

COLLABORATION BETWEEN PRESCHOOL AND PRIMARY EDUCATION

Asatova Marjona Rakhmatilloevna*; **Aslonova Sanobar Sulaymanovna****

*Teacher,

Department of Preschool, Primary and Special Education,
Bukhara Regional Center for Retraining,
Advanced Training of Public Education Staff,
Bukhara, UZBEKISTAN

**Teacher,

Department of Preschool, Primary and Special Education,
Bukhara Regional Center for Retraining,
Advanced Training of Public Education Staff,
Bukhara, UZBEKISTAN

DOI: 10.5958/2249-7137.2022.00873.4

ABSTRACT

This article highlights the importance of continuity in the life of children during their transition from Preschool to Primary School. The collaboration between education systems and teachers of both educational levels strengthens the continuity and contributes to the smoother transition of children.

KEYWORDS: *Cooperation, Collaboration, Preschool, Primary School, Transition, Adjustment, Curriculum.*

INTRODUCTION

The transition from Preschool to Primary School is an important event for children and it is a challenge that, to a certain extent, determines their future educational experiences. The adjustment in Primary School and the confrontation of changes that are caused from the transition of children to the next level of education are important, and many research studies have shown that a positive principle in school is linked to their future school success. On the contrary, children who have adjustment difficulties in their attendance in the early years of primary school are more likely to continue experiencing social, behavioral or academic difficulties in later years of their school life.

Transition is a shared responsibility of many people in order to be turned into a positive experience for children. It is a continuous effort to build links between teachers, parents and communities.

Preschool programs and school readiness are considered important in order to improve the transition from Preschool to Primary School. Preschool aims at smoothing potential difficulties and bridging the gap between Preschool and Primary School education. In the first school years, basic skills, related to social and cognitive skills, are developed for the success of children in school. In Primary School, not only is the flexible program of Preschool becoming more demanding, but also is the school environment itself. Teachers are the ones who are committed

to helping children become acquainted with the new context. The connection with the knowledge chapters that children bring to Primary School implies the linking to the learning in Preschool. The transition of children from Preschool to Primary School is facilitated by the pedagogy coordination of preschool and primary school teachers. These two institutions should follow the same teaching methods and apply a joint curriculum.

The mission of the preschool and primary education institution is to form the basis of the child's personality, adhere to the rules of cultural ethics, develop an interest in learning about the environment, basic work skills, the need for education, continuity in preschool and primary education, strengthening the health of pupils and students enters. At the same time, family upbringing is the main source, means and improving process in the organization of educational work. The main goals and objectives of the preschool and primary education institution are: Organization of a continuous educational process, taking into account the specific features of the psycho-physiological age characteristics of preschool children and primary school students, the individual qualities, abilities and capabilities of each child. Implementing an educational process based on universal values, creative experiences, centuries-old traditions, our scientific, historical and cultural heritage.

The continuation of certain practices and routines is established through closer communication and mutual professional respect among teachers and contributes to a sense of belonging while the continuity of the curriculum acknowledges that learning that was acquired in Preschool will continue in the first grade of Primary School.

Transitional transition practices that are related to communication and collaboration between teachers at both levels of education are of major importance in helping students to overcome any difficulties they may encounter when they come from Preschool to Primary School.

Unfortunately, regarding the Uzbek education reality, the rule is the lack of continuity in program and teaching and educational practices, as well as the lack of collaboration and understanding between teachers of different educational levels. As it is obvious in researches, there is a lack of relationships and information between schools and teachers during the transition period. However, it is necessary to strengthen the links between the two educational levels in order to ensure continuity in many areas between preschool and primary education. So as to make this corporation efficient there should be ensured full implementation of the adopted State Education Standards for Phases I and II of the education system (preschool and primary education institution). To do this:

- Formation of a comprehensively developed child's personality;
- Ensuring the physical development and healthy growth of children;
- To increase the interest of preschool children and primary school students in education, to develop existing skills;
- Providing education to preschool children through play;

On December 29, 2016, the President of the Republic of Uzbekistan approved the Resolution No. PP-2707 "On measures to further improve the system of preschool education in 2017-2021." Scientific observations and research show that a person can acquire seventy percent of all information obtained during his lifetime by the age of five. Indeed, during this period, a child understands the world, learns his native language, awakens love for parents, family,

neighborhood, homeland, prepares the ground for lifelong learning. Psychological preparation for school education includes a readiness of the child's desire to learn, a sufficiently high level of cognitive activity and thinking operations in the desire to become a student. The move from preschool to formal primary school is a daunting experience for many children, with challenges presented not only in the changing physical environment but also in their academic, social and emotional experiences. Children entering formal schooling are expected to work independently, form new friendships, and adapt to the expectations of different teachers and routines of primary school. While some children may navigate the change easily, not every individual child is able to adjust so smoothly. To ensure that every child has the best possible chance of adjusting successfully to formal schooling, a wider support system needs to be put into place, with the preschool and primary school teaching professionals and children working together. In particular, it is proposed that the greatest potential lies in the alliance of primary school and preschool teachers, with the aligning of teaching practices and philosophies across the two institutions ensuring continuity and support for children as they progress through their education.

The need for teacher collaboration across preschool and primary school is particularly necessary when the discontinuities between early childhood centers and primary schools are highlighted. The need to create a balance, or connection, between these environments provides a child's success in the transition to formal schooling is dependent on the learning environment or setting. If a setting is familiar, then children can apply those previously learned skills and knowledge to new experiences. However, the more differences between the two environments, the more challenges and stress the child will face in their transition.

