

skills in the family. Parents began to show a sincere interest in the life of their group, learned to express admiration for the results and products of children's fine arts, and emotionally support their child.

The following methods of interaction between teachers and parents make it possible to optimize the process of interaction between child and parent relationships:

1. Training game exercises and tasks. The parent needs to evaluate the different ways of influencing the child and the forms of addressing him, to see the difference between them, to choose more successful ones, to replace unwanted forms of address with constructive ones.

2. Analysis of children's behavior by parents helps them see their pedagogical experience from the outside, provides an opportunity to reflect on the motives of the child's actions, teaches them to understand them from the point of view of his mental and age needs, inviting parents to express their opinion about the child's actions in a particular situation, it is useful to formulate before parents ask: "What would your child do in a similar situation?"

3. Appeal to the experience of parents, for example: "What is the method of influence that most helps you in building relationships with your son or daughter?" or "Has there been a similar case in your practice? Tell us about it, please", "Remember what kind of reaction your child gets from rewards and punishments", etc. Encouraging parents to exchange experiences activates their need to analyze their own successes and miscalculations in education, to correlate them with the methods and methods of education used in similar situations by other parents.

4. Game interaction of parents and children in various children's activities (drawing, modeling, sports games, theatrical activities, etc.) contributes to emotional rapprochement, getting parents and children the experience of partnerships. The above methods provide parents with the opportunity to model their behavior in a game environment, experimental observations show that when a parent models his own behavior in a game, his field of vision on the educational problem expands.

He can even question his own previous idea of the problem; in a conditional game environment, "recognition" of his habits and upbringing stereotypes takes place in an unobtrusive form, which can contribute to their awareness and change in their attitude towards them [3]. A parent involved in play training begins to literally rediscover the joy of communicating with a child, communication not only verbally, but also emotionally.

Thus, the use of various methods of activating parents helps to increase the flexibility of the parental position of mothers and fathers, gives them the opportunity to reconsider the usual ways of interacting with the child, the results of the introduction of active methods of communication with parents in the work of preschool institutions - experimental sites show that parents who were previously in the roles of "spectators" and "observers" gradually become active participants in the meetings, becoming involved in the study of their own parental behavior.

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#### INTERACTION OF PRESCHOOL ORGANIZATIONS AND FAMILIES

**Abstract.** This article touches on the topic of interaction between the preschool organization and the family. The problem of developing and strengthening the joint work of the family and the preschool organization in the education of preschool children is considered. Raising a child in a family and preschool organizations is a common goal. It is the development of the child's mind, instilling moral qualities, the

formation of artistic and creative taste, qualities, as well as strengthening his health, the most important of which is preparation for school in the future. For a preschool organization, the problem of further deepening the existing ideas about modern approaches and expanding ideas about the content and methods of interaction with the family and its development is an urgent problem. Many scientists pay special attention to this issue.

Keywords: preschool organization; parent; teacher; children; family; relationships; preschool children; education.

Аннотация: В данной статье затрагивается тема взаимодействия дошкольной организации и семьи. Рассматривается проблема развития и укрепления совместной работы семьи и дошкольной организации в воспитании детей дошкольного возраста. Воспитание ребенка в семье и дошкольных организациях – это общая цель. Это развитие психики ребенка, привитие нравственных качеств, формирование художественного и творческого вкуса, качеств, а также укрепление его здоровья, важнейшим из которых является подготовка к школе в будущем. Для дошкольной организации проблема дальнейшего углубления существующих представлений о современных подходах и расширения представлений о содержании и методах взаимодействия с семьей и ее развития является актуальной. Многие ученые уделяют этому вопросу особое внимание.

Ключевые слова: дошкольная организация; общение; педагогическое сопровождение; разум.

Preschool childhood is a unique period in a person's life when health is formed and personal development is carried out. In addition, it is a stage in which the child becomes dependent on the adults around him, parents and caregivers. At the same time, for the full development of the child, it is necessary that the kindergarten and the family are mutually beneficial.

The law of the Republic of Kazakhstan "on Education" states that parents have the right to participate in the work of a preschool organization, to receive advice on the education and upbringing of their children in psychological and pedagogical consultations.

For thousands of years in the history of mankind, two branches of education of the younger generation have been formed: family and public. Each of these points has its own unique opportunities for the formation of a child as an individual, forming a social institution of upbringing. Family and preschool organization are two important institutions of socialization of children. These have different educational functions, but for the full development of the child, they must be in communication. The preschool organization plays a huge role in the development of the child. Here he gets an education, learns the skills of communicating with other children and adults, organizes personal activities. But in the effective learning of these skills by a child depends on the attitude of the family to the preschool organization. The normal development of a preschool child is impossible without the active participation of parents in the educational process [1, 2 P].

