

# **THE CONTINUITY OF NEIGHBORHOOD, FAMILY AND PRESCHOOL EDUCATIONAL ORGANIZATION AS A CONDITION OF SUCCESSFUL ADAPTATION TO SCHOOL LIFE**

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**ABSTRACT:** This article is devoted to the relationship between the work of a preschool educational organization, family and the neighborhood in order to reach children in a preschool educational organization to prepare them for school. The diversity of the form of work with parents is preschool and the promotion of the mahalla.

**KEYWORDS:** Fundamental reform of preschool educational organizations, neighborhood advocacy work on reaching children, work with parents of unorganized children, teaching children in a short-term group from 5-7 years old, quality education, teaching children foreign languages, the role of the family in raising children.

## **I. INTRODUCTION**

At a meeting chaired by the President of our country Shavkat Miramanovich Mirziyoyev on August 16, 2017, important tasks on the fundamental structural reform of the preschool education system for the full coverage of children by these institutions were discussed. On September 9, 2017, the Decree “On measures to radically improve the management of the preschool education system” and the Resolution “On the organization of the activities of the Ministry of Preschool Education of the Republic of Uzbekistan” dated September 30, 2017 were issued. “The Decree of the President of the Republic of Uzbekistan specifically indicates that special attention will be paid to the system of preschool education and its development based on best foreign experience will create a system developed in all respects.” The regulatory framework of preschool education in the country covers all aspects of the integrated development of the sphere. In particular, effective measures are being taken to develop a network of both state and non-state Preschool educational organizations, strengthen their material base, staff highly qualified personnel to ensure full coverage of children, and introduce modern pedagogical programs and technologies into the educational process. By a resolution of the President of our country, the “Concept for the Development of the Preschool Education System of the Republic of Uzbekistan until 2030” dated May 8, 2019 was approved. This legal document gives clear indicators on the coverage of children with preschool education, indicates the number of preschool educational institutions by city and district, and also provides calculations indicating the amount of money needed to achieve these indicators. Due to the opening of new preschool educational organizations, thanks to the development of public-private partnerships and alternative forms of preschool education, relevant for remote areas of the Republic, by 2021 the number of places in preschool educational organizations will increase by 56.8%, and by 2030 by 132, 3%. It is planned to increase the coverage of children with preschool education to 80.8% by 2030. The ministry added that in the coming years, special attention will be paid to teaching and management personnel. The work will be carried out in two directions: increasing the number of teachers and introducing new approaches to training, retraining, advanced training, selection and development of employees. The implementation of the Concept will be carried

out in stages according to the draft "Road Map". All this is aimed at ensuring the comprehensive intellectual, spiritual, aesthetic and physical development of children, a radical improvement in the quality of their preparation for school.

## **II. THE MAIN FINDINGS AND RESULTS**

The decrease in the parental fee for food served to increase the contingent of children, which is a key area of state policy in this regard. The number of people who want to send their child to a preschool educational organization has increased dramatically. In addition, we regularly conduct advocacy campaigns with neighborhood, during which we explained the importance of visiting children and organizing preschool education. Preschool education provides a healthy, comprehensive development for the generation, encourages the desire to study at school, to acquire the necessary knowledge. There are both state and non-state preschool educational organizations, pre-school educational organizations of public-private partnership, alternative forms of education for short-term stay groups, as well as family preschool educational organizations in the Republic. In the same number, children who do not attend preschool educational organizations receive knowledge in the family. According to the project, the collaboration "Neighborhood, Preschool Educational Organization and School" organized work on the upbringing and education of children from 3 to 7 years old in the family, distributed seven books for free from the Ministry of Preschool Education of the Republic of Uzbekistan.

1. "We study in the family" - a methodology for parents to read in the family according to state requirements for obtaining minimum knowledge and experience.
2. "Excursion into the world of books" tales and poems for children 3-5 years old.
3. "My favorite book" - fairy tales "Three Bears", "Gingerbread Man", verses.
4. "Books are my friends" for 5-7 years old tales, short stories, poems.
5. "Hello school" for 5-7 years old Uzbek fairy tales, poems.
6. "Acquaintance with the surrounding" training manual. For children 5-7 years old. Acquaintance with the environment, with nature, the development of elementary mathematical representations; - 29 fairy tales.
7. "Tales of the peoples of the world" - 29 tales.

