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PARENTAL PARTICIPATION AS A FACTOR OF SUCCESSFUL SOCIAL ADAPTATION OF CHILDREN TO THE CONDITIONS OF A PRESCHOOL EDUCATIONAL INSTITUTION

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Abstract

The essence, structure, and potential of a new kind of connection between a family and a preschool educational institution - parental engagement - in the process of children's adaptation to kindergarten are revealed in this article.

Key words: preschool education, preschool educational institution, parents, family, educators, parental involvement, parenting attitude, adaptation, structure, support, forms of work with parents.

抽象的

本文揭示了家庭与学前教育机构之间的一种新型联系——父母参与——在儿童适应幼儿园的过程中的本质、结构和潜力。

关键词：学前教育，学前教育机构，父母，家庭，教育者，父母参与，养育态度，适应，结构，支持，与父母一起工作的形式。

In Uzbekistan, the modernization of preschool education introduces new requirements for the content of the upbringing process in kindergarten and, later, elementary school, orienting it toward the full-fledged all-round development of the child's personality, his preparation for school, the development of his creative abilities, and creating conditions for children's comprehensive intellectual, moral, aesthetic, and physical development, the development of innovative classroom technologies and the educational potential of a subject-developing environment, an increase in the level of artistic, aesthetic, and musical education and education of children of preschool and primary school age, the

development of social and emotional skills in a child as the foundation for his future successful self-realization.

The Republic of Uzbekistan's Family Code defines tasks such as strengthening the family, building family relations on the basis of feelings of mutual love, trust, and respect, cooperation, mutual assistance, and responsibility to the family of all its members, the inadmissibility of arbitrary interference by anyone in the affairs of the family, and ensuring the unhindered implementation of family members' rights and protection [1].

The necessity for a comprehensive educational impact of the **family and preschool educational**

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organization is designated the most essential principle of preschool education in the Law of the Republic of Uzbekistan On Preschool Education and Upbringing, **Article 4** [2].

One of the most pressing issues in preschool education nowadays is children's social adaptation to the new settings of a childcare facility. In this process, parents' role is to assist their children in terms of psychological, emotional, mental, and physical growth. At the same time, parental assistance should be pedagogically competent and purposeful, because excessive guardianship slows down a child's development and deprives him of further strength, maturity, and independence. However, the opposite tendency - parental withdrawal and insufficient assistance - deprives the child of critical support for his development, without which the child will be unable to overcome growth challenges on his own, denying him the opportunity to fully develop the qualities and properties required for a full life.

There are numerous kinds of designation of the family and preschool educational institution in the pedagogical literature and practice of preschool educational institutions: interaction, cooperation; later forms - parental competence, social partnership, and parental involvement.

One of the least researched areas of educational knowledge is "parental participation." Currently, the word "parental participation" does not appear in psychological, pedagogical, or methodological language, and as a result, it is not explored or used.

If we talk about terminology, the concept of "participation", for example, in the Ozhegov dictionary is primarily interpreted as "sympathetic attitude, help", then as "joint activity with someone, cooperation in something" [21].

In T.F. Efremova, participation is considered as a process of action according to the meaning of the verb: to participate; a cordial attitude towards somebody, something; sympathy [9].

In the Explanatory Dictionary of the Russian Language by Ushakov 2012, the word "participation" is explained as

- cooperation, activities for the joint implementation of some common cause;
- sympathy, cordial attitude [24].

In the 'School etymological dictionary of the Russian language', "participation" is literally "share, part", then "participation in some. share, part of joint work, experience, etc.". School etymological dictionary of the Russian language [26].

Fundamental research by psychologists L.S. Vygotsky, A.M. Matyushkina, A.V. Zaporozhets, A. N. Leontiev, I. S. Cohn, D.B. Elkonin [6,10,18,14,27]; studying the psychology of primary schoolchildren A.L. Wenger, J.L. Kolominsky, V.S. Mukhina [4,13,19]; views on the problems of adaptation and disadaptation of primary schoolchildren T.P. Vilchinskaya, I.K. Kryazheva, N.Yu. Sinyagina [5,16,23].

The issues of the importance of parenting in education, the interaction of the kindergarten and the family were considered in the works of E.P. Arnautova, A.N. Ganicheva, A.I. Zakharova, R.V. Ovcharova, T.N. Doronova, M. Fullan, A. G. Gogoberidze, O. V. Solntseva and others [3,7,11,20,8,25,26].

However, a review of the extensive literature on child adaptation in educational institutions, collaboration with parents, and analysis of numerous factors of adaptation and maladjustment reveals the absence of the term "parental involvement," as well as any developments or practical measures in this

direction, despite its inclusion not only in a professional glossary, but also in activity forms of communication between parents and preschooled children. The main ones are the insufficient level of qualifications of educators and teachers, the illiteracy of most parents in matters of child development and health.

Many educators, educational organization professionals, and parents are unaware of the full scope of the idea of "parental participation," and as a result, it is underutilized and underutilized as a resource to develop the child's adaptive characteristics.

