# PEDAGOGICAL CONDITIONS FOR ORGANIZING COOPERATION BETWEEN THE PRESCHOOL EDUCATIONAL INSTITUTION AND THE FAMILY

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***Annotation.*** *This article is devoted to the substantiation of the pedagogical conditions for organizing cooperation between the preschool educational institution and the family. The study examines the normative and organizational, motivational and value-based, professional and competence-related, content-methodological, informational and communicative conditions of such cooperation, as well as the requirements of a differentiated approach to different types of families. Traditional and interactive forms of interaction, the possibilities of digital communication channels, and criteria and indicators for assessing the effectiveness of partnership are analyzed. Existing problems that reduce the effectiveness of the cooperation between the preschool institution and the family are identified, and proposals for overcoming them are developed.*

**Keywords:** preschool education, family, cooperation, pedagogical partnership, pedagogical conditions, parental involvement, educator competence, individual approach, digital communication, “Ilk qadam” State Curriculum.

## INTRODUCTION

Preschool age is the period during which the foundations of a child’s personality, speech, emotional and social competence, cognitive interest and value orientations are laid. Two institutions decisively influence this period: the family, which is the child’s first and most emotionally significant educational environment, and the preschool educational institution, which provides systematic, professionally organized pedagogical support. Each of them possesses resources that the other does not have. The family provides continuity, an individual emotional bond and an everyday cultural context; the preschool institution provides a scientifically grounded programme, a peer group and professional pedagogical observation. Consequently, the developmental result depends not on the quality of each institution taken separately, but on the degree of coherence between them.

In the Republic of Uzbekistan, the preschool education system has undergone large-scale reform in recent years. The establishment of a separate governing body for the sphere, the adoption of the Law “On Preschool Education and Upbringing”, the introduction of the “Ilk qadam” State Curriculum and the rapid growth of enrolment in preschool institutions have changed both the scale and the content of the system. Normative documents define the family not as a passive recipient of pedagogical services, but as an equal participant in the educational process, and cooperation with parents is recognized as one of the criteria for the quality of an institution’s work.

At the same time, practice shows that the declared partnership is often reduced to a limited set of formal measures: parent meetings held several times a year, information stands, announcements and the involvement of parents in solving material and organizational issues. Such interaction remains one-directional and does not turn the parent into a subject of the educational

process. This contradiction between the normatively established requirement of partnership and its actual implementation determines the relevance of the present study.

The aim of the article is to identify, classify and substantiate the pedagogical conditions under which cooperation between the preschool educational institution and the family acquires a systemic, meaningful and effective character, and to develop proposals for improving the practice of such cooperation.

**LITERATURE REVIEW AND METHODS**

The problem of interaction between the educational institution and the family has been studied extensively in world pedagogy and psychology. The cultural-historical theory of L.S. Vygotsky substantiates the social nature of child development and the mediating role of the adult, which implies the unity of the requirements and forms of support that the child receives in both environments. U. Bronfenbrenner's ecological systems theory introduced the concept of the mesosystem, that is, the connection between the settings in which the child participates; according to this approach, the strength and quality of the link between the family and the preschool institution influence development directly and not only indirectly.

J.L. Epstein's framework of partnership distinguishes several types of involvement – supporting parenting, communication, volunteering, learning at home, participation in decision-making and cooperation with the community – and shows that a full-fledged partnership requires the simultaneous development of all these directions rather than of one of them.

The model of K.V. Hoover-Dempsey and H.M. Sandler explains the motivational mechanism of involvement: parents participate when they construct their role as including educational functions, when they believe in their own ability to influence the child's development, and when they perceive a clear invitation from the institution and the child. C. Desforges and A. Abouchaar, generalizing empirical research, demonstrated that what parents do at home with the child is a stronger predictor of educational outcomes than formal participation in institutional events. J. Goodall and C. Montgomery describe the movement from parental involvement to parental engagement as a continuum, in which the centre of gravity shifts from the institution's activity towards the parent's own agency.

In the national pedagogical literature, the issues of family upbringing, the pedagogical culture of parents and the forms of work of the preschool institution with the family have been considered within the framework of preschool pedagogy and family pedagogy.

The "Ilk qadam" State Curriculum establishes partnership with the family among its leading principles and orients educators towards the individual development trajectory of the child, which is impossible to construct without systematic information exchange with parents.

However, the pedagogical conditions of such cooperation have so far been described mainly as a list of forms of work, while their systemic classification and the mechanisms of their implementation require further elaboration.

The following methods were applied in the study: theoretical analysis and generalization of scientific and pedagogical literature; analysis of normative legal documents regulating the sphere of preschool education; systemic-structural analysis, which made it possible to consider the conditions of cooperation as an interrelated complex rather than as isolated requirements; comparative analysis of international and national practice; pedagogical observation and questioning of educators and parents; and modelling of the stages of organizing cooperation.

**RESULTS**

The analysis carried out made it possible to distinguish and substantiate six interrelated groups of pedagogical conditions for organizing cooperation between the preschool educational institution and the family.

The first group comprises normative and organizational conditions. Cooperation becomes systematic only when it is fixed in the institution's documents: in the annual plan, in the working programme of each group and in the job responsibilities of the educator. This presupposes the allocation of real working time for interaction with parents, the appointment of a person responsible for coordinating this direction, the functioning of a parents' council with genuine consultative powers, and the establishment of a transparent procedure for considering parents' initiatives and complaints. Where interaction with the family depends solely on the personal enthusiasm of an individual educator, it is unstable and disappears together with the change of staff.