All the above works shown in books are in Uzbek and Russian. After each fairy tale or story, questions and tasks are given for the concept of an idea and for the expression of your thoughts, for solving search problems. All works are decorated with color illustrations. Together with the neighborhood compiled lists of families with unorganized children, as well as lists of low-income families. With the help of preschool educational organizations, sets of books were distributed in each mahalla. Neighborhood is the name of a part of the city in some countries with a predominantly Muslim population. Usually the neighborhood is the size of a quarter, the inhabitants of which in some countries exercise local self-government. The peculiarity of the Neighborhood is that all residents live in peace and harmony with each other, show respect and care for elders, help each other, monitor the cleanliness and order on the street. Also, the whole neighborhood helps its residents in organizing weddings, during the construction or repair of a house, in raising children and other events, plays an important role in organizing the culture and life of its inhabitants. It is in Uzbek families that such high human qualities are formed as respect for elders and love for younger ones, respect for national customs and traditions. The family is a reliable stronghold in the development of the spiritual foundations of our life, the establishment of an atmosphere of high morality in society, its role in raising a harmoniously developed generation prepared for life's trials is invaluable.

The working group once a month holds meetings with parents and conduct explanatory work on how to use these books. It is very important for parents to teach their children how to handle books. So parents using these books develop and consolidate mental, physical, mental, moral education. Through illustrations and visualization, they perceive this material with interest and remember it. Children, who can independently express their thoughts in speech and correctly convey the meaning of learning to read and write, boldly go with the store of knowledge to first grade. Including on the basis of kindergartens and schools organized short-term groups for free to prepare children for school 6-7 years. These groups are very convenient for young families, which gives financial support. The most important thing is to reach children in preparation for school. Currently, new private pre-school educational organizations are being built in each neighborhood on the basis of foreign experience with the aim of quality education and training, with the teaching of foreign languages, special attention should be paid to healthy and intellectually capable children before children enter school. The close cooperation of the preschool educational organization with the family helps to strengthen its increase in activity in the upbringing of children. Parents' love for children is one of the necessary and natural conditions for family education. For the child, the family is a natural educational environment. It leaves its mark on his character and behavior. In the family, he receives the first lessons and knowledge of the world and gets acquainted with the

elementary laws of life. The information received gradually expands and becomes more complicated as the baby grows and develops. The family largely determines the child's attitude to work, the culture of his behavior, activity and initiative, discipline and a number of other personality qualities. The influence of the family is often so strong that it seems that the character of the parents is completely passed on to children by inheritance. Undoubtedly, the environment, especially the conditions of domestic life, have a huge impact on the formation of the personality of the child. But nevertheless, the leading factor in the comprehensive development of the child, as mentioned earlier, is education. Therefore, in the family, the child should receive the right education.

The professional activity of the preschool educator includes such an important direction in work as conducting specially organized forms of the educational process. One of these forms is the interconnected work with the family. The teacher must get acquainted with the conditions for raising a child in the family before he enters the preschool educational organization. A visit to the family will help the teacher quickly find ways of pedagogical influence on parents. Yes, and children are more likely to get used to the new environment of the preschool educational organization and to the educator, if they met him at home.

The purpose of the first visit is to get acquainted with parents and other family members, to get an idea of the living conditions and upbringing of the child in the family. At the same time, one should not ask family members dry, official questions, keep notes or express their displeasure. A lot of what they saw and a conversation with their parents will tell the educator what to look for in the future. Family visits should not be unexpected for parents. It is better to arrange this in advance so that the teacher is a welcome guest. Without resorting to any inquiries, you need to be able to see and evaluate what is the attitude of the family to the aesthetics of the situation, what place is allocated for the activities of the child. All this will allow us to conclude how home conditions affect the formation of the individual characteristics of the child. It is important to find out whether the family adheres to the daily regimen, what the child likes to do. According to the answer received to this question, it is possible to determine what parents consider useful and good in organizing the leisure of the baby and what they have a negative attitude to. You can ask parents to tell how the child is involved in domestic work.

