
WORK WITH FAMILIES TO PREPARE CHILDREN FOR SCHOOL

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Abstract:	Keywords
<p>This article reveals that the content of joint collective and individual work of preschool educational institutions and parents, as well as the skillful combination of activities aimed at the general public, can give positive results in raising children. The forms of interaction with parents include the activities of the parent committee, personal conversations with parents, group and general parent meetings, group consultations and meetings.</p>	<p>Individual work with parents and families, group and plenary parent meetings, suggestions and wishes, positive impression, effective interaction, friendly relationships, mutual respect and trust.</p>

Introduction

Cooperation with families of preschool children should have a clear goal and content. It should be based on an analysis of previous achievements and experience of interaction with parents, and include systematic and consistent activities using various forms and methods. A parent visit, Conference, or general meeting for parents is organized to the preschool in late August each year. It discusses the state curriculum of the preschool organization, job descriptions and the process of raising and teaching children. Teachers, assistant teachers, and nurses will be introduced. The director, teachers, and all staff try to make a positive impression on parents, and parents are happy to know that their child is in the hands of teachers who love their profession and their work. Educators who observe children every day, noting the positive and negative aspects of their development, and advising parents on how to effectively influence their children, conduct various activities with families. Some educators maintain relationships with families from the time the child starts preschool until they graduate from school.

Children's health and physical development are regularly monitored by pre-school medical staff. Parents are advised on hygiene, children's agenda, proper nutrition, physical education. A skillful combination of joint and individual work of preschool educational institutions and parents, as well as educational companies aimed at the general public, can give positive results in raising children.

The most common forms and methods of joint work between preschool educational institutions and parents are:

a) individual work with parents and families.

b) work in collective order with parents and families. High pedagogical experience has shown that this type of work is very important and gives the expected results. In this, the educator studies the personal characteristics of the family and child and reflects them in educational activities. As a result, friendly relations, mutual respect and trust are quickly established between educators and families. Group and plenary parent meetings, parent schools, conferences, Saturdays (practical training sessions for preschool teachers with the participation of parents), and question-and-answer evenings are held. A group parent meeting is a meeting held separately with the parents of children in a particular group (e.g., a small or medium group). It discusses the education, development and problems of children of this very Group.

A plenary parent meeting is a general meeting in which all parents participate. This meeting will discuss issues on the scale of the organization, the general plan, educational work and important news. Such events include exhibitions, photomontages, a demonstration of children's work, an open day, stands for pedagogical information ("parents ' corner"), libraries for parents, folders with materials on various issues of education at home, etc.

Visiting the child's home and meeting the family. One of the most difficult tasks is visiting the child's home and meeting the family members.

1. Visiting children's homes is one of the most effective ways for educators to build close relationships with parents and provide them with support and advice. Educators visit families not as supervisors, but as counselors, friends, and assistants in raising children. The main purpose of a teacher's home visit is to determine the conditions in which the child is being raised and, if necessary, to help parents. Therefore, teachers should carefully consider the suggestions they make to parents.

If the home visit has a specific purpose, it is possible not only to study the upbringing in the family and determine the characteristics of the child's behavior at home, but also to identify various forms of planned work that can be discussed with parents in an individual or collective format. The teacher, as seen at home, not only transforms the child, but also analyzes him and talks about the pros and cons of home education at parent meetings. Then they give valuable advice.

2. It is also possible to demonstrate the positive aspects of home education at events organized for parents. Home visits and communication with parents should be carried out in accordance with pedagogical etiquette. When the positive aspects of their children are revealed in a conversation with parents, parents ' respect for educators, their trust increases. Sometimes it is necessary to show parents the shortcomings in the upbringing of their children.

3. The only child in the family receives a lot of attention and care, there is order in the house, the child eats well, but he is not given any tasks. Children's places or toys are usually collected and cleaned for them by their parents or older family members. In such cases, educators advise parents to allocate a separate place and corner for the child at home. This

corner is where the child lives, plays, draws, and puts away their toys when they're done playing.

The first visit to the home is a special responsibility. School and home education depend on building relationships, trust, and positive communication. Before visiting the home, it is important to learn about the parents' occupation and place of work. It is more effective if caregivers know the child's developmental and educational level before visiting the home. At the same time, they should identify what needs to be discussed with parents and highlight the points that need to be discussed. During the first visit, the educator will have a general idea of the lifestyle of the family, the "situation" in the family and the development of the child in the family. Subsequent visits will allow the teacher to understand in detail certain issues related to the upbringing of the child. When the teacher visits the family again, he asks if the advice and suggestions have been implemented.