The second group comprises motivational and value-based conditions. Both sides must recognize each other as subjects of a common activity. On the part of parents, it is necessary to overcome the attitude of delegation, according to which upbringing is entirely transferred to the institution; on the part of educators, it is necessary to overcome the position of the sole expert who instructs the family. The formation of an atmosphere of mutual trust, respect for the family's way of life, observance of confidentiality and a non-judgemental attitude towards parents constitutes the psychological basis without which no organizational form yields results.

The third group comprises professional and competence-related conditions. Cooperation with the family requires the educator to possess a specific partnership competence, which includes the ability to communicate with adults, to conduct an individual conversation and to give feedback about the child without evaluative labelling, to study the educational potential and needs of the family, to resolve conflict situations, and to apply the principles of adult education when conducting workshops and consultations. Since these skills are not formed automatically, they must be included in the content of professional training and in-service qualification improvement programmes for preschool educators.

The fourth group comprises content-methodological conditions. Effective interaction is based on a combination of traditional and interactive forms. Traditional forms include parent meetings, individual consultations, open days and visual information. Interactive forms include practice-oriented workshops and master classes, family clubs, joint play, project and creative activities of children and parents, joint STEAM-oriented and health-improving activities, home tasks designed for joint performance, and the child's portfolio maintained together with the family.

The decisive criterion is not the number of events, but the extent to which they equip the parent with concrete ways of supporting the child's development at home.

The fifth group comprises informational and communicative conditions. Modern digital channels – messenger groups, mobile applications, electronic portfolios and short video materials – make communication regular and convenient, and allow parents with limited time to participate asynchronously. However, a digital channel is productive only when it functions in two directions: if it is used exclusively for announcements and requirements, it reproduces the same one-sided model in a new form.

At the same time, the risk of digital inequality must be taken into account, and traditional channels of communication must be preserved for families with limited digital skills or access.

The sixth group comprises conditions of a differentiated and individual approach to the family. Families differ in structure, cultural level, employment of parents and the child's developmental characteristics. Young families, large families, families in which the parents work abroad and the child is brought up by relatives, and families raising children with special educational needs require different content and different intensity of pedagogical support. The inclusive orientation of interaction is of particular importance: for such families, cooperation with the preschool institution frequently becomes the main source of professional support and the main condition for the child's successful social adaptation.

The generalization of these conditions makes it possible to present the organization of cooperation as a cyclical process consisting of four stages: the diagnostic stage, at which the educational potential, needs and readiness for cooperation of each family are studied; the design stage, at which the content, forms and schedule of interaction are planned on the basis of the diagnostic results; the implementation stage; and the evaluative-corrective stage, at which the results are assessed using motivational, cognitive, activity-related and reflective criteria, and adjustments are introduced into the subsequent cycle.

**DISCUSSION**

The results obtained allow several problematic issues to be discussed. First, the effectiveness of cooperation is still assessed mainly by quantitative indicators – the number of meetings held and the attendance of parents. Such indicators say nothing about the quality of the partnership. It is expedient to supplement them with qualitative indicators: the share of parents applying the recommended methods of development at home, the dynamics of parents' pedagogical competence, the level of satisfaction with feedback, and the proportion of parents' initiatives that were actually implemented.

Second, the workload of the educator constitutes an objective limitation. Individual work with families requires time that is not always provided for in the working schedule. Without normative recognition of this work as part of professional duties, the requirement of partnership turns into an additional burden that is fulfilled formally.

Third, the social context of the family must be taken into account. The employment of parents, labour migration and the upbringing of the child by grandparents change the composition of the actual participants in the interaction. The practical conclusion is that the institution should work not with an abstract "parent", but with the real adult responsible for the child, and should specifically involve fathers and other family members, whose participation is traditionally lower.

Fourth, the transition from pedagogical enlightenment to genuine partnership requires that parents participate not only in the implementation but also in the design of activities. When the topics of workshops are determined on the basis of parents' requests and when the family takes part in discussing the group's plans, involvement grows considerably, because participation becomes meaningful for the parent.

Fifth, the professional preparation of educators remains a key resource. The analysis shows that the greatest difficulties arise not in organizing events, but in individual communication with the family in problematic situations.

Therefore, the inclusion of practical training in communication, feedback and conflict resolution in qualification improvement courses is one of the most effective directions for improving the whole system of cooperation.

**CONCLUSION**

The study allows the conclusion that cooperation between the preschool educational institution and the family is effective when it is provided by a complex of interrelated pedagogical conditions: normative and organizational consolidation of this activity in the institution's documents; the value-based readiness of both sides for partnership; the partnership competence of educators; a substantively rich combination of traditional and interactive forms; two-way informational and communicative interaction, including digital channels; and a differentiated, individual approach to different types of families, with special attention to families raising children with special educational needs. The absence of any of these conditions reduces cooperation to a formal level.

On the basis of the results obtained, the following proposals are put forward: to fix work with the family in the annual plan of the institution and in the working time of the educator as an independent direction of activity; to introduce a preliminary study of the educational potential and requests of each family and to build the content of interaction on its basis; to include modules on partnership competence, communication with adults and conflict resolution in the professional training and qualification improvement programmes of preschool educators; to develop two-way digital communication while preserving traditional channels for families with limited access; to design forms of interaction differentiated by family type and to ensure specialized support for families raising children with special needs; and to supplement the assessment of the institution's work with qualitative indicators of the effectiveness of partnership. The implementation of these proposals will make it possible to transform interaction with the family from a set of separate events into a coherent pedagogical system that serves the harmonious development of the child.

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