No less important is the clarification of the question of the unity of requirements for the child. The lack of unity in the upbringing of children in the preschool educational organization and the family, as well as between family members, is a serious obstacle that hinders the formation of the child's personality in the proper direction. It is also necessary to clarify the relationship between parents with great tact, even if something about these relations is already known in advance. But touching upon known facts, one should show parents how all family troubles are reflected heavily on the child, on his development and well-being. A special skill, sensitivity and caution requires a conversation with parents about the shortcomings of the child and how to correct his behavior. First of all, you should start a conversation with a description of his positive manifestations and talk about his interests, abilities, and skills. Parents will then understand that the teacher does not look for flaws, but is objective and that eliminating unwanted manifestations will help the child become better. Such a technique brings parents closer to the teacher, strengthens trust and mutual understanding between them. Unfortunately, some parents are outspoken with carers. From a sense of false shame, they carefully hide the true behavior of the child at home, undeservedly praise him, often in his presence.

Based on the study of the home conditions of all children in the group, it is possible to identify family-specific features of the life and upbringing of the child and, in accordance with this, distinguish the following groups: prosperous families, externally prosperous families, and apparently dysfunctional families.

The goals of family education primarily include strengthening the health of the child, developing his mental abilities, fostering love for the motherland, the formation of social activity, responsibility, a sense of camaraderie, kindness, honesty, and hard work. These are not all the tasks of educating a growing person, but the mentioned landmarks, father and mother can purposefully and effectively prepare their child for an independent life. The task of the preschool educational organization is to help the family in matters of upbringing, in awareness of the parental position. The teacher's work with parents requires attention, sensitivity, care and most importantly an informal approach. The teacher emphasizes that he respects the parents, treats them as equal colleagues, whose experience is as important to him as his own. That is why the ability and desire to cooperate with parents, to guide the pedagogical process in the family depends on the attitude of parents to the upbringing of their child and to the kindergarten as a whole. Forms of communication between the teacher and parents are determined by the observation of children. Getting to know with every family. Family visit at home is the next stage in the study of family education (individual). The following forms of work with parents have entered into the **practice of public preschool education**:

**Individual:** Studying the experience of family education (visiting families), individual conversations, consultation

**Collective:** group and general parent meetings; collective consultations, lectures, lectures, a school for young parents, conferences, seminars, community work days (joint practical activities of employees of a preschool educational organization with parents), evening questions and answers, meetings.

**Visual:** exhibitions, photo montages, displays of children's works, open days, pedagogical information stands (corners for parents), a library for parents, folders for moving on various issues of family education.

