

## THE IMPORTANCE OF COOPERATION AND INTERACTION OF THE FAMILY AND PRESCHOOL EDUCATIONAL ORGANIZATION IN THE FORMATION OF A HARMONIOUSLY DEVELOPED PERSONALITY

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**Аннотация.** В данной статье рассматривается роль и значение семьи как образовательного учреждения. Сотрудничество и взаимодействие семьи с дошкольными образовательными организациями.

**Annotation.** This article discusses the role and importance of the family as an educational institution. Collaboration and interaction of the family with preschool educational organizations.

**Ключевые слова:** семья, дошкольные образовательные организации, формы и методы воспитания.

**Key words:** family, preschool educational organizations, forms and methods of education.

In our country, large-scale reforms of the importance of the family are being implemented in the early childhood education centers aimed at fundamentally improving the system of preschool education, introducing effective forms and methods of education and upbringing, taking into account international best practices. The role of the family in the life of a child is immeasurably great in its importance.

The importance of the family as an institution of upbringing is due to the fact that the child is in it for a significant part of his life, and by the duration of his influence on the personality, none of the upbringing institutions can compare with the family.

What a child acquires in his childhood in the family, he retains throughout his subsequent life. The family is the primary unit of society in which a new person appears; this small social group is the first school of a child's life.

Parents are the first teachers and educators. The strength of their impact on the emerging personality is extremely high. The basis of the influence of parents on the child is their selfless love for him, caring for him, combined with exactingness.

The child responds to this love and care with a feeling of deep affection and love for parents, recognition of their superiority and authority, desire to follow them, to imitate everything. The appearance of a child in the family is a serious test for parents. Mastering and shaping the role of father and mother is the most important task of personal development during adulthood and testing the strength of family relationships. As you know, upbringing is a process and a result of personality development under the influence of focused training and education. Raising children is by no means so simple, but requiring parents to be interested in positive results, patience, tact, knowledge in the field of child psychology and pedagogy. [4]

The family has always been and remains a vital environment for the preservation and transmission of social and cultural values to the child [3]. Admittedly, family education is unique in its impact and this uniqueness is determined by the following reasons:

- primary family environment due to the biological and psychological dependence of the child on parents;
- maximum age sensitivity in the period of early and preschool childhood to communicate with a significant adult, which occurs earlier than the need to communicate with a peer;

- duration and constancy of stay in the family, intimate and emotional atmosphere of family relationships: consanguinity, love, affection, individualization of communication between family members and the child.

Thus, in an emotionally saturated atmosphere of kinship relations, the analogues of which are not found in society, a crucial reserve has been laid for enriching the sensual and socio-moral experience of a preschooler. Family is an environment in which the fundamental need of a young child is met to be taken seriously and respected at any given time. From the first days of life, children in the family receive valuable experience of forgiveness, complaisance, adoration, support from loved ones, feel attention, admiration and devotion from significant people, feel loved and desired. The family is an institution of emotional relations for the baby, which is unconsciously perceived by him as a kind of “emotional rear”. On the basis of family relations with loved ones, the child begins to master the rules of social life, enter into relationships with an expanded society, for the first time acquires the experience of identity (belonging) to a family group, its historical roots, traditions and customs [1].

With the advent of pre-school education, the child is faced with new social experiences, receiving the status of an equal member of a peer group. He learns to give in, take into account the demands of others and coordinate his needs and interests with other children and adults. Thus, the family and kindergarten begin to simultaneously act as a kind of school of social behavior for the child. The study of families, establishing contact with its members in order to coordinate educational impacts on the child should be carried out using questionnaires, surveys, conversations. We strive to ensure that both children and parents feel comfortable in DOO, as well as to ensure that parents are confident in supporting their educational activities. Recognizing the priority of family education, taking into account the social environment surrounding the child, requires other relations of the family and preschool organization. First of all, their novelty is defined by the concepts of “cooperation” and “interaction”.

*Cooperation* is communication on equal terms, where nobody has the privilege of indicating, controlling, evaluating.

*Interaction* is a way of organizing joint activities, which is carried out on the basis of social perception and through communication [2].

The result of the interaction is a certain relationship, depending on the relationship of people, on the position of the interacting. Moreover, in our opinion, if the interaction is carried out in conditions of openness on both sides, when no one’s freedom is infringed, it serves as a manifestation of true relations.

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