

THE ROLE OF COOPERATION OF TEACHERS, EDUCATORS AND PARENTS IN DEVELOPING A SENSE OF RESPONSIBILITY IN PRESCHOOL CHILDREN

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Abstract

The method of forming a sense of responsibility among preschoolers include suggestions for improvement through the use of integrative capabilities based on observation of the difficulties of dialogical relations in a differentiated learning environment, educational and socio-pedagogical processes. Important signs of socio-pedagogical cooperation are mutual understanding, mutual relationships, mutual actions, cooperation, interaction, compatibility. The article highlighted the cooperation of the pedagogical process, the types of interaction, as well as the importance of teacher-parent cooperation in developing preschoolers' sense of responsibility.

Keywords. Responsibility, duty, methodology, attitude, cooperation, experience, characteristics, situation, abilities.

MAKTABGACHA YOSHDAGI BOLALARDA MAS’ULIYAT HISSINI RIVOJLANTIRISHDA PEDAGOG TARBIYACHI HAMDA OTA-ONALAR HAMKORLIGI TUTGAN O’RNI

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Annotatsiya. Maktabgacha yoshdagi bolalarda mas’uliyat hissini shakllantirishda tarbiyachi va ota-onalar hamkorligi maktabgacha yoshdagi bolalarda mas’uliyat hissini shakllantirish metodikasi differensial o’quv muhitida dialogik munosabatlardagi qiyinchiliklarni kuzatish asosida integrativlik imkoniyatlarini qo’llash orqali takomillashtirishga oid takliflar, tarbiyaviy va ijtimoiy pedagogik jarayonlarni o’z ichiga oladi. Ijtimoiy pedagogik hamkorlikning muhim belgilari o’zaro tushunish, munosabatlar, o’zaro bilim, o’zaro harakatlar, hamkorlik, o’zaro ta’sir, moslikdir.



Maqolada pedagogik jarayon hamkorligi, o'zaro ta'sir turlari hamda maktabgacha yoshdagi bolalarning mas'uliyat hissini rivojlantirishda tarbiyachi va ota-onalar hamkorligining ahamiyati yoritib berilgan.

Kalit so'zlar. javobgarlik, burch, mas'uliyat, metodika, munosabat, hamkorlik, tajriba, xususiyat, vaziyat, qobiliyat.

Аннотация. Сотрудничество воспитателя и родителей в формировании чувства ответственности у детей дошкольного возраста методика формирования чувства ответственности у дошкольников включает предложения по совершенствованию через применение возможностей интегративности на основе наблюдения за трудностями диалогических отношений в дифференцированной учебной среде, воспитательных и социально-педагогических процессов. Важными признаками социально-педагогического сотрудничества являются взаимопонимание, взаимоотношения, взаимные действия, сотрудничество, взаимодействие, совместимость. В статье освещается сотрудничество педагогического процесса, виды взаимодействия, а также значение сотрудничества воспитателя и родителей в развитии у дошкольников чувства ответственности.

Ключевые слова. ответственность, долг, методология, отношение, сотрудничество, опыт, характеристика, ситуация, способности.

Introduction

The process of forming a sense of responsibility in preschool children can be successfully carried out in the conditions of cooperation between educators and parents. As a result of encountering life situations in families, children are able to understand that responsibility is a positive human quality. Children who repeatedly find themselves in situations that cause them to be responsible in life situations are oriented towards being responsible. In this case, families need timely reprimands and necessary advice. It has been repeatedly recognized in a number of literatures that upbringing should not be one-sided. The continuation of the educator's work at home ensures the viability of the information received.

Speaking about the importance of cooperation between educators and parents in the formation of a sense of responsibility in preschool children, it should be noted that this significantly updates the entire preschool education system. Active research into the use of new forms of work, interaction with parents is carried out not only in the form of psychological and pedagogical assistance, but also in the form of psychological support for the preschool educational institution. Such work contributes to the more harmonious development of the preschool child. It helps



to solve educational issues in an interconnected, coordinated manner, and affects the most problematic areas.

The Law of the Republic of Uzbekistan “On Preschool Education and Upbringing” dated December 16, 2019 [1], the Law “On Education” dated September 23, 2020 [2], the Resolutions of the President of the Republic of Uzbekistan No. PQ-3261 “On Measures to Radically Improve the Preschool Education System” dated September 9, 2017 [3], and the Resolutions of the President of the Republic of Uzbekistan No. PQ-4312 “On Approval of the Concept for the Formation of the Preschool Education System of the Republic of Uzbekistan” dated May 8, 2019 [4] are devoted to effectively resolving these issues.

Research conducted by leading specialists of our country D.A. Abdurakhimova [14], Z. Azizova [9], F.R. Qodirova [5], N.N. Djamilova [6] and others is aimed at the development of preschool education.

The cooperation of educators and parents in the formation of a sense of responsibility in preschool children includes complex didactic, educational and socio-pedagogical processes consisting of many components.

According to V.N. Myasishev, cooperation is a method of organizing some kind of joint activity, carried out on the basis of social perception and through communication [13]. The result of this cooperation is certain relationships, which are the internal personal basis of cooperation and depend on the attitude of individuals, the position of the interacting parties. If cooperation occurs in conditions of openness of both parties and no one's freedom is violated, it serves to reveal real relationships, but if cooperation occurs in conditions of dominance of one subject by another, it can hide real relationships. Improving the methodology for ensuring the cooperation of educators and parents in the formation of a sense of responsibility in preschool children includes the following tasks:

- organizational and methodological features of the formation of a sense of responsibility in preschool children through the cooperation of educators and parents - the inclusion of existential components such as "duty", "responsibility" in the content of educational activities;
- improved methodology for forming a sense of responsibility in preschool children through the cooperation of educators and parents;
- development of a model for forming a sense of responsibility in preschool children, aimed at clarifying the manifestations of the ability to solve problem situations in the activities of the educator and the forms of positive relationships;
- development of criteria for assessing the formation of a sense of responsibility in preschool children.

