



**FORMS OF INTERACTION BETWEEN PRESCHOOL EDUCATION
ORGANIZATION AND PARENTS**

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ABSTRACT	KEYWORDS
<p>The article pays great attention to the interaction between the pedagogical team and parents in preschool education organizations. The main reasons for understanding the peculiarities of managing the quality of interaction in modern changing conditions, where parents have become customers of educational services, are presented.</p>	<p>Education, parenting, cooperation, pedagogical process, children's play.</p>

Introduction

Raising children is the oldest human activity. In ancient times it was compared to art. If we turn to historical sources, there is a lot of evidence that the family was primary in the upbringing of the young generation. In the process of human development, taking care of children, their physical and mental development became a separate function, and educational organizations outside the family began to form. It should be noted that for many centuries the role of the family in raising children is of the first level [2].

According to P. Yusupova's research, when a child is 2-3 years old, he begins to show personal characteristics such as shyness, independence or self-doubt, selfishness or caring, and attentiveness to his peers. All this determines the relationship of children with others [5].

In her research, G.Berdaliyeva paid attention to the independence of preschool children, understanding the world of things and events, actions performed with their help, mother tongue and relationships between people. states that it will be implemented on the basis of assistance.

D.Abdurahimova spoke about the upbringing of preschool children based on folklore, and the socio-cultural competence of preschool children - the acquisition of moral rules and norms in communication with adults and peers in life situations through the examples of children's folklore. a firm conclusion has been reached. Formation of high moral qualities in children from preschool age is a multi-stage and complex process, and it is noted that this process requires a technological approach [2, 18].

He believes that the main condition for the development of a child's behavior in pre-school education is to convey the rules to children, to understand the content and logic of their requirements. It is also necessary to arrange the group, to consciously master the children, to involve them in active work, and to organize interesting events for the ideological structure.

Sh.Shodmonova believes that the simplest type of early activity of a person's life serves as a basis for the development of a certain attitude based on personal abilities, characteristics, and opportunities. [1, 39].

His spiritual and moral education is important in bringing up a child to be perfect in all aspects. The success of a pre-school child in the future at a general secondary school, as well as the formation of his place in life, depends on the level of his spiritual and moral education. During the preschool period, the child's personality is formed in the educational and upbringing processes organized in the family and in preschool education, that is, basic personal qualities such as initiative, organization, socio-cultural activity, openness to active communication, independence, responsibility, accountability are formed.

According to F.R.Kadirova, one of the leading scientists in the field of preschool education: "During the age-related periods of children's development and upbringing, different types of activities coexist and interact, but their role in this is the same. not: at each stage, a leading type of activity is distinguished, which shows the main achievements in the child's development. Each activity is distinguished by needs, reasons, purpose of activity, subject, actions carried out with tools, objects, and finally, the result" emphasizes that the activities of preschool children improve according to their age stages [139].

Nowadays, great attention is paid to the interaction between the pedagogical team and parents. It is important to consider the essence of the concept of "interaction" in order to understand the specific features of the management of the quality of interaction in modern changing conditions, where parents have become customers of educational services. Thus, general philosophical approaches to mutual relations allow to consider the relationship between the preschool educational institution and the family as a complex of multifaceted cooperation, as well as the forms of working with parents and the internal mechanisms of the implementation of their relationship. helps to determine. At the same time, "interaction" considered from the point of view of sociology (M.S. Komarov) is a process of interaction of people on each other's mind and behavior, in which actions are mutually coordination occurs [3,102].

In turn, D.A. Leontiyev identifies the main types of interaction between two participants of joint activities. The first type is interaction, each of the partners views each other as an object and, in turn, is an object for him. The next type is cooperative, that is, the interaction of the subject and the subject included in the activity works as a form of coordination of its participants and ultimately ensures the integration of individual actions distributed among its participants into a joint activity[5].

