СОВРЕМЕННЫЙ ПОДХОД В ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЯХ

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Аннотация: реформы, происходящие в нынешнее время в дошкольной образовательной системе Узбекистана предъявляют новые требования к дошкольным образовательным организациям и к организации в них воспитательно - образовательного процесса, и к уровню качества образовательных услуг. Эти перемены требуют новых подходов в системе отношений «дошкольная организация – семья». Закон Республики Узбекистан «О дошкольном образовании и воспитании» четко определяет место родителей в едином образовательном пространстве – родители не сторонние наблюдатели, а активные участники педагогического процесса.

Ключевые слова: современные тенденции, взаимодействие, педагогическая культура, единое пространство, профессиональная компетентность, принципы – сотрудничества, модернизации системы, образовательное пространство, стимулирование и поддержка семьи, активно посещать консультации.

MAKTABGAÇA TA’LIM TAŞKILOTLARIDA ZAMONAVIY YONDAŞUV

Annotatsiya: hozirgi kunda O‘zbekiston maktabgacha ta’lim tizimida amalga oshirilayotgan islohotlar maktabgacha yoshdagi bolalar ta’lim muassasalari va tashkilotlariga ta’lim jarayoniga, ta’lim xizmatlari sifati darajasiga yangi talablar qo‘ymoqda. Mazkur o‘zgarishlar “Maktabgacha ta’lim tashkiloti – oila” munosabatlari tizimiga yangicha yondashuvlarni taqozo etadi O‘zbekiston Respublikasining “Maktabgacha ta’lim va tarbiya to‘g‘risida”gi qonunida ota-onalarning yagona ta’lim dasturida kuchli kuzatuvchilar, pedagogik jarayonning faol ishtirokchilari roli aniq belgilab berilgan.

Kalit so'zlar: zamonaviy tendentsiyalar, o'zaro ta'sir, pedagogik madaniyat, umumiy makon, kasbiy kompetentsiya, hamkorlik tamoyillari, tizimni modernizatsiya qilish, ta'lim maydoni, oilani rag'batlantirish va qo'llab-quvvatlash, maslahatlashuvlarda faol ishtirok etish.

MODERN APPROACH IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

Abstract: reforms currently taking place in the preschool educational system of Uzbekistan pose new requirements to preschool children educational organizations and organizations in the educational process, and to the level of quality of educational services. These changes require new approaches to the system of relations "preschool organization - family" The Law of the Republic of Uzbekistan "On Preschool Education and Upbringing" clearly defines the role of parents in a single educational program strong observers, and active participants of the pedagogical process.

Key words: modern trends, interaction, pedagogical culture, common space, professional competence, principles of cooperation, system modernization, educational space, stimulation and support of the family, active attendance of consultations.

Cooperation is a "community of equals" where no one has the privilege of directing, controlling, or evaluating. Interaction is a way of organizing joint activities that are carried out with the help of a community. The kindergarten and the family must strive to create a unified space for the child's development.

Modern trends in the development of preschool education are united by one important and significant criterion - its quality, which directly depends on the level of professional competence of educators and the pedagogical culture of parents. Achieving high-quality education for students, fully satisfying parents' requests and children's interests, and creating a unified educational space for the child is only possible under the conditions of developing a new system of interaction between the preschool educational institution and the family.

It is necessary to develop and implement a work system for the active involvement of parents in the life of the preschool organization. All of this allows for the consideration of work with parents as an important condition for the successful pedagogical activities of the preschool organization at the current stage of modernizing the preschool education system.

The innovative approach to working with parents encompasses various areas of activity for preschool educators and includes several principles: collaboration, openness, stimulating and supporting the family, feedback, and an individual approach to each family. Only when these factors are combined can we speak of fundamentally new relationships between family and preschool education.

The involvement of parents in a single area of child development in a preschool educational institution can be resolved in three directions:

1) Work with the MCO staff to organize interaction with families, familiarizing educators with the system of new forms of working with parents.

2) Increasing the pedagogical culture of parents.