4. Through friendly conversations with parents, other family members, and the child's personal observations and questions, educators obtain the information necessary to get to know the child and family better. All of this has a very effective impact on the child's learning. Based on the results of these visits, the teacher can plan individual work with the child. When visiting a home and getting to know the child, it is useful for educators to follow certain rules. The teacher can tell all the children in the group about the child's visit home (if this happened at the teacher's initiative) and call such a story, for example, "an interesting story." Children love to hear these stories and learn about the "heroes."

Such stories give children the opportunity to find their good side, look critically at the shortcomings of their peers and criticize themselves. The content of family conversations depends on the age of the children. Parents of preschool children discuss issues of play, work, reading, and the development of moral and volitional qualities. The purpose and content of the home visit should be reflected in the teachers' plans, notes, and special diaries. It is recommended to visit the house at least twice a year. The results of home visits and analysis of questionnaire data provide a general picture of positive experiences and specific challenges in working with children at home. This will help school principals and educators to improve the pedagogical culture of parents of different ages and direct the work of parents and educators into a specific system.

Private conversations with parents. Conversations are used as the most common method of individual work with families and can be held during morning pick-up or evening dismissal. Conversations help teachers and parents get to know each other better, inform each other about the child's life, and track his successes and failures, behavior, and health changes. This form of personal conversation with parents should be widely used by educators when communicating with children. After all, what is important and interesting for one family may be unnecessary for another. Therefore, knowing the educational situation in the family helps to determine the content of individual work. The organizers of such conversations will be teachers. Personal conversations should be informal, not involve strangers, and be relevant only to the interlocutors. Morning conversations between the

teacher and parents are short, but important for determining the child's mood, creating a good atmosphere, and building trust in the teacher. It is useful to ask parents about the child's condition, their sleep patterns, and the child's physical condition the night before or the night before. Educators give parents a brief overview of what awaits children in the group today (for example, an excursion is organized, a music lesson, a puppet theater, etc. This makes the children happy and reassures the parents. Evening conversations with parents are also limited in time. In them, the teacher talks about how the child spent the day in the group, what he did, how he behaved, and what he should pay attention to.

For example, "You should learn poetry on the weekend, please help your child." In addition, parents should not complain about their children. Many complaints mean that the teacher is pedagogically weak. During evening conversations with parents, educators can point out the child's appearance flaws (for example, seasonal clothing, shoes, hairstyle). In this case, they must justify their advice and do so in a child-friendly manner. To create the conditions for mutual understanding, parents must listen carefully to what worries them and, conversely, what makes them happy. The topic of conversation is often determined by the child's life at home and in preschool.

To better impact families, educators can schedule regular conversations. Topics for such conversations are determined based on the characteristics and behaviors of the children. These conversations take place in a friendly atmosphere, in the form of questions and answers, reflections, and notes. As a result, suggestions and wishes are expressed to improve child rearing in the family. Personal counseling is more like a conversation. Consultations are held when there is a need for a deeper conversation with parents to analyze the shortcomings or mistakes made in raising a child and to provide qualified advice or suggestions on how to improve the situation.

In consultations, more specific issues can be discussed in more detail. The topic of the consultation is determined by the child's observations or the parent's problem. (For example, a teacher is convinced that the child's capriciousness is due to improper upbringing in the family and invites the child's father or mother to a consultation on the topic "Creativity and stubbornness, their causes and ways to overcome them". The teacher tells parents about the child's health, development, behavior, educational successes and shortcomings, and answers questions of interest to parents. Such communication with the family contributes to educational work with the child, has a positive effect on him through his parents, allows you to properly plan his free time, know who he communicates with, participate in household chores and determine how useful it is.

Group consultations and meetings. If a teacher-employee knows that several parents are interested in the same issue, he or she will organize a general consultation for them. Group counseling involves not only providing parents with information about available resources, but also sharing family experiences in caring for the child. Directly discussing the family situation with parents also helps to determine the content of group counseling. Teachers prepare for the advice in advance. They select the necessary literature and materials, inform and warn parents about the exact time of the consultation. Consultations can be held

periodically or regularly. In regular consultations, the entire group of parents is consulted, and its composition depends on the topics to be discussed. Of course, the topics of group consultations can vary.