From a psychological point of view, the category of "interaction" is based on interpersonal interaction. According to N. N. Obozova, B. P. Parigina, V. V. Boyko, interpersonal interaction is considered as a really working communication, interdependence between subjects and individuals. According to the authors, the components of interaction are mutual understanding, mutual knowledge, relations, mutual actions, interaction, mutual information [5,51] In the science of pedagogy, interest in mutual relations as a category explaining many phenomena in the field of education began to appear from the middle of the 16th century. Y.A.Komensky built his pedagogy on the basis of democratic aspirations aimed at mutual relations with parents. It is important to consider the essence of the concept of "interaction" in order to understand the specific features of the management of the quality of interaction in modern changing conditions, where parents have become customers of educational services. Raising children is the oldest human activity. In ancient times it was compared to art. If we turn to historical sources,

there is a lot of evidence that the family was primary in the education of the younger generation. In the process of human development, taking care of children, their physical and mental development became a separate function, and educational organizations outside the family began to form. It should be noted that for many centuries, the role of the family in the education of children is of primary importance [2,146].

According to P. Yusupova's research, when a child is 2-3 years old, he begins to show personal characteristics such as shyness, independence or self-doubt, selfishness or caring, and attentiveness to his peers. All this determines the relationship of children with others [5,104].

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D. Abdurahimova spoke about the upbringing of preschool children based on folklore, and the socio-cultural competence of preschool children - the acquisition of moral rules and norms in communication with adults and peers in life situations through the examples of children's folklore. a firm conclusion has been reached. Formation of high moral qualities in children from preschool age is a multi-stage and complex process, and it is noted that this process requires a technological approach. S.I. Ojegov considers the concept of "interaction" to be a process of exchange of thoughts, ideas, feelings, and experience between two phenomena.

In general, different interpretations of this concept are related to different approaches to its definition. From a philosophical point of view, I.T. Frolov considers interaction through the term "process": "...the process of interaction of bodies with each other is the most general, universal form of changing their state" [3,444]. In the philosophical encyclopedic dictionary, V.Y. Kemerov describes the term "interaction" through the traditional philosophical foundations of "category" and "concept". By interaction, he understands the philosophical category that defines the nature of events and objects influencing each other, their interdependence; also suggests using the "interaction" category to understand the relationships between different objects. However, these interpretations, M.N. Nedvetskaya [1,51], require significant improvement, because the interaction is not limited to the activity of subjects, but also the indirect influence of subjects and objects on each other, their coexistence includes.

Article 36 of the Law of the Republic of Uzbekistan "On Preschool Education and Training" dated December 16, 2019 O'RQ-595 is dedicated to the participants of the educational process in preschool educational organizations lib, according to which "Participants of the educational process in preschool educational organizations are the following: a child of preschool age; legal representatives of the child; teaching staff". In this law, "children should be brought up in the spirit of love for the Motherland, respect for work, national, historical, cultural values of their people, as well as universal human values, careful attitude to the environment...; "The family must provide the necessary conditions for the child's all-round development, education and training."

Analyzing the works devoted to the problems of interaction between the preschool educational organization and the family, we can conclude that the authors of the study place great responsibility for successful interaction on the educational organization, while their effectiveness they do not adequately consider the responsibility for It should be noted that the reason for the disruption of the educational function of the family is the parents' lack of appropriate knowledge and skills, conflicts

between parents regarding the approaches to education, and the interference of others in the educational process.

Thus, the basis of the relationship between parents and preschool educational institution is effective cooperation. At the entire stage of the formation and development of local preschool pedagogy, the interaction of state and family education is recognized as the basis for the formation of a well-rounded person. L.G. Bogoslavets, N.A.Vinogradova, A.G.Gogoberidze, O.I.Davidova, R.P.Desheulina, N.V.Dodokina and others write about this in their works. 21st century teachers and pedagogues pay great attention to this issue. Interactions between parents and a preschool educational institution should be aimed at the comprehensive development of children, their mental and spiritual balance.

According to the concept of development of the preschool education system of the Republic of Uzbekistan until 2030, the modernization of the preschool educational institution means achieving a new quality of preschool education: "for the all-round intellectual, spiritual-moral, aesthetic and physical development of preschool children the directions of creating conditions" are defined[8].

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Summarizing what has been said, it should also be noted that we provide scientific, methodological and didactic support for the development of strategic cooperation between preschool institutions and parents: scientific and practical conferences and pedagogical readings contains z; thematic meetings; reviews of creative works; reviews of scientific, pedagogical and other literature; contests; science monthly; development of special courses and modified programs; allows you to use your skills and experience effectively.

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