



## INNOVATIVE WAYS OF INTERACTION BETWEEN THE FAMILY AND THE PRESCHOOL EDUCATIONAL ORGANIZATION IN THE DEVELOPMENT OF COMPETENCIES IN CHILDREN

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### Abstract

The article discusses topical problems of increasing the efficiency of preschool education by improving the interaction between the family and the preschool educational organization in the development of competencies in children by introducing innovative approaches to interaction.

**Keywords:** Innovative ways, interaction between the family and the preschool educational organization, children's competence, trainings.

**Аннотация:** в статье рассматриваются актуальные проблемы повышения эффективности дошкольного образования путем совершенствования взаимодействия семьи и дошкольной образовательной организации в развитии компетенций у детей путем внедрения инновационных подходов взаимодействия.

**Ключевые слова:** инновационные пути, взаимодействие семьи и дошкольной образовательной организации, компетенции детей, тренинги.

### Introduction

The education system, which includes the system of preschool, secondary, specialized secondary and higher education, is the area where the right of girls and women to receive education is fully ensured in Uzbekistan. In addition, mainly female professionals work in educational institutions, colleges, academic lyceums and universities of the country.

But at the present stage of development of society, an urgent need has arisen to reorganize the system as a whole, and in particular preschool education in the context of ensuring the comprehensive development of the child, which is designed to provide preschool educators with highly developed professional competence, possessing an arsenal of modern pedagogical technologies and

innovative methods of teaching and upbringing, aimed to improve the quality of educational activities at all stages of preschool education.

Society sets goals and determines the content of the process of upbringing and education in the general channel of socialization of the individual. And the role of a woman as a parent and teacher, realizing this social order, is significant.

The education system is rapidly changing in the context of the globalization of the world and this, in turn, obliges us to make fundamental decisions on reforming the preschool education system.

What do we mean by the term “quality of education”? The quality of preschool education is such a combination of its properties and characteristics, the implementation of which in the educational process contributes to the versatile development of the child to a level corresponding to his age capabilities and the requirements of society, preserving his health and ensuring the success of the transition to the next age period.

High-quality preschool education is considered today as a significant reserve for improving the quality and accessibility of subsequent stages of education. Without the introduction of new ideas and technologies in the work of each preschool educational institutions, it is impossible to reform the entire preschool education system. The development of educational systems occurs due to the fact that innovations are created, disseminated and mastered.

As the President of the Republic of Uzbekistan Sh. Mirziyoyev noted in his speech on September 30, 2020, Uzbekistan today set itself a strategic task - to create the foundation of the Third Renaissance and to consider it as a national idea. The systems of preschool, school, higher and secondary specialized education, scientific and cultural institutions are four interconnected links of the future Renaissance. We consider kindergarten educators, school teachers, professors and teachers, scientific and creative intelligentsia to be the four most important pillars in the formation of the era of the new Renaissance.

In his speech, the President expressed confidence that parents will support this initiative and, of course, will become the fifth link, the fifth pillar of the new Renaissance. And this will serve as the most solid foundation for the development of our spiritual and educational life.

He also mentioned the unprecedented work being carried out in the country to develop the inextricably linked systems of preschool, school, higher education, and research institutions.



However, it is no secret that before the start of the current reforms, the preschool education sector was left without attention. But it is it, who is of great importance in the life of society as the most important link in the upbringing of children. The care and attention given to this area lays the foundation for future progress. With this in mind, the Ministry of Preschool Education was created for the first time in the country [1].

In the light of global changes in the country, at present, not individual preschool organizations and innovative teachers are included in the field of innovation, but practically every preschool organization; preschool teachers will be involved in innovative processes related to updating the content of preschool education. Innovations will define new methods, forms, means, technologies used in pedagogical practice, focused on the personality of the child, on the development of his abilities. Innovative transformations must acquire a systemic character. New educational programs have been created, such as the “Ilk Kadam” curriculum, which makes it possible to provide an upbringing and educational process focused on the individuality of the child and the needs of his family.