Primary schools prepare for children's transition to formal education, with the first year of formal education structured to deliver developmentally-appropriate learning for the children, again promoting continuity of kindergarten.

Internationally, there are many differences in the specific expectations of preschools and the first year of primary school. While these differences mean that children's transitions need to be targeted appropriately, depending on the country, there are fundamental similarities in schooling institutions across the globe that allow us to compare relevant studies. In Uzbekistan, the differences between Uzbek preschool and primary school programs, building on the general distinction that preschool focuses on an educational play while primary school revolves around lessons. Despite both schooling institutions having the same overall aim of preparing children to function in a democratic society, the key differences in the themes and focuses cannot be ignored. The preschool system practices revolved around caregiving, social relations and play. Life skills were promoted in a flexible learning environment that offered children diversity in their choice of activities. In contrast to preschools, the primary school system took a more structured approach, focusing on a variety of subjects designed to build the child's knowledge and skill base; this focus on instruction resulted in children losing some of their sense of independence as there was an increase in teacher-directed activities.

Today, Preschool and Primary school education systems of Uzbekistan have increased dramatically. Collaboration between preschool and primary school education is considered as a main political and educational issue. Curriculum of both educational institutions started to be formed continuing each other. National guidelines outlining how preschool, or the 'Foundation Stage', reflects a child-centered focus where learning is achieved through play and also 'Year 1'

primary schooling emphasizes a more goal-focused learning experience by playing educational games.

CONCLUSION

Effective co-operation between preschool and primary school teachers is important in order to build children's abilities during their transition from Preschool to Primary School. It is very positive that the teachers of the sample seem to be open to greater levels of communication and cooperation. The key features that must distinguish this cooperation are continuity, planning and positive attitude towards each other. School institutions should work in order to reinforce the continuity between school levels. The best acquaintance between the two schools can only lead to positive results. It will assist teachers to learn about the way the colleagues of the other educational level work, understand their difficulties and find common teaching codes. Furthermore, we must not forget that the common aim of both is the education and socialization of children.

REFERENCES:

1. Mamurkhanovna, D. B. (2022). The Concept Of “Love” As An Important Element Of The Emotional World Landscape. *Epra International Journal Of Research And Development (Ijrd)*, 7(5), 95-98.
2. Yuldasheva, D. K. (2019). Communicative Approach In Teaching A Foreign Language. *Theoretical & Applied Science*, (11), 50-52.
3. Akborvna, B. B., & Mo'yudinjanovna, Y. D. (2021). Comparative Analysis Of Uzbek, English And Russian Folk Fairy Tales. *Барқарорлик Ва Етакчи Тадқиқотлар Онлайн Илмий Журнали*, 1(5), 388-392.
4. Burtabaeva, B. A., & Yuldasheva, D. M. (2020). Various Ways Of Teaching Writing. *Проблемы Педагогика*, 13.
5. Yuldasheva, D. Communicative Approach In Teaching A Foreign.
6. Ахмедова, Н., & Собирова, Б. (2021). Клинические Особенности Течения Дилатационной Кардиомиопатии У Детей. *Interconf*.
7. Жамолов, А. Ш., & Ахмедова, Н. А. (2022). *Psychological Aspects Of Commitment Treatment Of Patients With Rheumatoid Arthritis* (Doctoral Dissertation, Ташкент).
8. Sultonmakhmudovna, M. M. (2020, June). The Construction Of The Irrigation Systems In The Period Of Amir Temur And The Temurids' reigns. In *Archive Of Conferences* (Vol. 1, No. 1, Pp. 40-43).
9. Kenjaev, A. (2022). The Effect Of The Negative Effects Of Globalization On The Spiritual Development Of Challenging Youths. *Conferencea*, 78-80.
10. Sattorovich, K. A. (2021). Improving The Teaching Methods Of General Subjects Using Interactive Methods.
11. Sattorovich, K. A. (2021). Article On The Methodology Of Teaching General Subjects Using Interactive Methods. *Eurasian Journal Of Humanities And Social Sciences*, 3, 22-25.

12. Sattorovich, K. A. (2022). Methods Of Teaching General Sciences Using Interactive Methods. *Web Of Scientist: International Scientific Research Journal*, 3(4), 284-288.
13. Vaslidin O'G'Li, M. N., & Norhujavich, M. O. (2021). Comparative Typology Of Verbal Means Expressing The Concept Of " Goal" In Languages With Different Systems. *Central Asian Journal Of Literature, Philosophy And Culture*, 2(12), 51-55.
14. Nasridinov, M., & Usmonova, D. (2022). Exposition Functions In The Novel " The Jungle Book". *International Journal Of Literature And Languages*, 2(05), 22-28.
15. Karimjonova, S. R. (2021). Cognitive Aspects Of The Causative Verb To Have In Modern English. *Current Research Journal Of Philological Sciences (2767-3758)*, 2(11), 141-145.
16. Ravshanjonovna, K. S. (2021). O'zbek Va Ingliz Tilidagi Sifatdoshlarning Strukturaviyfunksional Xususiyatlari. *Oriental Art And Culture*, (6), 153-158.
17. Mukarramovna, Q. M., & Rahmonaliyevna, A. G. (2022). Nemis Tili Darslarida Enerjayzer Oyinlardan Foydalanish Haqida Ayrim Mulohazalar. *Barqarorlik Va Yetakchi Tadqiqotlar Onlayn Ilmiy Jurnali*, 91-93.