3) Engaging parents in MCO activities and working together to exchange experience.

The main tasks in working with parents include the following:

1) Establishing partnership relations with the families of each student;

2) Combining efforts for the development and upbringing of children;

3) Creating an atmosphere of mutual understanding, common interests, and emotional mutual support;

4) To activate and enrich the educational skills of parents;

5) Supporting their confidence in public pedagogical opportunities.

To plan work with parents, it is necessary to know the parents of your students well. Therefore, it is necessary to begin by analyzing the social status of the parents, their mood, and their expectations regarding the child's stay in the preschool organization. Conducting surveys and personal conversations on this topic will help build the right work with parents, make it effective, and choose interesting forms of interaction with families.

Parents of children attending preschool educational organizations today canbe conventionally divided into three groups.

The first group consists of parents who are extremely busy at work, for whom a preschool organization is simply vital. However, despite this, they expect from the preschool organization not only good care and care for the child, but also full-fledged development, health improvement, education and upbringing, and the organization of engaging leisure. It is unlikely that this parent group will be able to actively attend consultations, seminars, and trainings during the lesson. However, if the interaction is organized correctly, they will happily prepare family work for a competition or exhibition at home with the child, and will participate in the announced events at their convenient time.

The second group consists of parents with a comfortable work schedule and non-working grandparents. Children from such families might not attend preschool organizations, but parents do not want to deprive their child of full-fledged childhood communication, play with peers, development, and learning. The task of educators is to prevent this parent group from remaining in the position of passive observers; they must be involved in the work of the preschool organization.

The third group consists of families with unemployed mothers. These parents also expect the preschool organization to foster interesting communication with peers, acquire skills for collective behavior, maintain a proper daily routine, and foster learning and development. The educator's task is to select energetic mothers from this parent group, who will become members of parent committees and active assistants to the educators. The educator must rely on this parent group when preparing for parent meetings, celebrations, competitions, exhibitions, etc.

The coordination of work with parents is carried out through various forms. The main thing is to convey the knowledge to the parents. There are traditional and non-traditional forms of communication between the educator and the parents of preschoolers.

Traditional forms are subdivided into collective (parents' meetings, conferences, round tables) and individual (conversations, consultations, home visits), as well as visual-informational (exhibitions, stands, screens, moving folders).

Non-traditional forms of organizing communication between educators and parents.

1) Information and analytical. This includes identifying the interests, needs, and grievances of parents, as well as their level of pedagogical literacy.

It is conducted with the help of reproaches.

2) Cognitive. Familiarizing parents with the age-related and psychological characteristics of preschool-aged children. Developing parents' practical skills in child-rearing. Seminars, workshops, pedagogical guesthouses, meetings in an unconventional format, and a pedagogical library for parents are being organized.

3) Visual-informational. Familiarizing parents with the work of preschool educational organizations and the specifics of raising children. These include informational projects for parents, the organization of open door days, open viewing of classes, and other types of children's activities.

4) Arcuate. Establishing emotional contact between educators and children. These include joint entertainment, holidays, participation of parents and children in exhibitions, etc.

The effectiveness of the work conducted with parents in kindergarten can be evidenced by:

- showing interest in maintaining the educational process with children among parents;
- answering parents' questions themselves; providing examples from personal experience;
- the desire of adults for individual contact with the educator;
- parents' reflection on the correctness of using certain upbringing methods;
- increasing their activity in analyzing pedagogical situations, solving tasks, and discussing discussion issues;
- the activity of adults in the life of the children's group and group.

The use of various forms of work with the family will awaken a sense of affection and trust among parents toward their children.

The relationship between parents and children rarely arises all at once. This is a lengthy process, a long and painstaking labor that requires patient, steadfast pursuit of the chosen goal. Solving the tasks of cooperation requires that educators participate in the psychological-pedagogical dedication of parents; study families and their educational capabilities; and involve parents in the child's educational work.

After all, the goal of educators and parents is the same: to raise future creators of life.

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