Physical development of children.
2. Development of children's speech and thinking.
3. Spiritual development of children. Based on the goals and objectives of preschool education, the purpose of the subject "Methodology of preparing children for school" is to familiarize students with the methods and techniques of preparing preschool children for school.

Preparing children for school also develops in connection with biology, psychology, and youth psychology. Physiology is the natural and scientific basis for preparing children for school, which is primarily based on information about the development of higher human nervous activity, typological characteristics of the nervous system, sensory organs, musculoskeletal system, cardiovascular and respiratory systems, endocrine glands, and the like. When preparing children for school, on the basis of this information, they will be able to more successfully solve the issues of increasing the effectiveness of the educational process, and will have the opportunity to study in more depth some of the laws of mental events and processes. Modern physiology helps to correctly solve the most important pedagogical problems: to determine the influence of the environment, heredity and upbringing on the development of children, the formation of their abilities, and so on. Age physiology, which gives the basic principles of the structure and laws of movement of a growing organism, is of particular importance for the development of educational issues. Without knowing these features, it is impossible to correctly determine the means and methods of education, organizational forms of conducting one or another activity or educational event in accordance with the age of the pupils. Conclusions about the higher nervous activity of physiology, typological features of the nervous system help in developing the methodology of the pedagogical educational process, in creating better conditions for children's activities.

The system of work with the family of a preschool educational organization should have a clear goal and content. It is advisable to carry out planned and consistent work using various and interrelated forms and methods, analyzing the results of previous achievements and experiences in cooperation with parents. The day when parents take their children to kindergarten for the first time is associated with many emotional feelings. Therefore, in the second half of August every year, excursions, meetings and general meetings can be held for parents in the preschool educational organization. This includes information about the kindergarten's regime, content, educational process, etc. By skillfully combining the forms of work with parents in a team and individually, preschool educational organizations can achieve positive results in raising children. Here are some of the most common forms and methods of kindergarten staff working with parents and families:

- One-on-one work with parents and families. Advanced pedagogical experience shows that this type of work is of great importance and gives the expected results. In this case, the educator studies the personal characteristics of the family and the child and takes them into account in his educational work. As a result, friendly relations, mutual respect and trust are established between the educator and the family more quickly. In the experience of our kindergartens, various forms of one-on-one work with parents and families have been identified, namely, the educator's visit to the family, holding conversations for parents, giving them advice, introducing parents to the child's life in kindergarten, etc.

- Work organized in a team style with parents. These are group and general meetings of parents, parents' schools, conferences, Saturdays (joint practical activities of kindergarten employees with parents), question and answer evenings.

- Demonstration work. This type of work includes: exhibitions, photomontages, demonstrations of children's work, open days, pedagogical information stands (parents' corner), a library for parents, folders with materials on various issues of family education, etc. Of course, these forms can be different. The creative approach to this work also depends on the kindergarten director, educators, and the parents themselves (in some cases, experienced parents can give advice).

- Visiting the child's family and getting to know family members better.

- Providing pedagogical training to parents, etc. Among these, visiting the child's family and getting to know the family members is not an easy task for everyone. We consider some of the forms of work carried out in cooperation with parents and the family to be appropriate. Studying the family in which the child lives is one of the effective ways to establish close contact with the parents and provide them with support and advice. The educator does not visit the family as an inspector, but as an advisor, friend and person who helps the child in raising the child. The main purpose of the educator's visit to the family is to see the conditions in which the child is being raised and, if necessary, to provide assistance to the parents. Therefore, the educator should carefully consider the proposals he makes to the parents. When home visits are organized with a specific goal in mind, they not only provide an opportunity to get acquainted with family upbringing and identify the specific features of the child's behavior in the family, but also to determine the content of individual and collective work with parents, as well as their various forms. Sometimes such a phenomenon can be observed: a lot of attention and care is paid to the child in the family, order is established in the family, the child eats well, and the child is not given any tasks. The child does not clean up his place and toys himself, this work is done by his parents or older family members. In this case, the educator advises that the parents should allocate a separate place, a corner for the child in the house, this measure will allow his life in the family to be properly organized. In his corner, the child lives, plays, draws, makes toys, etc. The first visit to the family is especially responsible. The development of mutual understanding, trust and positive communication between the preschool educational organization and the family depends on how this work goes. Before visiting the family, it is necessary to determine for themselves information about its members, the professions of the parents, their places of work, etc. If the educator draws up a characteristic of the child's level of development and upbringing before visiting the family, the visit to the family will be more effective. In this case, it is necessary to identify those aspects that require clarification and discussion with the parents. The first visit should give the educator a general idea of the family's lifestyle, the family "situation", and the child's upbringing in the family. Subsequent visits will allow the educator to understand

in detail specific issues of the child's upbringing. When visiting the family again, the educator is interested in whether his advice and suggestions have been implemented or not. The purpose and content of visiting the family should be reflected in the educator's plan, account and special diary. It is recommended to visit the family at least twice a year. Family visits, analysis of questionnaire data, reveal the general picture of positive experience and specific difficulties in family upbringing. This helps the head and educator to improve the pedagogical culture of parents of different age groups, to direct the work of educators with parents in a certain system. The most common method of personal work with the family is a conversation - it can be held during the morning reception and evening drop-off of children. They help educators and parents get to know each other better, inform each other about the child's life, monitor changes in his successes and shortcomings, behavior, and health. Personal consultations are much closer to a conversation. Consultations are held when there is a need for a more detailed conversation with parents to analyze any shortcomings and mistakes they have made in raising a child, and when it is necessary to give them qualified advice and recommendations to correct the situation. Consultations allow for in-depth coverage of rather narrow issues. The choice of topic for them is determined by the results of observation of children or by the problems of upbringing.

Thus, mental readiness for schooling is a complex of interconnected components of the mental and speech development of children. The unity of cognitive activity, cognitive interests, child's thinking methods, conscious ideas about the world around them, speech and the general level of elementary educational activity is a prerequisite for successful schooling, which is of great help to us, educators and parents.

List of used literature:

1. Maktabgacha ta'lim muassasalarida ta'lim jarayonini mavzuli rejalashtirish (barcha yosh guruhlari uchun) 2018 y.
2. O.U. Hasanboeva va boshqalar. Maktabgacha ta'lim pedagogikasi. Pedagogika kolleji uchun o'quv qo'llanma (3-nashr) T.: "Ilm ziyo", 2012y.
3. <http://www.edu.uz>
4. <https://fayllar.org/maktabgacha-talim-tarbiyachilari-kasbij-ajta-tajerlov-v2.html?page=4>