



COOPERATION OF TEACHERS AND PARENTS IN EDUCATION

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Annotation

In this work, the teachers of the educational institutions and the cooperative relationship with the parents of the students are discussed.

Keywords: parent, teacher, student, cooperation, educational institution, upbringing, education.

At the heart of the interaction between the family is the cooperation of the teacher and parents, which equalizes the positions of the partners and reflects the respectful attitude of the interacting parties, taking into account the mutual relations and opportunities. Cooperation includes not only mutual relations, but also mutual understanding, mutual respect, mutual trust, mutual knowledge, mutual influence. Active cooperation of teachers and parents allows to get to know each other better and strengthen their relationship.

The main aspect of working in any educational institution is to maintain and strengthen the physical and mental health of students, to ensure their creative and intellectual development, personal and harmonious growth. It is very important to work with parents of students to achieve high results in preschool education.

Working with parents is one of the most important aspects of the teacher aimed at maintaining the psychological health of children, it ensures the formation of a common "educational" space around the child, coordination of the influence of adults. A special feature of the teacher of the educational institution working with the parents of students:

- high level of education and high social status of the majority of parents;
- high employment of students' parents;
- high expectations regarding the quality of the educational process in education at the current stage.

In this regard, cooperation with parents is built by teachers according to the following principles:

- high professionalism;





- love and respect for parents and their children;
- ensuring confidentiality and emotional safety;
- openness and harmony of the teacher;
- encourage parents to communicate with the teacher in different ways;
- relevance, consistency and consistency of work with all participants of the educational process, systematic work expressed in cooperation with parents at all levels of children's preschool education;
- priority active interactive methods: discussions with elements, roundtables, role and work games, trainings, using psychotherapeutic methods.

In order to implement the goals of psychological and pedagogical support for children, work is carried out in the following directions:

1. Survey of parents to assess the level of success in the transition period of adaptation to kindergarten, kindergarten and age groups, at home and response to changes in the educational load, especially their children's behavior; collection and management of inquiries from pedagogical personnel on the organization of the educational process of kindergarten, including monitoring of the quality of the educational process before school, satisfaction of parents.

2. Advising students' families on current issues of children's education, upbringing and personal development.

3. Through information-educational and development work:

- it is necessary to create favorable conditions for the development and education of children, the thematic presentations of problems aimed at solving important psychological and pedagogical problems and helping to improve the authority of parents;

- actors, in addition to the preschool teacher, specialists of the educational institution, psychological and pedagogical general education of experienced parents. This form of communication with parents allows the use of interactive methods of influence.

The development of interaction with parents includes traditional forms - parent meetings, lectures, workshops, and modern forms - oral journals, excursions, parents' clubs, activities, entertainment, games etc. can be developed and applied. When we plan some forms of work, we as teachers always act based on the ideas of modern parents, modern students, ready to learn, self-development and cooperation. In this regard, we select the following requirements for forms of interactions: * originality, * relevance, * interactivity. Recently, there is a new and promising form of cooperation, which includes connecting parents to actively participate in the pedagogical process, and kindergarten life.





Family and kindergarten are two educational phenomena. Each of them has the social experience of children, and only together with each other create optimal conditions for a small person to enter the big world.

Recognizing the priority of family education requires new relationships between family and preschool institutions. with special features, but they replace each other, and it is impossible to establish a connection between the conditions necessary for the successful education of preschool children.

Preschool plays an important role in the development of a child: Here he gets his first knowledge, learns to organize his activities, communicate skills with other children and adults. At the same time, how effectively a child is exposed to these skills depends on the family's preschool relationship. Children of preschool age cannot develop together without the active participation of their parents in the educational process.

What is the confidence of parents in the teacher? respect for the authority of the teacher with experience, knowledge and educational issues, but also, most importantly, to trust him because of his personal qualities (diligence, people, loving attention, sensitivity).

Practice shows that both parties need mutual support - preschool and family experience. However, this need is often unconscious, and the reasons for the mutual cooperation of the family and the kindergarten are not always correct. Parents turn to the teacher with advice, suggestions and requests regarding any current event. For example, do not feed the child by force, watch what clothes to wear for a walk, etc. The family is primarily of interest to pedagogues as a source of knowledge about the child: if the regime is at home, whether the child is taught to be independent, what he prefers at home, etc.

Parents and teachers often have no information about the upbringing of the child, the peculiarities of his development outside the sphere of influence. The teacher is usually reluctant to communicate with parents, citing the lack of time. At the level of preparation for the service, and for the service, he is a teacher who shows clear positive ways of interaction with his parents. This is, first of all, a daily short and informative conversation, which is especially important in the behavior and activity of the child. The task of the teacher is to inform the parents about the new "bump" in the child and to tell them.

Thus, the relationship of the preschool educational institution with the family should be based on cooperation and cooperation, both inside and outside the kindergarten. Some psychological and pedagogical rules for this noise.

The first rule. There should be actions and activities aimed at increasing and strengthening the position of parents in working with the family. In addition to





teaching, a strict tone is not tolerated in the work of a teacher, because it can be a source of anger, humiliation, discomfort. The need for parents to consult absolutely "must", "must" disappears. The only norm of teacher-parent relations is mutual respect. The importance of such a relationship is that both the teacher and the parent feel their responsibility, obligation and civic duty. The teacher insists on the need to strengthen and strengthen the status of parents in front of children when choosing forms and methods of work.

The second rule. Relying on the educational opportunities of parents, increasing their pedagogical culture and activity in the field of education. Psychologically, parents are ready to help with all requirements, work and the beginning of school. Even parents who do not have pedagogical education and higher education, who are deeply understanding and responsible, take part in raising children.

The third rule. Pedagogical mercy, non-allowance of negligent interference in the life of the family. The teacher is a formal opportunity, but their activity often hides the nature of voluntary or forced relations "Their." No matter what kind of family, no matter how teachers have parents, a good teacher should always be polite and kind. All the knowledge about the family, he must pay for the approval of the good, he must help the parents in their education.

The fourth rule. , solving problems of education, family, education, a center on the successful development of the individual, on the strong, relying on the positive qualities of the child, important, the main attitude. The formation of the student's character is not without difficulties, contradictions and unexpected events. If this development is perceived as a manifestation of the laws of complexity, nature, choosing a measure of the methods of verbal and practical influence, the nature of its development (its uneven and spasmodic character of strict causal conditioning, relations to educational influences, verbal and practical influence) , important, unexpected results are not confusing.

Establishing relationships with parents and family is the main task of the coach, the beginning of all beginnings.

Recently, there is a mutual relationship between children and parents, which is distinguished by warm relations between the older and younger generations. The second plan includes kindness, compassion, and the pursuit of spirituality. There are several reasons for this. The task of educational institutions is to restore these values and involve parents in this work.





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