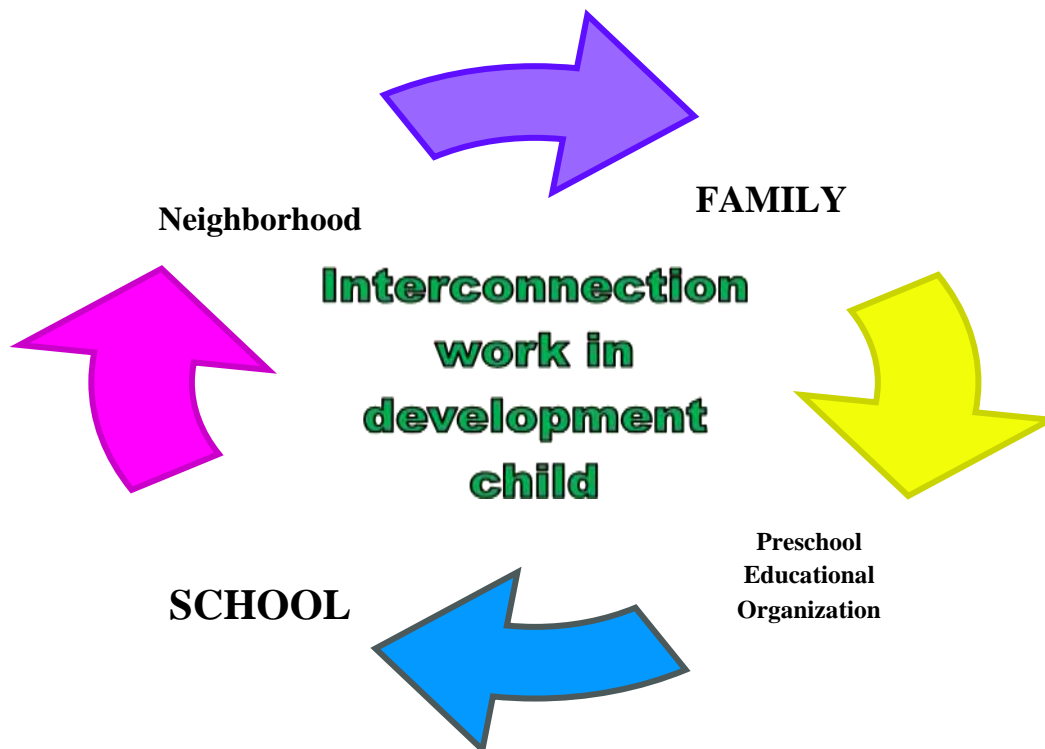
**Visiting families:** The task of the head is to arouse the interest of teachers in the problems of family education, in studying the situation surrounding children at home. The director of the preschool educational organization consults educators, talks about the results of the visit. During the consultation, it is important to remind teachers of some rules of visiting the family: to warn parents in advance about their arrival, choosing a convenient day for themselves and for them, be sure to come on that day without making people wait and change family plans, and not make any notes during conversations, do not speak with parents in a categorical and edifying tone, only advice, wishes, suggestions, a record of impressions from visiting the family should be made in the column of the calendar plan.

To ensure the full development of the child, the preschool educational organization can organize the following forms of interaction with parents:

- Taking into account the expectations of parents in relation to a preschool educational organization;
- Parent education on early development issues;
- Involvement of parents in active participation in educational activities;
- Supporting the initiative of parents to participate in the life of a preschool educational organization

A prerequisite for the successful education of preschool children is the knowledge of the didactic patterns of the formation of a system of knowledge and skills in children, the possession of modern teaching methods that stimulate their cognitive activity, the ability to impart search character to knowledge, so that the child's personal activity is based on educational work. An important role is played by the stimulation and management of the activity of the child by teachers and parents. At the same time, the mastery of knowledge by children, the mastery of skills is only a means of their development. The main goal of the educator and parents in the implementation of the development of educational areas according to the curriculum of preschool education "First Step" is the formation of abilities, interest in their independent acquisition.

**Figure. 1**



Accounting for educational work noting the positive points and pay attention to those questions that in doubt. Where visits to children in a family setting are carried out systematically, tutors and parents understand each other sequentially, they do not have conflicts. On the contrary, a friendly atmosphere is created, a desire to help each other, to make the life of the child both at home and in the preschool educational organization informative and joyful. With repeated visits to the family, and they must be mandatory, the teacher tells parents about the development of the child, notes the positive changes, recalls interesting moments from the life of the group. Such a positive assessment pleases parents. It should be emphasized that the teacher can influence the child (to encourage good deeds and correct negative moments in behavior) only if he seeks to learn about him as much as possible.

In the upbringing of children in the family, **moral education**, the development of their public interests, and friendly relations with others should take the leading place. In preparation for group meetings, for the next meeting of the parent committee, we chose to work with several families that have similar conditions for raising children. The parent meeting was held at the entrance of the research, the agenda of the upcoming parent meeting was “Studying the experience of moral education of children.” The conversation was built in such a plan: what character traits did you want to bring up in your children? What methods should be used?. Are they unanimous in their approach in fostering respect for elders, love for their native land? How are relations with brothers, sisters, comrades? How to cultivate friendship between children? Are older children involved in caring for younger ones? Whom is the child listening more to? Why? Who shares joys and sorrows? What difficulties does the family experience in the moral education of children? In what direction does the child change as a result of the joint work of the preschool educational organization and family? Giving parents a task, it is necessary to have an individual conversation with them. First of all, they paid attention to the fact that, observing the child, studying the characteristics of his personality, they first of all noted his positive qualities. The information collected by the parents was analyzed with them, the usual tasks of interest to the parents. Parents are convinced of the difficulty of raising a child, and the importance of a positive influence on him. At the entrance of the meeting, the parents said that during the morning reception and in the evening they came for the children, spend more time communicating with the teacher, asking about the well-being of the child, his behavior, how he develops. We led our parents to the idea that a child, developing not only takes possession of various actions, not only learns to see the world, think, but learns what is good, what is bad, gets used to subordinate his desires to necessity, absorbs the rules of behavior typical of people. From the foregoing, one can draw the following conclusions:

