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DEVELOPING PARENTS' PEDAGOGICAL COMPETENCE WITHIN THE DEVELOPMENT STRATEGY: COOPERATION BETWEEN THE FAMILY AND THE PRESCHOOL EDUCATION ORGANIZATION

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Abstract: This article discusses measures to improve the preschool education system and develop parents' pedagogical competence within the framework of the "Development Strategy of New Uzbekistan" for 2022–2026 of the Republic of Uzbekistan. It highlights the importance of not being indifferent to the upbringing of children in the family and establishing cooperation between the family and the preschool education organization. The role of the family and the preschool education organization in the child's comprehensive development is also invaluable. The article presents scientific and practical ideas on effectively using the family's educational opportunities, increasing parents' responsibility for raising their children, and establishing close cooperation with preschool education organizations.

Keywords: parents' pedagogical competence, preschool education organization, cooperation between family and education, development of child psychology, development strategy, social partnership, educational process, pedagogical culture.

At present, reforming the education system in the Republic of Uzbekistan and educating the younger generation as mature, well-rounded, courageous, creative, and proactive individuals are considered among the priority directions of state policy. The "Development Strategy of New Uzbekistan" for 2022–2026 also identifies the comprehensive development of the country, the introduction of new projects into the education system, and fundamental reform of the system as priority directions.

Considering that the educational process is oriented toward the child's personality, it should be implemented on the basis of the principles of collaborative pedagogy, which are formed through educational methods and opportunities grounded in creative and humanistic principles for the personal development of preschool-aged children. In particular, the main goal of developing the preschool education system is to raise well-rounded and mature children. To this end, it is appropriate to take the child's age-related and individual characteristics into account, develop their interests and abilities, provide education through play, and establish cooperation between the family and the educational organization. The importance of preschool education today is that it serves as a solid foundation for preparing the child for subsequent stages of education. The

knowledge, skills, abilities, and social upbringing formed during preschool age help the child achieve at school, establish relationships with peers, and find their place in society.

In the fourth direction of the Development Strategy, in the section entitled “Development of the Social Sphere,” reforms were implemented to develop education and science. For example, the Ministry of Preschool Education was established; the coverage rate of preschool education increased from 27.7 percent to 67 percent, and the number of preschool education organizations rose from 5,211 to 19,316. Alongside this, the main objectives envisaged included increasing the current preschool education coverage rate of 67 percent to at least 80 percent and taking measures to establish more than 7,000 new non-state preschool education organizations. Strategy Goal 39 is directly aimed at bringing the quality of education in the preschool education system to a new level. Within this goal, tasks were defined to improve the professional preparation of kindergarten employees and the qualifications of pedagogical staff, as well as to improve educational processes on the basis of scientifically grounded approaches.

It is appropriate to pay particular attention to the following priority directions in improving the quality of preschool education:

1. Improving the education and upbringing process. Organizing lessons on the basis of modern pedagogical technologies and developing children’s independent thinking, mutual respect, creativity, and interest in learning.

2. Increasing the capacity of pedagogical staff. Continuously updating educators’ professional knowledge and organizing professional development courses, seminars, and practical sessions.

3. Creating equal opportunities in education. Expanding access to quality preschool education for children living in urban and rural areas.

Expanding the material and technical base. Providing preschool education organizations with modern equipment, learning materials, and developmental games.

4. Introducing scientific approaches into the educational process. Organizing the educational process while taking children’s age and psychological characteristics into account and using modern pedagogical technologies.

5. Strengthening cooperation with the family. Increasing parents’ pedagogical knowledge, involving them in the educational and upbringing process, and developing a responsible attitude toward raising children within the family.

Good results in raising children can be achieved by combining collective and individual forms of work with parents at preschool education organizations and by organizing pedagogical outreach among the wider population. We present several of the most commonly used forms of cooperation between preschool education organization staff, families, and parents:

— Individual work with parents. According to developed pedagogical experience, this form of work produces good results. In this practice, the educator studies the child’s individual characteristics within the family and applies this knowledge in the educational process.

— Collective work with parents. This includes group and general parent meetings, conferences, question-and-answer evenings, and discussions with parents about the child.

The kind of person our children will become in the future depends on their parents, upbringing in the family, discipline, worldview, and behavior. Our people have not said without reason: “A bird does what it sees in its nest.” The responsibility for upbringing in the family rests first and foremost with the parents. Harmonizing the pedagogical values and traditions they have inherited with today’s democratic society, and researching the methods used in the education system, are also demands of the times. For children to develop comprehensively, the family should serve as their first educator.

Conclusion. Developing parents’ pedagogical competence within the Development Strategy and strengthening cooperation between the family and the preschool education organization are urgent issues today. The role of the family in the child’s comprehensive and mature development is invaluable. Thus, if the family maintains close ties with the preschool education organization, our children will undoubtedly become strong in every respect and serve as a support for our homeland.

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