



 Research Article

RELATIONSHIP COMPETENCY OF PARENTS IN THE FAMILY AND PRESCHOOL EDUCATION ORGANIZATION

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ABSTRACT

In this article, it is explained that the tasks of parents' relational competence implementation in the family and preschool educational organization are extremely important in raising children.

KEYWORDS

Family, parents, preschool education, child education, preschool child, decisions, personality, factors, development, education.

INTRODUCTION

The family is the main educator of its children. In the family, the parents and only the family members are the first to see and feel what the growing child is capable of, what abilities he has and the unique characteristics of the child. and initially provides an opportunity to develop these qualities. One of the main problems of family education is the lack of pedagogical culture of parents in the family. In this regard, in accordance

with the decision of the President of the Republic of Uzbekistan "On additional measures to increase the effectiveness of spiritual and educational work" dated May 3, 2019 No. PQ-4307, guaranteed preparation of young people for independent life, To develop and implement a methodology based on gradualism and continuity of education, starting from the period of pregnancy and continuing until the age of 18, to

direct young people to self-development as individuals, to educate them as active citizens with a broad worldview.

Every parent knows that it is necessary to educate their child diligently and every day in order to be happy. However, they forget to educate their children from the time of birth, so to speak, from the time of pregnancy. Sometimes they don't pay attention to gradual, continuous education from early childhood. Mistakes made in education are not immediately visible. Complications of improper upbringing are seen many years later in social problems caused by the human factor in society. Today, the leading young people of Uzbekistan are achieving unparalleled achievements in various fields, on a global scale, thanks to the purposeful, continuous education of the state and their parents. In fact, the role of the family, or more precisely, the parents, is extremely important in the formation of a well-rounded person. Mentally mature, morally clean, physically strong children grow up in exemplary families. Accordingly, the issues of family and family education have always been and will remain an urgent problem. It is the main goal, task and dream of parents to give a good education to a child, to ensure that his child grows up without stumbling in life. Moreover, this debt is obligatory for the parents as well. In society, upbringing is not only the personal work of parents, but also their social duty. It is known that the value of a person is determined by his place in society and depends on his education in many ways. That is why parents are educators of their children. Education, heredity (generation) and

environment play a key role in the development of a child's personality. It is scientifically based in one way or another in the sources of the blessed Islamic religion, in the works of all thinkers. In particular, the importance of the role of education in all three factors is recognized. However, it is no secret that the strength and result of the influence of upbringing is determined by the cooperation of factors such as heredity and environment. Because, if there is a deficiency in the generation and environment, the positive effect of education may not be felt. As a clear example of our words above, in our holy religion Islam, the Messenger of God (peace and blessings of Allah be upon him) also states: It is narrated from Abu Huraira (may God bless him and grant him peace): "The Prophet (peace be upon him) Every child born is born only with fitrah (pure nature) . Therefore, his parents are Jews, Christians, or pagans." This hadith from Sharif shows that the opinions of Western philosophers and scientists who put forward the idea that heredity, that is, the biological factor plays the main role in the formation of a person, are groundless and show the importance of education.

One of our great scholars, Abu Ali Ibn Sina, emphasized the role of parents in family education: "When a child is born, first of all, the father should give him a good name, then he should educate him well... if family education is good if he uses these methods, the family will be happy." In fact, the basic rights of children are realized in the family. diagnostics for determining the condition of the child in the family, studying the educational potential of the family. The model

of interaction between educators and parents to improve psychological and pedagogical competence includes several stages, one of the first stages is diagnostics, which determines the level of legal competence, allows to determine the implementation of family violation rights.

Duties

1. To increase the psychological and pedagogical competence of educators on family development, interaction with the family.
2. To acquire skills for effective forms of communication between parents and teachers, to enrich the communicative experience of parents.
3. Enrichment of interactive forms of interaction between the educator and parents, effective methods and methods of psychological and pedagogical support of the child in the family

Organizing interactions with the family is a difficult task, it does not have ready-made technologies and recipes. Its success is determined by the intuition, initiative and patience of the teacher, and the ability to be a professional assistant to the family.

It is known that the family is the first and most important institution for the socialization of children. In the implementation of the state curriculum "First Step", pre-school education organizations are tasked with close cooperation with the family and local communities. Cooperation of preschool children with preschool education organizations in the family education of children consists in the development of general

rules for quality preparation of children for primary education.

Perfect upbringing of children cannot be achieved without the active participation of their parents and the public in the educational process. Due to the fact that parents have different views on the cooperation of the preschool education organization with the family, the aspects of parents' satisfaction with the conditions of the preschool education organization are different. It is changing. In some families, the tendency of parents to refuse to solve the issues of raising their children and personal development has increased. Some parents are only interested in the child's nutrition, they consider the Preschool educational organization to be a place where only children are fed. There is also a category of parents who ignore the advice of educators. It is possible to fully satisfy the needs and interests of children, to create a single educational space for a child, only by developing a new system of interaction between guardianship and family from early childhood. - is to give the mother the opportunity to know and see how her child lives and develops. It is important to prevent the emergence of problematic situations, to establish personal relationships between educators and parents, to inform parents every day how the child spent the day, what he learned, what achievements he made. It is necessary to provide information about it. Based on this, supporting the psychological abilities of parents has become the most urgent task of the modern era.

According to the American psychologist H. Jainot, equal communication is communication

It is based on the basic rule of 3. First of all, parents should strive to approve positive changes in the child in all situations, not to belittle him in any case, to support a positive self-image in the child. Secondly, you can talk with the child about the work he did, the consequences of this work, the situation, you should not talk about the child's character and personality, you should avoid negative evaluation of his personality. The opinion of adults about children should not be focused on diagnosing the child's future fate, predicting it in advance. Praising and reprimanding should also be based on the same rule: instead of a ready-made assessment, actions and their results should be explained in detail, conclusions and evaluations should be left to the child. Thirdly, adults should be the initiators in the communication process. In this case, the method of action should not be indicated directly, but the options for solving the problem situation should be presented to the child in such a way that the child can independently choose the most appropriate method. The successive implementation of these rules by parents, teachers and educators in everyday life is nothing more than the introduction of the rules of advocacy into the practice of education. From a psychodynamic point of view, the goal of leading parenting groups is to equip parents with the skills to use these rules in practice. In other words, the product of parenting groups is to teach parents to be in a claim relationship with the child.

Currently, parent training groups abroad have become very popular as a form of productive

work in the practice of child counseling. However, it should be mentioned that apart from the entire system of child-oriented correctional measures, parents cannot successfully solve correctional tasks in the process of training and counseling. In our republic, the need to work with groups of parents is crucial for the child's mental development. In particular, this problem is rapidly developed as the most correct form of corrective work in the field of family psychotherapy.

CONCLUSION

In conclusion, it should be said that for effective cooperation with the family, one desire alone is not enough. The main point in the interaction of group educators and parents is to study the family. It is very difficult to learn the specific features of raising a child in a family. Usually, observations, questionnaires and interviews are used for this. The joint activity of parents and educators allows us to jointly identify existing problems in raising children and solve them.

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