It is not hard to imagine how richer, healthier, safer the world will be if all children know languages, art, and the basics of science before they reach adolescence, so that they can then use the following years to study philosophy, ethics, linguistics, religion, and art, science and so on at a more advanced level. And here it is very important to motivate children to search activity, to identify a cause-and-effect relationship, with the inclusion of the tasks of moral education, where, with this approach, the child’s own significance increases, through the acquired knowledge and experience the child is socialized in the society of children, and self-esteem increases.

In this direction, the State Requirements for the Development of Preschool Children are a guideline in working with children, for the development of educational programs for the purpose of their development. Focusing on the indicators specified in this document, educators can clearly organize and skillfully manage the research activity of a preschooler, which will allow him to navigate well enough in the world around him, which in turn will serve as the foundation for the next stage of education - primary school, to which the child should be well prepared.



The sooner a child is immersed in search activity in preschool age, the easier it will be for him to adapt to learning at school, the sooner and more successfully he will learn to “learn”, since knowledge “acquired” on an independent way is the most stable [5].

The success of the teacher's communication with parents in this matter of upbringing and education leads to the development of a unified position in the upbringing of the child, to the discussion of common and significant topics for both parties that contribute to the enrichment of their information knowledge.

The introduction of various forms of interaction between preschool educational institutions and the family is also important for improving relations between parents and children, as parents get the opportunity to see their own child in an environment different from the family one, to observe his communication with peers and educators, to discover new abilities in him, through such communication, parents and children learn to understand each other, trust each other, and become real partners.

The Concept for the development of the preschool education system of the Republic of Uzbekistan until 2030, among the systemic problems and shortcomings that hinder the successful implementation of state policy in the development of preschool education, indicates an insufficient number of preschool educational organizations to ensure full coverage of preschool children; insufficient staffing of preschool educational institutions with qualified teaching staff; lack of awareness of parents about the positive aspects and benefits of preschool education in the formation of the child's personality [1].

In the Law of the Republic of Uzbekistan “On preschool education and upbringing”, adopted on October 22, 2019, one of the basic principles of preschool education and upbringing indicates the unity of education, upbringing and health improvement of preschool children, the educational impact of the family and the preschool educational organization [2].

Intensive work is currently underway in the republic to improve the preschool education system, improve working conditions for women working in education, increase the coverage of children with preschool education, and enhance family participation in the upbringing and development of children in the context of innovative activities. A multidimensional activity is being carried out in a market economy to develop highly professional personnel who are ready to carry out the tasks set by the Government in the context of reform.



In connection with the restructuring of the education system, its humanization, a change in the style of the teacher's relationship with children, fundamentally new tasks are set before the teacher and increased requirements are imposed on his professional activity and personality.

An analysis of literary sources in the field of preschool education indicates that modern preschool educational institutions are looking for effective ways of communicating with parents so that parents become active participants in the upbringing of a child, strive to make the child's life rich and exciting, introducing modern, innovative, informational and interactive forms of interaction with families of pupils. It should be noted, on the one hand, educators keep all the best and time-tested, and on the other hand, they seek and strive to introduce new, effective forms of interaction with families, where the main task is to achieve real cooperation between the preschool educational institution and the family.

As practice shows, any joint activity of parents and educators is effective, so already collective discussion of the problem allows parents to feel that other fathers and mothers also faced similar problems and managed to find a way out of them, because between the fact that the child does not want and the child cannot, there is a certain difference that parents and educators must grasp and solve, and this gives rise to the feeling that any difficulties can be solved. Both parents and educators should understand that it is not necessary to program the child from childhood, that there are more effective and efficient ways to unlock the child's potential [5].

In this regard, the problem of studying innovative ways of interaction between the family and the preschool educational organization in the development of competencies in children is actualized and the goal of the study is formed and the following tasks are defined:

- determination of the main problems of interaction between the family and the preschool educational organization;
- the degree of influence of a woman in the role of parent and teacher on the competence of children;
- identification of innovative ways of interaction;
- improving the effectiveness of innovative ways of interaction between the family and the preschool educational organization in the development of competencies in children.





