

## COOPERATION OF FAMILY AND PRESCHOOL EDUCATION ORGANIZATION IN THE SOCIALIZATION OF CHILDREN

Achilova Mavluda Sadullayevna

CHDPU Methodology of Preschool Education p.f.f.d (PhD) v.b. Associate Professor.

### Abstract:

In this article, the views of philosophers on the issues of family and child education. The role of family and preschool education in the socialization of children of preschool age, the important aspects of mutual cooperation between them are highlighted.

**Keywords:** family, childhood, preschool education, child rearing, preschool childhood, socialization, preschool age.

### INTRODUCTION

The formation of a human personality is a consistent change and complication of the system of attitudes towards the surrounding world, nature, work, other people and oneself. This will happen throughout his life. Childhood and adolescence are especially important. The development of a person as a person is carried out comprehensively and holistically in the unity of his physical and spiritual forces. The culture of worldview, faith, spiritual qualities, feelings (duty, conscience, responsibility, love) is created in specific historical social conditions and affects the formation of a person.

Ancient Greek philosophers Plato and Aristotle put forward the idea that the society should take over the education of children, and the state should perform all the necessary work in the education process. They wanted to prove their opinion that child education is related to the interests of society. Accordingly, the idea that the state should deal with child education was put forward. But Eastern thinkers came to the conclusion that parents should be involved in child education. With this, they paid great attention to the role of family education.

Eastern thinkers paid great attention to the issues of family and child education. In a number of works of thinkers such as Muhammad ibn Musa al-Khorazmi, Abu Nasr Farabi, Abu Ali ibn Sina, Yusuf Khos Hajib, Abu Rayhan Beruni, Mahmud Koshgari, Kaikovus, Alisher Navai, Husayn Vaiz Koshifi, the issues of spiritual and moral education of children are discussed. are presented and ways to solve them are shown. Preschool childhood is a unique period in a person's life, in which health is formed, the development of the child's personality is carried out. At this age, the development of a child in a mature and healthy way depends on the surrounding adults - parents and educators. The conditions created for the child's development in the surrounding society, that is, the successful implementation of the child's socialization, are important for him to fulfill a certain social role in the society in which he lives in the future.

Socialization is the development of a person in interaction with the environment throughout his life. The concept of "social" (in Latin socialis-general, social) includes all processes related to various forms of interaction between people. This means that if pedagogy is the science of education of the growing generations, then social pedagogy separates the phenomena related to the integration of the child into

the society in the process of education and upbringing. The process of a child's "entry" into society, his acquisition of certain social experience (knowledge, values, rules of conduct, etc.) is called socialization.

## **DISCUSSION AND RESULTS**

Socialization of a preschool child is the formation of the child's attitude to himself and the world around him, that is, the child's spiritual and moral adaptation to the traditions of society, optimal conditions for the formation of the child's need for self-development is a purposeful process of creation and implementation.

A distinctive feature of children's socialization is that it is difficult for a child to evaluate and control the norms of behavior promoted by society.

He only learns them. Therefore, in the process of socialization of children, the influence of parents, relatives, specialists working with them (psychologists, doctors, pedagogues, "agents") is great, and they help children acquire the necessary social knowledge earlier and better in life, and help them in life. It depends on them what they want to achieve.

It is well known to us that family and pre-school education are able to ensure the completeness and integrity of social-pedagogical, cultural-educational environment as the initial social educational institution of child socialization.

Family is the main link of society. In the family, the child feels love, learns mutual respect, national traditions, spiritual and moral education. The family is the place where the child receives basic ideas about social norms, rules of behavior and values. Up to a certain age, it is the only source of acquiring these skills and knowledge, and it is the main education of a child's personality. Moral education of children helps to develop life qualities such as truthfulness, honesty, sympathy, sensitivity, willingness to help each other, discipline, politeness, self-control and humility.

An important place of socialization of a preschool child is a preschool educational institution. Here the child gets the first experience of communicating with other people, adults, learns to communicate with a peer group. One of the main tasks is to create a socially comfortable environment for each pupil in a preschool educational institution. One of the main goals is to contribute to the successful socialization of the child. One of the tasks of a preschool educational institution related to the socialization of children is to develop the basics of socialization in children during the educational process, to help them master the generally accepted norms and rules of relationships with adults and peers, to inculcate feelings of citizenship and patriotism. formation. Based on this, the formation of social behavior in a child in a preschool educational institution is directed to the following specific goals:

- teaching preschool children about behavioral norms;
- introduce the child to society, the world of people;
- to help the socialization of the child's personality.

