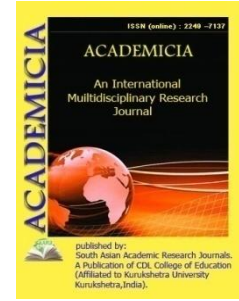




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INCREASING PARENTAL INVOLVEMENT IN PRE-SCHOOL EDUCATION

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ABSTRACT

The changes taking place in the social and economic life of Uzbekistan have a significant impact on the further development of the education system. These have also affected pre-schools. The Education Act defined the new status of preschool as an educational institution and "parents are the first educators. They are obliged to lay the foundations for the physical, moral and intellectual development of the child's personality at an early age". The cooperation between parents and the staff of the pre-school ensures the fulfillment of the state's educational objectives for children. It can therefore be seen as a priority for the pre-school.

KEYWORDS: *Pre-School, Upbringing, Discipline, Children's Personality, Inclusion Of Parents*

INTRODUCTION

The changes taking place in Uzbekistani's socio-economic life have had a significant impact on the further development of the education system. These have also affected pre-school institutions. Awareness of the need for a transition from an educational discipline to a personality-centered and developmental model of education and dissatisfaction with the content and methods of the educational process offered by the standard programme of education and training for children in preschool establishments have led to a search for ways of updating the planning of the educational process.

The Education Act has defined a new status for pre-schools as educational institutions. Thus, the Law on Education stipulates that parents are the first educators. They are obliged to lay the foundations for the physical, moral and intellectual development of the child's personality at an early age. In accordance with this, the position of the pre-school institution in its work with the family is also changing.

Each pre-school educates a child and advises parents on the upbringing of their children. In all cases, preschools need to define the conditions for working with parents and improve the content, forms and methods of cooperation between pre-schools and families in child rearing, taking into account changing conditions, varied educational programmes and the needs of clients. The pre-school teacher needs to act not only as an educator of children, but also as a partner of parents in the upbringing of their children.

The extent to which the problem has been developed and the theoretical basis of the research. The analysis of normative documents on pre-school education, the study of experience in the management of pre-school institutions allow us to conclude on the need to improve the educational process and its management in the new conditions.

Thus, the problem of planning the educational process in preschools as the initial link in the education system is currently underdeveloped. The practical relevance of this problem and the scientific underdevelopment make it urgent.

METHODOLOGY

An analysis of this problem in preschool practice, using 25 preschools in Andijan as examples, has shown that preschool heads are not sufficiently aware of the need to include parents in planning the educational process and of their opportunities in improving planning and creating new types of plans.

Thus, contradictions arise:

- between the state's focus on involving parents in the educational process and the lack of a mechanism for cooperation between pre-schools and families;
- between the preschool's need for a real order from parents and the parents' lack of ability to predict their child's development and to formulate an order to the preschool on this basis;
- Between the need for targeted pedagogical influence on child development in preschools and at home and the lack of an effective model of active cooperation between teachers and parents in planning and organising the educational process. These contradictions make the problem of planning the educational process and improving pedagogical literacy of all actors one of the most urgent issues today.

The research problem is to understand how to create a mechanism for effective partnership between preschools and families in a child's education and upbringing.

The existence of the contradiction and the research problem makes it relevant to identify the essence, structure and content of educational planning, as well as the formation of parents as real customers of educational services. All of the above determined the choice of the research topic:

Pedagogical conditions for the inclusion of parents in the planning of the educational process in preschools".

The aim of the study is to substantiate and define the pedagogical conditions for the inclusion of parents in the planning of the educational process in a pre-school.

The object of the study is the educational process in a pre-school.

The subject of the study is the pedagogical conditions for the inclusion of parents in the planning of the educational process in a pre-school.

