

## Parental Participation as a Factor of Successful Social Adaptation of Children to the Conditions of the Preschool Educational Institution

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**Annotation:** *The article reveals the essence, structure and possibilities of a new form of interaction between a family and a preschool educational institution parental participation in the process of adaptation of children to kindergarten.*

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

### Introduction

Modernization of preschool education in Uzbekistan puts forward new requirements for the upbringing process in kindergarten and further - in elementary school, orientates it towards the full-fledged all-round development of the child's personality, his preparation for school, the development of his creative abilities, creating conditions for a comprehensive intellectual, moral, aesthetic and physical development of children, the development of innovative training technologies and the educational potential of the subject-developing environment, an increase in the level of artistic, aesthetic and musical upbringing and education of children of preschool and primary school age, the development of social and emotional skills in a child as the basis for his future successful self-realization.

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

In the Article 4 of the Law of the Republic of Uzbekistan on Preschool Education and Upbringing, the need for a complex educational impact of the family and preschool educational organization is called as the most important principle of preschool education [2].

Currently, one of the essential problems of preschool education is the social adaptation of children to the new conditions of a childcare institution.

The task of parents in this process is to help their children in terms of their psychological, emotional comfort, mental and physical development.

At the same time, the help of parents should be pedagogically competent and purposeful, since excessive guardianship slows down the process of growing up a child, deprives him of further strength, maturity, and independence.

However, the opposite tendency of estrangement and insufficient help from the parent deprives the child from support that is extremely important for his growth, without which the child also cannot overcome the difficulties of growth on his own, which does not give him the opportunity to fully develop the qualities and properties necessary for a full life.

In the pedagogical literature and practice of preschool educational institutions, there are several forms of designation of the family and preschool educational institution - interaction, cooperation; later forms - parental competence, social partnership, parental involvement.

“Parental involvement” is the least explored area of pedagogical knowledge.

Currently, the concept of "parental participation" is practically not found in psychological, pedagogical and methodological terminology, and, therefore, is not studied and not applied.

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

In T.F. Efremova's dictionary participation is seen as a process of action by verbal meaning to participate; a cordial attitude towards smb. smth; sympathy [9].

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

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

In “School etymological dictionary of the Russian language` literally,“ participation ”means is literally“ proportion, part ”, then“ participation in some fraction part of joint work, experience, etc. ”.School etymological dictionary of Russian language [26].

Methodological meaning of the problem under study has the fundamental researches of psychologists L.S. Vygotsky, A.M. Matyushkina, A.V. Zaporozhets, A. N. Leontiev, I. S. Cohn, DB Elkonin [6,10,18,14,27]; studies of 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 of T.P. Vilchinskaya, I.K. Kryazheva, N.Yu. Sinyagina [5,16,23].

The issues of the importance of parenting in upbringing, 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, an analysis of the vast literature on child adaptation in educational institutions, cooperation with parents, analysis of numerous factors of adaptation shows the absence of the use of the term "parental involvement", and, therefore, no developments and practical measures in this direction, although its introduction is not only in a professional glossary, but also the activity forms of communication between parents and preschoolers and the teaching staff of the kindergarten meets the needs of practice.

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.

For many educators, other specialists of the educational organizations and parents, most of the spectrum of the concept of "parental involvement" is not acknowledged at all, and, accordingly, is not actualized and is not used as a resource to improve the adaptive properties of the child.

The study of the ideas of parents and the meaning of the phrases "parental participation" and "parental involvement", carried out in the works of E.V. Sakharova, B.V. Kupriyanova showed that “parental involvement” was associated with such contexts as “parental participatio in school life, class life, the work of the parent committee, parent meeting, lecture hall, etc.”, while “parental involvement” was only with participation in the child's life [28,17].

Often this concept is “replaced” by “parental participation” in the life of a school, class (but not a child!), or rather, by the attraction of parents (sometimes somewhat compulsorily) or, more often, parental resources.

Therefore, "parental prticipation" is a kind of activity, but attracted, initiated and limited by the role "Parent of the student", 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, potential development, etc.), and not only for the success of its functioning as a student.

The phenomenon of “parental involvement” is based on the idea that any child needs not just the love of a parent, but support of a very special kind, thanks to which he will be able to solve diverse life tasks.

Without it, these tasks seem to the child difficult (sometimes impossible), lead to a distorted perception and assessment of the surrounding reality.

A parent must see how his child develops physically, creatively, intellectually, by participating in all gardening activities.

To motivate parents to work together, it is necessary to enrich their parenting experience.

Parental involvement presupposes a special style of upbringing, a special, comprehensively developed parenting attitude to the baby.

This means the presence of an integral system of various feelings in relation to the child - behavioral stereotypes practiced in communicating with him, the peculiarities of perception and understanding of the child's character, his actions.

According to T.V. Kovalenko, 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

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

<b>Parents' perception of the child</b>	<b>Facilitation and control</b>	<b>Style of behavior and communication</b>
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 strangers manifestations in play	Food 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, explanatory view on personal sample, joint activities with the child

This content of the concept of "parental involvement" allows us to speak of it as an important means of comprehensive adaptation of the child.

Consequently, the consideration of parental participation as a factor in the adaptation of a child should be considered as one of the essential problems of modern society, which require both more in-depth study and the search for a productive solution at a practical level.

The following forms of contact with parents are proposed, which, in our opinion, allow expanding the field of parental participation in the life of their children and kindergarten.

1. Conducting thematic meetings not with individual parents, but with families.
2. Bringing together parents and educators in a "one big family", playing exercises, modeling non-standard

and difficult pedagogical situations, joint activities with children, observing the communication and games of children among themselves contribute to a better understanding of the needs of children, the relationship of children with peers and adult family members, educators.

3. More active involvement of parents not in individual activities, but in the very life of the kindergarten.

Establishing a trusting relationship between educators and parents, parents with children is the most important condition for the comfortable and harmonious development of a child.

4. Arousing parents' interest in parenting issues through various forms of work - holding informal meetings, parental counseling, jointly drawing up a work plan for the year, consulting with parents, and turning to them for help.

Such forms of work will help parents to understand the special value and importance of their attention, help and support in raising their own children, will help to establish trust between the family and the kindergarten, which will allow adjusting the educational positions of parents and teachers themselves, and, as a result, have a beneficial effect on social adaptation of preschoolers to kindergarten conditions.

It is appropriate to support the above provisions with the definition given by one of the first researchers of parental involvement, E.N.Sakharova:

Parental participation in the educational process is a responsible, reasonable, constructive and safe cooperation with a child with the aim of his (the child's) full, corresponding to his characteristics, abilities and needs of development, self-realization, i.e. the 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 main forms of parental participation in the educational process are: 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-interference") the child in the process of education and upbringing (participation in the life of the child 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 the phenomena of life, parental self-government (activities of public organizations and associations of the parental community, which does not exclude effective traditional forms of participation).

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