Pedagogical guidelines for the social development of a child in a preschool educational institution are as follows:

- firstly, the educator develops the child's sense of self, dignity, and self-confidence;
- secondly, it encourages the child's positive attitude towards the surrounding events;
- thirdly, it educates the child's social abilities and forms, as a result, the child develops social competence.

- based on the above considerations, the main social skills developed in the preschool education organization:

- the ability to follow the rules of etiquette;
- ability to comply with safety rules;
- ability to cooperate and interact with others;
- ability to follow general rules, agreements;
- ability to use positive methods of conflict resolution.

Family and preschool education organization are two important institutions of children's socialization. Their educational functions are different, but their interaction is required for the comprehensive development of the child. The task of educators and parents is to help the child enter the modern world. Cooperation between these two institutions is important. Cooperation between parents and educators can be transferred to new forms of relations only within the framework of the openness of the preschool education organization. An important condition for the full socialization of a preschool child is the involvement of parents in the educational process of the preschool educational organization.

The following can be noted as the stages of mutual cooperation between the family and the preschool educational institution:

- It is necessary to form a relationship of trust between parents and teaching staff in a preschool educational institution. Parents' trust in the tutor is based on their trust in him due to his experience, knowledge, competence in educational matters and, most importantly, his personal qualities (caring, kindness, sensitivity). Parents should make sure that the tutor treats their child well. In order to gain the trust of parents, the educator can organize his interaction with them as follows:

-Stage 1. "Show parents a positive image of the child". The educator should not only complain about the child's shortcomings, but also inform the parents more about his positive qualities (even if these are small achievements of the child):

- Stage 2. "To convey to the parents the knowledge about the child that they could not get in the family." The educator reports on the characteristics of the child's success and development in the preschool educational institution, the characteristics of his communication with other children, the results of educational activities, etc.

- Stage 3. "Introduction of the teacher to the family's problems in raising a child." At this stage, the active role belongs to the parents, and the educator is informed about the child's family situation, the child's behavior in the family;

- Stage 4. "Joint activity and the formation of the child's personality". Only at this stage, through the successful implementation of the previous stages, the parents, who have been able to establish a trusting relationship, begin to carefully advise the foster parents.

Implementation of work on the involvement of parents in the educational process of the preschool educational institution by the employees of the preschool educational institution. In the work of a preschool educational institution, it is necessary to adhere to the direction of creating a single active development environment that provides common approaches to personality development in the family and children's community. Communication between parents and pedagogical staff of preschool educational institutions:

- a) organizing purpose-built outings and recreation together;
- b) providing parents with written materials about their children;

- c) organization of video recording of classes or holidays, etc.;
- d) organizing "parents' days" in order to show their child's activities or get acquainted with the work of a preschool educational institution.

Identifying problems and providing support (providing information to parents or teaching practical skills), conducting pedagogical consultations, conversations, seminars, trainings, conferences:

- establishing social contacts on a one-time or permanent basis, for example, organizing evening meetings;
- permanent group or communication circle for parents;
- inviting experts on issues of interest.

Implementation of these recommendations can have a positive effect on the process of interaction between the preschool educational organization and the child's family for successful and complete socialization of the preschool child. A positive emotional relationship is achieved as a result of the joint work of pedagogical staff and parents in raising children. Parents are sure that the preschool will always help them to solve pedagogical problems, because the opinion of the family and the suggestions for interaction with the child are taken into account. When solving problems, parents are required to understand the educator. The child's individuality is fully taken into account, because the educator is in constant contact with the family, knows the characteristics and habits of the child and takes them into account in his work, taking into account the type and style of the family. This will increase the effectiveness of the pedagogical process. Also, it allows to implement a unified program of upbringing and development of a child in a preschool educational institution and in the family.

## **CONCLUSION**

Based on the above points, we can conclude that family and preschool are two important institutions of child socialization. Their education functions are different, but their interaction is necessary to achieve full and successful socialization of a preschool child. If the preschool educational institution contributes to the integration (unification) of the child into society, then the family calls for individualization (differentiation) of the child's development.

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