The following hypothesis was used as the basis of the research in accordance with the object and subject of the study: the inclusion of parents in the planning of the educational process in a pre-school is possible under the following conditions:

- With ongoing parental involvement at all levels and stages of educational planning, there is a dynamic process in children's education and learning;
- with a step-by-step method of including parents in the planning of the educational process, involving in the first step the actualisation of parents' educational needs for their own child, in the second step the pedagogical education of parents as customers of educational services in the pre-school, and in the third step the partnership of teachers and parents in the planning and organisation of the educational process;
- provided that planning is carried out using a systematic approach and has three main levels: strategic, tactical and operational.

The methodological and theoretical basis of the work is the following research, which helped us in defining the conceptual approaches:

Our research programme was implemented using a variety of methods: theoretical methods: historical and logical analysis of socio-psychological-pedagogical and managerial literature, study and analysis of research carried out in the field of pedagogy, management of educational institutions; study of the legal and regulatory framework of preschools; empirical methods: diagnosis of children's knowledge, skills and abilities; study of the management of preschools and the educational process in them; theoretical and applied design

The practical significance of the study lies in the testing of a step-by-step methodology for including parents in the planning of the educational process and the possibility of introducing this methodology into the practice of other pre-schools.

The materials can be used for further training of pre-school teachers and in classes for pre-school education students in pre-school pedagogy and management of pre-schools.

Practical relevance is provided by the author's "Programme of cooperation between pre-schools and families", scenarios for joint activities and courses on parental education.

The formative experiment confirmed our assumption that systematic work with parents promotes positive, sustainable dynamics of parental involvement in planning the educational process if its organisation ensures variability and dynamism of the content and forms of parental participation through systematic inclusion of parents in joint activities with a constant change and complication of responsibilities, raising the level of pedagogical knowledge, skills and abilities, providing freedom in choosing activities.

The three times repeated experiment showed a dynamic increase in the level of pedagogical knowledge, skills and interest in educational planning, which indicates an increase in pedagogical literacy of parents and satisfaction with the activities of the pre-school educational institution. The positive dynamics of the educational planning indicators indicates that the parents' involvement is a means of improving the planning of the educational process. The

degree of change in all indicators was based on experts' assessments and self-assessments of the subjects of the educational process.

Parents in a pre-school represent different groups in terms of educational and professional level. We have identified 5 groups, with each group having its own characteristics in terms of the nature of the parents' difficulties and expectations in the upbringing and education of their children, which made it possible to determine the direction, content and forms of work with them. This makes the process of teacher training for parents as differentiated and targeted as possible. The organization of work with parents includes: an instructional-pedagogical unit (lectures, seminars); an organizational-methodological unit (play and simulation games, exercises); a psychological-medical unit (lectures, seminars, training sessions); and improvement of practical skills (practical classes, exchange of experience, clubs and clubs).

The inclusion of parents in the planning of the educational process in the pre-school was carried out in the following ways:

- Study of the interests and needs of parents in educational services;
- Involving parents in the development of the social order: defining the mission of the pre-school; choosing the content of education (educational programme, technology, methods of upbringing and education of children); creating a graduate model;
- Involving parents in the development of plans at all levels: pre-school development programme, annual plan, curriculum, child's individual development maps, joint plans between educators, specialists and parents, etc.

The expert evaluation of the state of educational planning in pre-school institutions confirmed the dependence of the dynamics of the quality of planning on the level of parental involvement in planning. The quality of strategic, tactical and operative planning of the educational process increased in the experimental pre-schools.

CONCLUSION

The changes taking place in the social and economic life of Uzbekistan have a significant impact on the further development of the education system. These have also affected pre-schools. The Education Act defined the new status of preschool as an educational institution and "parents are the first educators. They are obliged to lay the foundations for the physical, moral and intellectual development of the child's personality at an early age".

The cooperation between parents and the staff of the pre-school ensures the fulfilment of the state's educational objectives for children. It can therefore be seen as a priority for the pre-school.