**Figure. 2**



The input of pedagogical research examined and studied pedagogical and methodological phenomena and they served the accumulation of facts in the continuity of the family, neighborhood, preschool educational organization and school. Most often, in our practice, we outline specific issues of working with the family and make short notes about the events held, this gives a definite result of keeping a diary. In the work of the family, accounting is very important, which helps to see the results, and this, in turn, makes it possible to draw pedagogically sound conclusions and set certain tasks with the parents in raising the child. This obliges

educators to make wide use of theoretical literature, analyze practical work and work closely with the child's family. Nothing brings parents, teachers and children closer together than joint events that are interesting and diverse. For us, the parent meeting in working with parents turned out to be the most attractive, popular, useful, but also the most difficult to organize. This is due to the fact that any joint work allows parents: to see inside the problems of their child, difficulties in relationships, test different approaches, see how others do it, gain experience of interaction not only with their child, but also with the parent community as a whole. Working in this area for more than 20 years, a lot of work has been done with parents. Parents are familiar with the life of the preschool educational organization and their child through parent meetings, corners, information stands and newspapers, I conduct consultations, interviews with video recordings, entertainments with parents and, finally, classes with the participation of parents. I convince them of the need for the systematic nature of these measures. Nothing brings parents, teachers and children closer together than joint events that are interesting and diverse. For me, the leisure direction in working with parents turned out to be the most attractive, demanded, useful, but also the most difficult to organize. This is due to the fact that any joint event allows parents: to see inside the problems of their child, difficulties in relationships, test different approaches, see how others do it, gain experience of interaction not only with their child, but also with the parent community as a whole.

A very warm tradition has become the annual event in March dedicated to Mother's Day. Both mothers and their children participate in such entertainments, and fathers and children participate in the competitions "Father, Mother and I are a Friendly Family". Parents are so grateful to the alliance that they even write positive reviews in the central newspapers. The purpose of these meetings was: the development of relationships between children and parents through inclusion in joint activities, to enrich relationships through emotional communication. It is not in vain that the proverb says: "A child does not grow out of bread, but out of joy."

A holiday in a preschool educational organization is a joy, fun, triumph that is shared by both adults and children. Parents are the dearest and closest people! They see that children are proud of them, they want to dance, sing, play with them. Years will pass, children will forget the songs that were heard at the festival, but in their memory they will forever retain the warmth of communication, the joy of empathy. We have developed and successfully implemented the project "Birthday" in each year of the group. This project was not without parental involvement. They participated in the roles of Clowns, Fairies, Spring, Pencil on holidays. V.A. Sukhomlinsky said: "Children are the happiness created by our work. Classes, meetings with children, of course, require mental strength, time, work. But, after all, we are happy when our children are happy, when their eyes are filled with joy."

Therefore, we decided - let the festive meetings take place constantly and be bright, useful and exciting, because as a result of their holding, positive relationships between parents and their children are formed, emotional contacts are established.

An entertainment was also held with the participation of the parents "Tale I Know You" in 2020. Here, parents and children showed all their knowledge, skills, and of course, "friendship" won. But at the open event "Colors of Autumn", the harvest festival (October 2019), parents also made a big contribution, playing the roles of Dekhkanin, Khlopkorob, Beauty Autumn. Children were delighted with the participation of their parents in such a holiday.

In our preschool educational organization, it has become a tradition to hold sports festivals dedicated to January 14th. Our boys willingly compete with a subgroup of dads. During their implementation, conditions are created not only for the physical development and strengthening of the health of all participants, but also for uniting the family.