To achieve such communication with parents, educators creatively approach parents' requests. When planning consultations, it is necessary to take into account the composition, education, and pedagogical training of parents. Consultations can be carried out with visual demonstrations of educational activities, children's creativity, and practical skills (for example, making toys, festive costumes, sewing, and children's dishes). Interaction with parents is carried out in the form of group and plenary meetings. The group and plenary sessions aim to ensure that parents better understand their responsibilities and their pedagogical knowledge in raising their children. These meetings should emphasize the importance of collective upbringing of children, strengthen the authority of the teacher, and encourage parents to follow his instructions. Group parent meetings are held quarterly, as needed. The purpose of these meetings is to familiarize parents with specific pedagogical issues.

Meetings can discuss childcare, organizational issues of group work, and parental participation in holidays and excursions. When choosing and preparing the topic of the meeting, it is necessary to take into account the age of the children of the invited parents. At the same time, you can allocate more space for questions related to play, study, and work.

In addition to organizing pedagogical courses, such forms of work as “schools for young parents” are used. These “schools” invite mothers and fathers whose children are going to a preschool educational institution for the first time.

Forms of work of preschool educational institutions with parents and the public. Parent committees and public partnerships pay great attention to the work of preschool educational institutions with the parent community, including families. Each preschool educational institution has a parent committee, organized in accordance with the Regulations on the Preschool Educational Institution.

The parents' committee is elected by the general meeting of parents and serves a one-year term. It consists of one or two representatives from each group, from which the chairman and Secretary are elected. When choosing a commission, the parents' spirituality, their free time, business acumen, reputation, and interest in their children's education should be taken into account. The school principal and the teaching staff are in favor of electing an active, energetic member of the parent committee who is not far from the problems of raising children.

The PTA (Parent and Educator Association (or committee) must consider their desire to become a member, which can be elected from among parents.

The main tasks of the PTA – Parents and Teachers Association are:

1. Supporting the educational process

Cooperating with educators for the comprehensive development of children.

2. Strengthening cooperation between parents and educators.

Establishing constant communication and cooperation between parents and educators.

3. Organizing educational and cultural events.

Participate in organizing holidays, competitions, meetings and other events.

4. Help create a child-friendly environment

Assist in equipping group rooms and providing toys and didactic materials.

5. Improve parents' pedagogical knowledge.

To give parents recommendations about child education through seminars, interviews and tips.

6. Assistance in the development of the activities of the preschool educational organization

Supporting initiatives to improve the development, quality of education, and safety of children in preschool education institutions.

The educator can organize a night between parents aimed at exchanging advanced experiences in the field of children's education. Representatives of three generations – older, middle and younger-meet and exchange ideas here. Parents are interested in many issues related to their children's education, so such direct communication can be very useful. The activities of the parent committee should be planned in accordance with the annual plan of the preschool educational organization. The work of the commission is led by the chairman.

The committee meets at least once every two months. Parents actively participate in the work of each age group and provide comprehensive support to teachers. The Parent Committee helps in organizing parent nights, parent meetings, and assigns specific tasks and responsibilities to parents. Each member of the parent committee has the right, on a voluntary basis or at the request of parents, to submit issues related to improving the educational activities of the school to the parent committee for consideration.

The parent committee has the right to receive a report from the director on the prospects and working conditions of the preschool educational organization, as well as on issues of interest to parents. Members of the Parent Committee, together with educators, participate in the study and popularization of best practices in family education of children. The Parent Committee reports to the general meeting of parents and reports to it on the implementation of the decisions made.

At the suggestion (decision) of the Parent Committee, the Parent Committee may be removed from office before the end of the term of office. Other members of the commission will be elected to replace them. The Parent Committee takes into account the plans of the organization, the work schedules of the commission members, minutes and other documents are kept in the organization's educational institution, and changes to the composition of the commission are made in accordance with the minutes of the acceptance and transfer of work.

Parents participate in group sessions, learn about the program and its implementation methods, and observe how teachers interact with the entire group and individual children.

In conclusion, the relationship between preschool educators and parents' association members requires educators to be demanding of themselves and their work. At first,

teachers are hesitant to speak in front of parents, but once they get used to it, they do it with great pleasure, as they see no need to show off their work. The teacher's authority among parents increases, respect for teachers increases, and parents turn to educators for help and advice. A special set of tools for working with families has the greatest confidence and efficiency.

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