The role of the family in the upbringing and development of the child cannot be underestimated. The most important feature of family education is its special emotional microclimate, due to which the child develops an attitude towards himself, which determines his sense of self-esteem. Another important role of family education is to influence the general views of the child, his behavior in various branches of public life, value orientations. It is known that their personal qualities often follow the example of their parents and reflect the result of the educational activity of the family. The importance of family education in the process of children's development determines the importance of pedagogical education of parents and interaction with the family with the preschool organization. Although in recent years new, promising forms of joint work of parents with an active participation in the pedagogical process of kindergarten have been established, work with parents is often carried out only in one direction of pedagogical agitation, where the family is only an object of influence. As a result, feedback from the family is not established, and the possibilities of family education are not fully used.

In addition, since the relationship between the family and the preschool organization plays a huge role in the development of the child and the provision of preschool and school education, parents and teachers should clearly familiarize themselves with their views on each other, the impact of mutual communication, which increases the effectiveness of these activities, and the development of proposals. In this regard, today the search and implementation of non-traditional forms of interaction of preschool organizations with the family is one of the most pressing issues, such as our topic "content and types of pedagogical education of parents". The experience of preschool organizations and parents and the child in working together in order to effectively raise the education and development of human, labor, mental, physical, artistic education has been accumulated. Educators, methodologists of preschool educational organizations constantly improve the

types with the content of this work, providing the child with an organic connection of various educational effects, the comprehensive development of the individual, considering [2,34 P].

Kindergarten is the first public educational organization in which parents enter into communication and their systematic pedagogical enlightenment begins. The quality of this work of the preschool organization depends somewhat on the level of pedagogical culture of parents, as well as on the level of family education of children.

Currently, it is an urgent problem for teachers of preschool organizations and parents to share their thoughts, feelings, and concerns through communication. He is happy to raise the pedagogical culture of parents, that is, to introduce them to the same knowledge as teachers, to form their pedagogical skills and qualifications.

Raising the pedagogical culture of parents solves the confrontation between the educational potential of the family and its application.

Currently, it is important for parents to implement the principle of kindergarten transparency. This principle assumes that parents can freely get acquainted with the activities of the child in kindergarten at their own discretion, at a convenient time for them, with the style of communication of the educator with preschoolers, entering the life of the group [5,140 P].

The involvement of parents in the pedagogical process of the institution is called "kindergarten openness". Cooperation of the preschool organization with social institutions, its openness to the influence of the microsocium, that is, the "openness of the kindergarten to the outside" is today one of the areas of activity of the preschool organization.

The main goal of teachers of preschool organizations is to provide professional assistance to the family in raising children, while not replacing it, but complementing and ensuring the full implementation of its educational functions: the development of the interests and needs of the child; the distribution of responsibilities and responsibilities between parents; constantly changing conditions of raising children; support for openness of relations between different generations in the family; ; understanding and accepting the personality of the Child, Trust and respect for him; he as a unique person.

The study and formation of the child's personality with adults. At this stage, the specific content of the work is planned, the forms of cooperation are selected.

In order to create a favorable atmosphere in the family and raise a child, parents first of all need to fully master certain pedagogical knowledge, practical skills of pedagogical activity.

To do this, the teacher of a preschool organization, its head, must constantly work with parents in order to improve his pedagogical culture and jointly influence the child.

The success of combining a preschool organization and a family depends on the comprehensive, meaningful interaction of parents with educators, on the basis of which the right relationships are built. The main role in the organization of such interaction lies with educators, whose activities include not only communication with children, but also establishing relationships with their parents, family members. In order to determine the level of participation of parents in the upbringing of children and the level of pedagogical culture, the following socio-pedagogical methods can be used: questionnaires, testing, independent conversation, family visits, observation of children with parents, etc. [P.8,288].

In the preschool organization, special attention is paid to interaction with parents. Systematic work with the families of pupils is organized, open days for parents are held, classes with the participation of parents are held, independent projects for joint parent-child performance are prepared, parent meetings with the participation of specialists are held, including independent consultations of parents with specialists in non-traditional forms, etc.

Work with parents is a complex and important activity of a teacher aimed at raising pedagogical knowledge, business and skills of parents in raising a child; assistance of teachers to parents aimed at Family Education to create the necessary conditions for the correct upbringing of a child; interaction of educators with parents in the process of Child Development.

Depending on the category of parents, active forms of work are used: "Round Table", auctions, quizzes, pedagogical kaleidoscopes, discussions, interest clubs, contests, "question and answer night", etc.

Trusting relationships between parents and educators are the first and decisive requirement for a positive, positive direction of interaction. In the process of interaction, parents should arouse interest in the educational process, and faith in their own strength should arise with the desire to achieve success. Teachers and parents need to understand each other as partners. The differential relationship in work with parents is aimed at improving their pedagogical skills and abilities [P.9,208].