In the works of E.V. Sakharova and B.V. Kupriyanova, a study of parental views and the meaning of the phrases "parental involvement" and "parental involvement" revealed that "parental participation" was only associated with such contexts as "parental involvement in school life, class life, work of the parent committee, parent meeting, lecture hall, etc."

Often this concept is "replaced" by "parental participation" in the life of a school, class (but not a child!), Or rather, the involvement of parents (sometimes somewhat compulsorily) or, more often, parental resources. **p.84**

Consequently, "parental participation" is a kind of activity, but attracted, initiated and limited by the role of the "student's parent", while "parental involvement" is "reasonable activity" due to the parent's conscious responsibility for all aspects of the child's life (health, adaptation, communication, conditions for self-realization, disclosure of potentials, etc.), and not only for the success of his functioning as a student.

The concept of "parental participation" is founded on the premise that every child requires not only a parent's love, but also a **specific form of support** that will enable him to complete a variety of life duties. These tasks appear tough

(often impossible) to the youngster without it, resulting in a distorted sense and appraisal of the surrounding reality.

A parent should monitor his child's physical, creative, and intellectual development while engaging in all gardening activities. It is vital to enrich parents' parenting experiences in order to motivate them to collaborate.

Parental participation necessitates a unique approach to child rearing, as well as a unique, well-developed **parenting attitude toward the infant**. This refers to the presence of an integrated system of varied sensations in regard to the child, such as behavioral stereotypes used in communication with him, idiosyncrasies in perception and interpretation of the child's character, and his behaviors.

According to T.V. Kovalen, the parental relationship is a multidimensional formation that includes at least three structural units:

- integral acceptance or rejection of the child;
- interpersonal distance, that is, the degree of closeness to the child;
- the form and direction of control over the behavior of the child [12].

E.V. Sakharova also includes three components in the structure of parental involvement:

- the parent's idea of the child
- the attitude of parents to the child
- the nature of the relationship between parent and child [28].

Table 1 shows the content of parental involvement.

Table 1

The structure of parental participation in the upbringing of a child as a factor in his successful adaptation in society and a preschool educational institution

| Parents' perception of the child | Facilitation and control | Behavior and communication style |
|--|--|---|
| level and characteristics of mental and physical development; temperament; emotional development; manifestation of inclinations, abilities, interests; the nature of communication with peers, other adults - acquaintances and unfamiliar manifestations in play activities | nutrition physical development health status adherence to the daily routine correction of unwanted actions and ideas development of skills of activity and communication | observant, friendly, tactful, attentive, supportive, helping, clarifying, show by example joint activities with the child |

Because of the content of the concept of "parental participation," we can speak of it as a critical component of a child's overall adaptation.

As a result, considering parental participation as a component in a child's adaptability should be considered one of the key problems of modern society, requiring both a more in-depth investigation and the search for a practical solution. The following modes of contact with parents are suggested, which, in our opinion, help parents to become more involved in their children's and kindergarten lives.

1. Holding topic discussions with families rather than individual parents.
2. Bringing parents and educators together as "one big family," playing games, modeling non-traditional and difficult pedagogical situations, joint activities with children, and observing children's communication and games among themselves all contribute to a better understanding of children's needs, relationships with peers and adult family members, and educators.
3. More active parental involvement, not just in individual activities, but in the kindergarten's overall existence. The most critical requirement for a child's pleasant and harmonious development is the establishment of a trusting relationship between educators and parents, and parents with children.
4. Arousing parents' interest in parenting concerns through a variety of methods, including organizing informal gatherings, parental counseling, collaborating on a year's work plan, consulting with parents, and contacting them for assistance.

Such work will assist parents in understanding the special value and significance of their attention, as well as assist and support them in raising their own children. It will also assist in establishing trust between the family and the kindergarten, allowing parents and teachers to adjust their educational positions, and, as a result, have a positive effect on preschoolers' social adaptation to kindergarten conditions.

It is appropriate to complement the preceding provisions with the following definition provided by E.N. Sakharova, one of the first researchers of parental involvement:

Parental participation in the educational process is a responsible, reasonable, constructive and safe cooperation with a child with the aim of

his (the child) full-fledged, corresponding to his characteristics, abilities and needs of development, self-realization, i.e. parent's participation in all aspects of the child's life on the basis of cooperation and reasonable "non-interference" ("non-suppression" of "responsible freedom" for development), based on a positive approach to education [28].

The following are the primary types of parental involvement in the educational process: Cooperation with all participants in the education and upbringing process (primarily with your own child) in all spheres of the child's life, accompanying (on the basis of "reasonable non-intervention") the child in the education and upbringing process (participation in the child's life and his environment: class, school, group, etc., joint activities; sympathy and compassion for the child's experiences associated not only with ordinary everyday situations, but also with a variety of other experiences; sympathy and compassion for (activities of public organizations and associations of the parent community that does not exclude effective traditional forms of participation).

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