

Building effective collaboration between teachers and parents in primary school

Feruzbek Nurmatjon oglu Nematov

Kokand State University and National Institute of Pedagogical Education named after Qori Niyoziy

Abstract: This article explores the theoretical and practical foundations for fostering effective collaboration between teachers and parents in primary school. It examines the pedagogical conditions, technologies, and organizational forms of interaction that contribute to strengthening partnerships between school and family. The role of pedagogical communication, trust, information and communication tools, and an individualized approach in ensuring the successful development of a child's personality and improving the quality of education is highlighted.

Keywords: primary school, cooperation, parents, teacher, pedagogical interaction, family-school partnership, education, educational technologies

Introduction

The modern education system is focused on developing active, responsible, and creative individuals capable of adapting to a rapidly changing society. Primary school is the foundation of this process. At this stage, it is important to ensure a unified approach between school and family, as only coordinated educational efforts can foster a child's harmonious development.

The issue of interaction between teachers and parents is not new, but in today's context of digitalization, inclusion, and increasing information overload, it is taking on a new meaning. Teachers are becoming not only knowledge holders but also coordinators of family educational initiatives. Parents, in turn, are transforming from passive observers into active participants in the educational process.

Main part

1. Theoretical and pedagogical foundations of cooperation

Pedagogical collaboration is a social and pedagogical system in which the school and family act as equal participants in the educational process. According to the concept of pedagogical partnership (V.A.Sukhomlinsky, Sh.A.Amonashvili, L.S.Vygotsky), collaboration is built on mutual trust, respect, and open dialogue.

The main functions of such cooperation are:

- information and communication (exchange of information about the child's development and successes);
- coordination and organizational (joint planning of educational activities);
- advisory (providing methodological assistance to parents);
- educational and developmental (support for the formation of positive personal qualities of the child).

2. Pedagogical technologies of interaction between teachers and parents

Building sustainable collaboration requires innovative approaches that ensure the active participation of both parties.

- Information and communications technology (ICT). Electronic diaries, mobile apps, and video conferencing enable prompt feedback. The use of digital tools helps improve parental pedagogical skills and makes the learning process transparent.

- Interactive forms of communication. New parent-teacher meetings, discussion clubs, roundtables, and pedagogical workshops foster a collaborative atmosphere where each participant can express their opinions and contribute to the development of the school environment.

- Psychological and pedagogical counseling. Individual conversations, questionnaires, and diagnostics help identify educational challenges in the family and develop personalized recommendations. This work strengthens trust between the teacher and parents.

- Project and research activities. Joint participation of parents and children in educational, environmental, or creative projects (e.g., "My Family - My Pride," "Reading Together") strengthens family bonds and instills a sense of responsibility.

3. Organizational and pedagogical conditions for successful interaction

To ensure systematic cooperation it is necessary:

1. the presence of a clear concept of interaction between family and school;
2. improving the professional competence of teachers in the field of family pedagogy;
3. formation of pedagogical culture of parents;
4. creating a positive emotional climate in the school community;
5. coordination of actions between school, family and local community.

4. The School-Family-Community Model

This model aims to expand educational resources through collaboration with community organizations, cultural centers, and local governments. It implements social projects, charitable campaigns, and sports and cultural events that promote student socialization and foster civic responsibility.

5. Problems and Prospects

Despite positive trends, issues such as low educational engagement among some parents, lack of time to communicate with teachers, and teachers' insufficient ICT skills remain unresolved. Addressing these issues requires a systemic approach - improving educational policy, improving teacher qualifications, and creating incentive programs for parents.

Conclusion

Thus, effective collaboration between teachers and parents in primary school is a key factor in the successful development of children and improving the quality of education. Joint efforts between school and family create a unified educational space where students develop spiritual and moral values, academic motivation, and social maturity. Implementing innovative teaching technologies, supporting open dialogue, and strengthening partnerships between educational stakeholders will ensure the sustainable development of modern schools and the harmonious upbringing of the younger generation.

References

1. Amonashvili, Sh. A. The educational and upbringing function of the family in the context of a modern school. - Moscow: Pedagogy, 2018.
2. Vygotsky, L. S. Psychology and Pedagogy of Childhood. - St. Petersburg: Piter, 2019.
3. Sukhomlinsky, V. A. I give my heart to children. - Kyiv: Radyanska shkola, 2017.
4. Komarov, V. P. Pedagogical interaction between school and family: theory and practice. - Moscow: Academy, 2020.
5. Khutorskoy, A. V. Modern educational technologies. - Moscow: Akademicheskyy Proekt, 2021.
6. Abdullaeva, D. Kh. Oila va maktab hamkorliging izhtimoiy-pedagogik asoslari. - Tashkent: Fan, 2022.

7. Tukhliev, I., Hasanov, N. Pedagogy: nazariya va amaliyot. - Tashkent: Nur, 2021.
8. Epstein, J. L. School, Family, and Community Partnerships: Preparing Educators and Improving Schools. - Boulder, CO: Westview Press, 2019.
9. Hoover-Dempsey, KV, Sandler, HM Why Do Parents Become Involved in Their Children's Education? - Review of Educational Research , 67(1), 1997, pp. 3-42.
10. Bronfenbrenner, U. The Ecology of Human Development: Experiments by Nature and Design. - Harvard University Press, 2009.
11. OECD. Family-School Partnerships for 21st Century Learning. - Paris: OECD Publishing, 2020.
12. Yusupova, M. B. Innovative approaches to organizing interaction between family and school in primary education. - Pedagogical Mastery , No. 2, 2023, pp. 45-52.