In a warm atmosphere, over a cup of tea, tea parties are held with mothers and grandmothers, where women mothers are honored, raising their children, give warmth to their hearts and other children.

The rapprochement of children and parents, as well as the educator, is also facilitated by the use of such a form of work as creating a role for the parent in the open lesson of the week "Our country is a country of friendship and peace". The parent was involved in the educational process of the group, with the obligatory announcement of thanks from teachers and children.

The constant holding of various contests and exhibitions "Miracle Vegetable", "winter", "Golden - autumn", "Color Traffic Light" and others, allows us to strengthen the interaction of the preschool educational organization with the families of pupils. An important point of the competition is the competitive spirit, which helps parents of one group to unite.

During the year, teachers of the group issue newspapers: "My mother is my favorite"; "My dad is the best in the world"; "How we spent the summer" and others. Each issue of the newspaper is dedicated to a specific topic.

And finally, a joint Saturday with parents and children, on which the labor skills of both parents and their children are manifested. The main goal of such events is to strengthen child-parent relations. As a result, children are raised hard work, accuracy, attention to loved ones, respect for work.

I would like to say about one important point in the system of working with parents. Each person, having done some work, needs to evaluate his work. Our parents need this too. "Praise is useful if only because it strengthens us in benevolent dimensions," wrote F. Laroshfuko. We think that this is relevant always and everywhere. We always do this at any opportunity, and my parents pay me the same.

In modern conditions of a preschool educational organization, it is difficult to do without parental support. That is why much in our group was done by the hands of the fathers and mothers of our children (doll furniture - a bed and a sofa, clothes for dolls, a non-standard ladder and much more).

Trust relationships are established gradually in the joint activities of parents with the teacher. At events such as "Days of Good Deeds" - repair of a group, toys, furniture, assistance in creating a subject-developing environment in the group, an atmosphere of peace and warm relations between teachers and parents was established. Together we sought to make the children in the group feel good, comfortable.

The upbringing and development of the child is not possible without the participation of parents. In order for them to become assistants to the teacher, creatively develop together with the children, it is necessary to convince them that they are capable of this, that there is no more exciting and nobler thing than to learn to understand their child, and having understood him, help in everything, be patient and sensitive, and then everything will work out.

Today we can say that we have developed a certain system in working with parents. The use of various forms of work yielded certain results: parents from "spectators" and "observers" became active participants in meetings and assistants to the educator, an atmosphere of mutual respect was created.

Experience has shown that the position of parents as educators has become more flexible. Now they feel more competent in raising children. Parents began to show sincere interest in the life of the group, learned to express admiration for the results and products of their children's activities, and emotionally support their child.

Family and preschool educational organization are two educational phenomena, each of which in its own way gives the child social experience, but only in combination with each other do they create optimal conditions for a small person to enter the big world. For us, this became possible only through joining forces and cooperation. Gradually, the misunderstanding and distrust of the parents disappeared. The interaction of parents and preschool educational organizations rarely occurs immediately. This is a long process, long and painstaking work, requiring patient, steady adherence to the chosen goal. I do not rest on our laurels, we continue to search for new ways of cooperation with parents. After all, we have one goal - to educate future creators of life. I want to believe that our children, when they grow up, will love and protect their loved ones.

The responsibilities of the educator are great and multifaceted. All of them can't be always provided, even in the instructions and charters. But sensitivity, responsiveness and love for children suggest what needs to be done, how to help parents in the difficult process of education, how important it is to understand both parents and children, given the complex relationships of family members. In the presence of the child you can't "sort things out," quarrels. An excited state is transmitted to the child, negatively affects his nervous system, the wrong actions of adults are included in his behavior. He reproduces them in the game, and then in his relation to loved ones, younger and older.

### **III. HYGIENIC AND PHYSICAL EDUCATION OF CHILDREN**

In the course of individual conversations, the tasks of raising a healthy child, means of solving them are clarified; compliance with the regime of the day; hygiene; nutrition issues; applied hardening measures; time allotted for a walk; to watch TV shows; toys, physical education aids for games and activities in the group and on the street. And on these issues the attention of parents is focused.