The cooperation of educators and parents in forming a sense of responsibility in preschool children involves the organization of a system of interaction that constantly exchanges experience, applies the most valuable methods of



educational influence on preschool children, that is, puts actions into practice, general, conditional, interconnected and complementary.

According to D.M. Mallayev, "it is necessary to design a new educational system of mutual cooperation between the preschool educational organization and the family: select and create diagnostic methods; develop a system of overcoming difficulties and corrective work; "a dynamically developing system of general pedagogical skills; implies a change in value orientations"[88].

It should be noted that issues of cooperation and family education are formed taking into account personal perceptions, as well as through various acquisitions. The ideas of forming a sense of responsibility in children in the family, although not directly interpreted, were developed in the works of A. Avloniy, Behbudiy and other enlighteners. In their books, the initial foundations of this concept of responsibility were emphasized: respect for parents, adherence to spiritual and moral standards in the family.

According to O. Musurmonova, "difficulties and misunderstandings associated with the formation of a sense of responsibility in children arise due to the fact that parents, without correcting their own shortcomings and mistakes, justify their own shortcomings, and do not want to see these shortcomings in their children. In order to give a good upbringing to a child, first of all, you need to live well in front of the child you are raising" [p. 16].

In the works of Ye.P. Arnautova and others, the decisive condition for effective cooperation is trusting relationships between educators and parents. Communication is necessary in the interaction between educators of preschool educational institutions and parents [11].

These literatures talk about establishing cooperative relations between kindergarten and family [11]. They highlight such aspects of the problem as determining the importance and goals of educator-parent cooperation, developing the content of educational work, and identifying forms and types of communication between preschool educational institutions and the family.

Important signs of socio-pedagogical cooperation are mutual understanding, relationships, mutual knowledge, mutual actions, cooperation, interaction, compatibility. They manifest themselves differently depending on the situations and conditions that arise in the cooperation of participants in the pedagogical process, which allows us to talk about many types of interaction.

A.S. Belkin emphasizes the following in the issue of ensuring the cooperation of educators and parents [8]:

- guardianship, in which the main role in helping children and determining goals is given to adults, which implies minimal knowledge of goals and assistance to the adult student;



- partnership, where “joint success of the activity is ensured by the relative equality of efforts”;
- mentoring, in which the main role remains with adults, but the initiative of children is strengthened;
- cooperation, where “success is ensured by the equality of joint efforts, readiness to help each other”;
- team (the period of older childhood), “the highest form of cooperation, when both parties are united on the basis of the joint creation of personal and business relationships”.

The basis of the classification proposed by A.S. Belkin is the relationship between responsibilities and rights - it fully reflects the requirements of the process of personality-oriented, developing and humanizing education [10].

The concept of "collaboration" is considered from different perspectives in pedagogy:

- as a method and condition of the functioning of the educational system, ensuring the interconnection of the relations and connections of its elements;
- as an interactive component of pedagogical dialogue, consisting of an exchange of actions (interactions), planning of general activities [12].

As E.V. Korotaeva noted, the modern idea of pedagogical interaction is based on understanding it as a special connection between objects and subjects of education, determined by the educational situation, based on the unity of event-information, emotional-empathic and organizational-activity, and leading to qualitative or quantitative changes in the organization of the pedagogical process [7].

Psychologists note that cooperative relations between educators and parents contribute to the emergence of positive results in the upbringing of a preschool child by domestic and foreign teachers and psychologists.

The main goal of the cooperation of educators and parents in the formation of a sense of responsibility in preschool children is, first of all, to provide professional assistance to the family in raising a preschool child, not replacing it, but supplementing it and ensuring the full implementation of its educational functions;

- to fulfill the needs and interests of the preschool child;
- to develop the abilities of preschool children, taking into account age and individual characteristics;
- to distribute responsibilities and obligations between parents in matters of raising preschool children;
- to support openness in relations between different generations of the family;
- to form and preserve family traditions;
- to accept and understand the individuality of preschool children, to respect and believe in them as unique individuals [8].



This goal can be achieved by performing the following tasks:

- to educate respect for parenthood and childhood;
- to cooperate with parents in studying their family microenvironment;
- promotion and improvement of the general culture of the family and the psychological and pedagogical education of parents;
- providing practical assistance to parents of children by imparting basic knowledge, skills, qualifications, and experience in working with preschool children. In our country, an important task is to form a sense of initiative, independence, responsibility, and accountability, taking into account the personal characteristics of children, based on the socio-cultural and educational norms and traditions of the family, society, and the state. The formation of a sense of responsibility in older preschool children, which can be solved in the process of joint activities of educators and specialists, is one of the main tasks of pedagogical support.

The tasks of pedagogical support for the formation of a sense of responsibility in preschool children are:

- cultural-spiritual-moral values, socio-cultural values, including independence, self-regulation of one's actions, responsibility;
- the formation of the child's personal qualities, such as interest, activity, responsibility, accountability

The formation of age, physiological, psychological, intellectual, personal qualities, taking into account educational and upbringing needs, interest, motivation, is to form their consciousness, values, communicative culture and sense of responsibility.

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