## Research Methodology

To solve the set goal and objectives, the research was carried out with the parents of the pupils of the preschool educational institutions “Fortuna education”, “Dreamboat”, “Ozorniye pochemochki”. At the present stage of development of preschool education, it is provided for the development of professionally trained educators of four competencies in children, which are spelled out in the State Curriculum “Ilk Kadam”.

## Analysis and Results

As is known, preschool education of the Republic of Uzbekistan works on the basis of the framework curriculum “Ilk Kadam” on the basis of a competence-based approach, which foresees the development of such areas as Physical development and a healthy lifestyle; social and emotional development; speech, preparation for reading and writing; cognitive development and creative development. Each parent is obliged to know the constituent parts of the above areas and competencies that develop with the systematic use of scientifically based approaches to their implementation.

It should be noted that the competence of a preschool child is one of the basic characteristics of a preschooler’s personality, which includes communicative, social, intellectual competence, as well as competence in terms of physical development, which in the Ilk Kadam curriculum also defines the general key competencies of a preschooler 6 -7 years:

**Communicative Competence** is the ability to use communication means in various situations.

**Play Competence** is the child’s creative application of experience, knowledge and skills in the process of play and its organization. It is the basis for teaching and educational activities.

**Social Competence** - the ability to behave with adults and peers in life situations in compliance with the agreed rules and norms of behavior.



**Cognitive Competence** is a conscious perception of the surrounding world and the application of the acquired knowledge, abilities, skills and values for solving educational and practical problems [4].

• It should be borne in mind that in order to achieve the set goals in terms of the formation of key competencies in children, educators need to master the following new social skills:

- • Self-expression
- • Communication with other people
- • Continuous training
- • Skills in assessing the situation and solving problems
- • Initiative, creativity, entrepreneurial spirit
- • Management skills

Parents are informed in detail about innovations in preschool education at specially organized two-day training seminars, during which they acquire knowledge about the role of joint activities with parents (mainly mothers, that is, women, take part in the seminars), about the psychophysiological characteristics of children 6-7 years old age, the importance of developing competencies in preschool children, the difficulties encountered in the development of the above competencies and the need for mothers to participate in the development of each child due to their individual development path.

At the same time, the parents got acquainted with the trends in the development of preschool education in the republic, with the legal basis of their work, the “Ilk Kadam” program, as well as the development of four competencies in five areas of development. The work then continued in small groups, each of which looked at one of the child's development competencies in five areas.

At the next stage, each group presented the results of the work carried out and substantiated recommendations for their implementation. Upon completion of the two-day work, the results of the work performed on effective methods of interaction between the family and teachers were summed up, and the most effective innovative ways of joint work of the family and the preschool educational organization were identified.

During the trainings with parents, innovative methodologies were applied that contribute to the development of four competencies in five development areas through the use of methods such as case studies, debates, as well as Singaporean techniques such as “Manage Mat”, “Rally Robin”, “Teambuilding” , “Shoulder



partner” - partner seated next to “,” Face partner” - partner seated opposite, Mix-Freeze-Group - training structure in which participants move to the music, stop when the music stops, and join in groups. The number of participants in each group depends on the answer to a question. Further, the teacher gives each group a task, the Frayer Model - a teaching structure that helps children deeply understand and comprehend the concepts and concepts being studied. Participants consider a concept from different angles, writing down its mandatory and optional characteristics, examples and anti-examples (something that cannot be an example), they should give as many examples as possible.

### Conclusions

It was found that the most effective ways of interaction between the family and the preschool educational organization is to increase the awareness and pedagogical literacy of parents on issues of preschool education and the implementation of the State Curriculum “Ilk Kadam”.

Through the use of multimedia applications, skills were acquired for the development of four competencies, such as game competence, communicative competence, social competence, and cognitive competence.

The successes and shortcomings in the development of the necessary competencies in preschool children are revealed, the reasons and ways of overcoming them are established.

A roadmap has been developed for the interaction of the family and the preschool educational organization with the aim of constantly updating the pedagogical competence of parents and their parental awareness in fostering the necessary competencies in children.

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