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FAMILY AND PRESCHOOL COOPERATION: A JOINT APPROACH TO CHILD UPBRINGING

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Abstract: The article highlights the importance of cooperation between the family and preschool institutions in child upbringing. A joint approach by parents and educators plays a crucial role in the comprehensive development of a child's personality. The paper emphasizes that effective collaboration between these two key educational environments significantly enhances the quality of upbringing through modern pedagogical methods and interactive forms of cooperation. The study also discusses how consistency in educational approaches positively influences children's emotional, social, and speech development.

Keywords: family, preschool, cooperation, upbringing, child development, pedagogical approach, speech development, emotional education, creativity, preschool education, artistic talent.

Early childhood is a decisive period in human development, during which the foundations of personality, moral values, social behavior, and cognitive abilities are formed. In this context, preschool education plays a crucial role, as it serves as the first organized educational environment where children acquire social experience beyond the family. However, the effectiveness of preschool education largely depends on the quality of cooperation between the family and preschool institutions. A child's harmonious development is possible only when these two fundamental environments function in close coordination and pursue common educational goals.

The family is the child's first and most influential educational environment. Within the family, children develop their initial emotional bonds, communication skills, moral norms, and attitudes toward the surrounding world. Parental care, affection, and behavioral models significantly influence the child's emotional security and self-esteem. At the same time, preschool institutions provide structured educational activities that foster socialization, independence, discipline, and interaction with peers. Therefore, the family and preschool should not operate as separate entities but as complementary partners in the upbringing process.

In contemporary educational theory, increasing attention is paid to partnership-based models of child upbringing that emphasize shared responsibility between parents and educators. Modern pedagogical approaches recognize parents not merely as observers of their children's development but as active participants in the educational process. This shift reflects the understanding that inconsistencies between family and preschool educational practices can negatively affect a child's psychological well-being and behavioral development. Conversely, a unified approach contributes to emotional stability, social adaptability, and positive learning outcomes.

Rapid social changes, globalization, and the widespread use of digital technologies have further increased the need for effective family–preschool cooperation. Parents and educators face new challenges related to children's emotional development, communication skills, and moral education. In this context, joint educational strategies, regular communication, and collaborative activities become essential tools for addressing these challenges. Through systematic cooperation, educators gain insight into the child's family environment, while parents become more aware of pedagogical methods and developmental expectations.

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This article aims to explore the significance of family and preschool cooperation in child upbringing, highlighting its role in ensuring comprehensive child development. Particular attention is paid to modern forms and methods of collaboration that enhance the quality of educational work and support children's emotional, social, and speech development. By analyzing the joint approach to upbringing, the study emphasizes that cooperation between families and preschool institutions is not only a pedagogical necessity but also a key factor in preparing children for successful integration into society.

In the modern educational process, the preschool age represents a crucial stage in child development, during which the success of educational and upbringing activities largely depends on effective cooperation between the family and preschool institutions. At this early stage of life, a child's habits, moral values, communication culture, and worldview are primarily formed within the family and further developed in preschool settings. Therefore, it is essential that these two fundamental institutions—the family and the preschool—work together toward a shared educational goal.

First and foremost, the family serves as the child's initial environment of upbringing. A child learns their first words, takes their first steps, and experiences emotional security within the family. Through parental affection, patience, and care, the child develops a sense of self-worth and emotional stability. However, a significant part of a child's life also unfolds in preschool institutions, where they learn socialization, peer interaction, adherence to rules, and collective behavior.

At this stage, consistent collaboration between parents and preschool educators becomes vital. Continuous communication and mutual understanding between these parties create favorable conditions for the child's balanced development. Effective cooperation between the family and preschool institutions can be implemented through the following forms:

1. **Meetings and discussions:** Regular meetings with parents to exchange opinions on child development and address existing challenges.
2. **Joint activities:** Organizing celebrations, sports competitions, and exhibitions that actively involve parents in the educational process.
3. **Individual consultations:** Providing personalized recommendations for parents based on the specific needs of each child.
4. **Home-based activities:** Encouraging parents to engage in educational and developmental activities with their children at home.

Such cooperation ensures that children feel equally supported and valued in both environments, which positively affects their emotional well-being and social development. Conversely, if preschool and family approaches contradict each other, the child may experience confusion and emotional distress. Therefore, both sides must maintain consistency and alignment in educational expectations and methods.

The family and preschool institutions represent the primary pillars of child upbringing, and their close collaboration plays a decisive role in a child's holistic development. While the family provides emotional warmth, security, and moral foundations, preschool institutions prepare children for social life by teaching discipline, cooperation, communication skills, and responsibility.

According to Article 53 of the Law of the Republic of Uzbekistan “On Preschool Education and Upbringing,” the scientific and methodological support of the preschool education system includes:

- Introducing advanced pedagogical and information technologies into the educational process;
- Developing and producing educational and methodological materials for preschool institutions;
- Conducting scientific research in the field of preschool education;
- Implementing modern management methods in preschool education;

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- Analyzing and introducing effective educational programs and teaching methods. Preschool educators are required to provide professional education and upbringing, adhere to pedagogical ethics, protect children's dignity, prevent violence, foster patriotism, respect for law, labor, and environmental awareness, continuously improve professional qualifications, and enhance pedagogical skills. Strong cooperation between families and preschool institutions enables educators to better understand children's individual abilities, interests, and psychological states. This, in turn, facilitates personalized educational approaches and early identification of talents. In conclusion, cooperation between the family and preschool institutions is a fundamental prerequisite for raising a well-rounded, morally mature, socially active, and confident individual. When both environments complement and support each other, children experience emotional security, self-confidence, and positive social development. Such collaboration not only benefits children but also contributes to the formation of responsible, hardworking, and socially conscious future generations. Therefore, establishing systematic, consistent, and open communication between families and preschool educators is a key factor in ensuring successful child upbringing and building a strong foundation for society's future development.

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