The pilot experiment has shown that there are different forms of organisation of work with parents. The most progressive forms of work include seminars, conferences, business games, open classes and others. In order for them to function effectively, parents must be active, independent, have certain knowledge and skills, and be interested in planning the educational process.

Parents should therefore have the pedagogical knowledge and skills to be pedagogically competent customers of educational services: an understanding of the scope of pedagogical activities, an understanding of the tasks of the pre-school, knowledge of the developmental

characteristics of preschool children, practical skills in child education, the ability to anticipate and design pedagogical activities.

The educational process in a modern preschool is a purposeful activity of teachers - child - supervisor - parents to organize the joint activities of adult and child; to create by adult a socially and developmentally appropriate environment for the child's free independent activity.

At the present stage there is a shift from a narrow understanding of planning as a procedure for making plans to understanding the plan as a model of the desired future state of an educational institution and its results based on analysis, forecasting of the internal and external environment of the institution, consumers, etc. Planning is intended to create the conditions for the successful implementation of purposeful, organised joint educational, support and management activities.

The educational planning system in a pre-school has three main levels: the strategic level: the pre-school development programme, the graduate model, and the educational programme;

- The tactical level: the curricular and annual plans, prospective plans, individual charts of children's development; the operational level: calendar plans of educational work with children, specialists' stable plans, thematic plans, diagnostic charts of children's development.

An effective system of educational planning in pre-schools involves the active participation of parents at all three levels.

The step-by-step methodology for including parents in the planning of the educational process includes: a) the actualisation of the educational needs of parents in relation to their child; b) pedagogical education of parents as customers of educational services in the pre-school; c) partnership of teachers and parents in the planning and organisation of the educational process.

The formative experiment confirmed our assumption that systematic work with parents promotes positive, sustainable dynamics of parental involvement in planning the educational process if its organisation ensures variability and dynamism of the content and forms of parental participation through systematic inclusion of parents in joint activities with constant change and complication of responsibilities, raising the level of pedagogical knowledge, skills and abilities, providing freedom in choosing activities.

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Parents in a pre-school represent different groups in terms of educational and professional level. We have identified 5 groups, with each group having its own characteristics in terms of the nature of the parents' difficulties and expectations in the upbringing and education of their children, which made it possible to determine the direction, content and forms of work with them. This makes the process of teacher training for parents as differentiated and targeted as possible. The organization of work with parents includes: an instructional-pedagogical unit (lectures, seminars); an organizational-methodological unit (play and simulation games, classes);

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The inclusion of parents in the planning of the educational process in the pre-school was carried out in the following ways:

- The study of parents' interests and needs in educational services; involvement of parents in the development of the social order: defining the mission of the pre-school; selection of educational content (educational programme, technology, methods of rearing and teaching children); creation of a graduate model.
- Involving parents in the development of plans at all levels:

The preschool development programme, the annual plan, the curriculum, the child's individual development maps, the joint plans of educators, specialists and parents, etc.

Mathematical processing of the results of the experiment at all three stages showed an increase in the mean score and correlation coefficient of expert and self-assessments, which indicates an increased degree of agreement between experts and parents; a decrease in the mean square error of experts on the three parameters, which indicates an increased degree of agreement between experts observing parents' activities. Consequently, the level of inclusion of parents in the planning of the educational process in the preschool increases.

The expert evaluation of the state of educational planning in pre-school institutions confirmed the dependence of the dynamics of the quality of planning on the level of parental involvement in planning. The quality of strategic, tactical and operative planning of the educational process increased in the experimental pre-schools.

The planning system developed in the study, the specific work programmes for the individual areas, the preschool development programme and the annual plan form the basis of concrete methodological recommendations to assist preschool practitioners.

In terms of future perspectives and relevant areas of further work, we think the focus could be on exploring the use of technical tools in planning, on developing integrated educational courses to facilitate the emergence of pedagogical communities, and on developing pre-service training programmes for preschool teachers.

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