When solving the issues of **mental education**, the teacher finds out how parents understand this task, what kind of aids, children's books, toys are used by preschool children at home, in what condition and where they are stored; whether they study with the child at home, often read books, have conversations about what they have read, whether they organize walks in the garden, on the field, or observe and talk. The widest opportunities for mental education are walks, during which parents pay the child's attention to what happens in nature: what are the properties of rain and snow, the color and shape of leaves, tree trunks, species of birds and the appearance of animals. Preparing for the parent meeting, the teacher thinks out the presentation scheme (justifies the goal, the importance of the issue for discussion for himself and for parents, the tasks and ways to solve it in the preschool

educational organization and family), decides where to start and how to end the conversation, where and how to seat the parents where it will be located itself. In addition to informational information (the number and time of the meeting), the announcement will be interrupted by questions that parents could prepare an answer in advance: the main purpose of the meeting is not only to listen, but also to discuss and work actively. The time for the teacher to speak should not exceed 25 minutes. A total of 1 hour should be allowed for the meeting. If children's works are demonstrated or a lesson is being conducted for another 20-30 minutes. The educator writes down all the questions that come up during the meeting, answers one at once – to the others during individual conversations or group consultations. Teachers complete some meetings by presenting a memo to each family. Her text, recommendations, educators are together, in consultation with the head. In preparation for the “Open Day” (in general or in its individual segments), the teacher thinks over whether to invite all parents, or only those who need it, the entire plan of the meeting. What content aspects of children's life are most important to select for open doors? First of all, the attention of parents will be attracted by those that are aimed at the positive qualities of the personality of the child. Often, educators ask themselves the question “Should children be informed about the arrival of their parents?” The answer can only be positive. “Dad, Mom want to know how you spend time and day in kindergarten. They will attend a lesson, take a walk, see how you play (dance, sing, get ready for a walk, on duty, etc.) The teacher addresses the children: “You already try to show yourself,” “Be careful,” disciplined. The demonstration of the plot role-playing game and the most profitable, as in its course the personality of the child is fully revealed. The teacher thinks about the organization of the game all its details. Invite parents first to the youngest, then to the older group. Parents can see the game in full swing or its end. Folder folder complements the visual form of work. Typically, material for 1-2 folders is prepared for the start of the school year. The most rational thematic folders of movement, revealing the tasks of mental, physical, labor education of preschool children, preparing children for school. Folder-movement is offered selectively, that is, those parents who need to familiarize themselves with some kind of parenting issue. Within 1-2 weeks they study its content. The teacher maintains close contact with parents through the parental asset. **A group stand for parents** is another form of work with parents. His appointment is constant help in the form of specific advice in terms of increasing their pedagogical knowledge. During the year, 10-12 thematic stands are made out, before the meeting or after, on holidays, open views. Experience shows that a thematic-oriented stand is more effective in working with parents. For example, in the middle-junior group at the beginning of the school year, the attention of parents will undoubtedly attract the following topic: “educate, independence from an early age”. It contains the challenges facing the Preschool educational institution and the family in raising the independence of children 3-4 years old. Based on state requirements, the goals and principles of educational activities in a preschool educational organization, partnership with parents, cooperation of a preschool educational organization, family, neighbourhood, and school are determined. Supporting the development of a child in a preschool educational organization is a collective work for which the head of the preschool educational organization is responsible.

Currently, there is a whole system of forms, means and methods of organizing pedagogical propaganda among parents, and it is necessary to generalize to promote and disseminate the best opot of family education, to form pedagogical thinking, the desire for self-education.

The concept of continuity is one type of connection between the main links of a preschool educational organization, school, neighbourhood. Continuity is a holistic process, the purpose of which is the full-fledged personal development, physiological and psychological well-being of the child in the transition period from preschool education to school, aimed at the prospective formation of the child's personality based on his previous experience and accumulated knowledge.

#### **IV. CONCLUSION**

Continuity is achieved when the work of a preschool educational organization is aimed at preparing children for first grade. The principles of educational activity of a preschool educational organization should be the interconnection of all kinds of development areas, cooperation with family, mahalla, school, to ensure the comprehensive development of children. Responsibility for raising children lies equally with preschool organizations and the family. The effectiveness of education to a large extent depends on the coordination of efforts, the unity of requirements for children, families, schools and mahallas. The completion of the preschool period and enrollment in school is a difficult and crucial stage in the life of a child. Creating the conditions for the successful adaptation of primary schoolchildren is our common main task.

The problem of continuity and continuity has always been one of the most pressing and important in education. The importance and necessity of continuity between the preschool educational organization and the school is strengthened even more due to the modernization of the education system, with the significantly increased role



of preschool education in our country, and preschool education is the first level of the unified education system of Uzbekistan.

The transition from a preschool educational organization to school is a crucial and difficult moment in the life of children, both in the socio-psychological and physiological terms, which requires the child to adapt to new conditions of social existence. Upon admission to school, the living conditions radically change, the psycho-emotional load increases, daily classes replace games, the leading activity is learning.

If the process of adapting a child to school develops quite successfully, then the student feels confident in his abilities, he is psychologically comfortable, and as a result, his learning activities are developing successfully, his socialization in society is facilitated. But often teachers note that a child's admission to school is accompanied by difficult experiences, decreased activity, emotional problems, and this is due to difficulties in the process of socio-psychological adaptation. Adaptation at the initial stage of education is inevitable, but some children successfully survive it, while in others this process is delayed, giving rise to negative phenomena.

Parents have an opinion that earlier education of a child at preschool age will ensure further success of school education, a positive attitude of teachers and recognition of peers. They believe that this will be the key to their successful studies. But, according to psychologists, if the child is not ready for the social position of the student, then even if he has the necessary supply of skills and the level of intellectual development, it is difficult for him at school; not always a high level of intellectual development coincides with the child's personal readiness for school. Studies by teachers and psychologists allow us to note that the formation of an image of a future student in a preschooler will help him adapt to the socially significant position of the student in the system of social and interpersonal relations, and will teach him to evaluate his social essence.

The work of educators with families is not easy but necessary work. This is an integral factor in an individual approach to children, individual assistance. Timely prevention of undesirable manifestations in the character of the child, his future fate. Therefore, when organizing work with parents, first of all, attention should be paid to dysfunctional families, and try to help parents in creating the necessary conditions for the correct upbringing of the child. The responsibilities of the educator are great and multifaceted; all of them cannot always be foreseen, even in the instructions and charters. But sensitivity, responsiveness and love for children suggest what needs to be done, how to help parents in the difficult process of education, how important it is to understand both parents and children, given the complex relationships of family members. Each child is a special world and only one who can share his grief and anxiety, his joys and successes with the baby can know it. "Not to descend to the child, but to rise to the level of his understanding," said Janusz Korzak, a teacher, doctor, writer, and so did in his pedagogical activity. A child should always feel the warmth of a strong hand, hear the heartbeat of a person close to him, who is always there, will always help, explain everything and understand everything.

The art of upbringing has the peculiarity that it seems familiar to everyone and understandable to almost everyone, and even the matter is easy and the more understandable and easier it seems, the less a person knows him theoretically and practically. Almost everyone recognizes that upbringing requires patience, some think that he needs innate ability and skill, skill, but very few have come to the conclusion that, besides patience, innate ability and skill, special knowledge is also needed. (K.D.Ushinsky).

In our practice, children who attended preschool educational organizations are still more open to communicate with their peers and receive information in the full scope of the curriculum. Because they know what society is and how to behave in it, they know what it is like to receive knowledge. It is for this that pre-school educational organizations all over the world prepare children, and this is the goal to develop the children's brain, to teach the child to get knowledge. Children who attended a preschool educational institution are more socially adapted. We cannot say that they are more developed than those children who did not attend preschool educational organizations. Because in the families there are mother and grandmother-teacher who can independently study at home with a child. But it is precisely in the preschool educational organization that children, in addition to studying letters and numbers, study the world around them and learn one of the main children's skills in the skill of learning with peers.

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