To establish such a relationship, educators need to comply with general pedagogical and specific requirements. Such requirements, in my opinion, include mutual trust and adherence to the rules of communication between teachers and parents.

Work with parents should be carried out actively, applied in terms of influence in relation to the parent in each category. Topics of measures related to the problems that arise in the family should be selected. Today, various methods and forms of pedagogical education of parents are being used. For example, a parent meeting. Usually, parent meetings are held in the form of a traditional-report by the educator on some topic, or in the form of an analysis of organizational questions.

At such meetings, parents do not show any activity. And passivity is an indicator of disinterest, or the very form of holding a meeting does not require an opinion from parents.

It is necessary to carry out work on further improvement of the form of work with parents, take into account their social status, social status, family category, social position in society. And in the implementation of this idea, the teacher should play a key role, apply the knowledge gained by the University and the experience gained in working with the teacher of the preschool organization and parents [10].

Ways to implement interaction between parents and teachers of preschool children:

- involvement of parents in the pedagogical process;
- expansion of the scope of parents' participation in the organization of the life of an educational organization;
- arrival of parents at classes at a time that suits them;
- creating conditions for creative development of teachers, parents, and children;
- information and pedagogical data, exhibitions of children's works, which will allow parents to get acquainted with the specifics of the organization, its educational and developmental environment;
- various programs of joint activities of children with parents;
- in joint efforts to develop and educate a child, it is necessary to combine the efforts of teachers and parents: this interaction should be considered as the art of dialogue with the child by adults, taking into account the experience, abilities, interests of the child, mental characteristics of his age;
- the education and upbringing of the child is also patient, understanding and trying to take into account his interests without analyzing his emotions with his feelings;
- mutual respect between the family and the educational organization;

Such forms of work in the interaction of a preschool organization with parents justify themselves, but it is very important to improve the methods and content of working with the family in order to involve all parents in joint activities in raising children.

The better the preschool organization works, the more authoritative it will be in the eyes of parents, achieve success in raising children, and improve the pedagogical culture of parents [11, 136 P].

The family affects the development of the individual basic characteristics of the child, the formation of his human-positive potential. But the necessary condition for this is a properly organized situation in the life of the family and is in the pedagogical competence of family educators. The unity of the goals and objectives of public and family education of the younger generation, the agitation of pedagogical knowledge among parents is an integral part of the work of preschool institutions.

Pedagogical agitation is the dissemination and promotion of pedagogical means, methods and forms of pedagogical education and education to the masses.

O. V. Solodyankin considers the pedagogical culture of parents as educators, understanding their sufficient training, the development of personal qualities. It manifests itself in the upbringing of children in the family and social process. The main component of the PED culture of parents is their PED training in psychological, physical and hygienic and legal education, as well as the qualifications and skills of parents accumulated as a result of the process of raising children [12].

The main role in establishing coherence between the family and the preschool organization is assigned to the preschool organization as a public and public educational institution.

The State Universal Standard defines the main directions of working together with the family of a preschool organization [13] in which

The concepts of "working together" and "interacting" are defined.

In accordance with the "standard rules of activity of preschool educational organizations" of the Republic of Kazakhstan, one of the main tasks of preschool organizations is to interact with the parents of pupils. The program shows the main directions of work with the family quite clearly and comprehensively [14].

"In the text of the family - preschool organization, the most basic idea is that it also describes the process of upbringing of a specific child who is being raised in this family, as well as the actions of teachers and parents of difficulties and joys, successes and failures, doubts and thinking[15].

When communicating with parents, the teacher doubts a thing, without hiding, asks him for advice, expressing respect for the experience, knowledge of the interlocutor. An important professional quality, pedagogical tact, does not lead the teacher to vulgarity and scolding. The teacher's readiness for self-discovery"approximates"children, parents -. By setting his example, he encourages parents to have a trusting conversation, they share their fears.

"Internal transparency of the preschool organization" is the involvement of parents in the educational process of the preschool organization. Parents, family members can contribute to educational work, somewhat transforming the life of children in a preschool organization. This can be an episodic event, depending on the size of each family. Some parents help organize a holiday,others agree to ensure the pedagogical process-teach children to an existing object, etc.

The achievement of pedagogical literacy and its organization depends on the correct choice of methods and forms, the awakening of the activity of the listeners with interest, a thorough study of the composition of the participants in the lesson.

To do this, the teacher of a preschool organization,its leader, must constantly work with parents in order to improve their pedagogical culture and jointly influence the child.

The success of the association between the preschool organization and the family depends on the comprehensive, meaningful communication of educators and parents, on the basis of which the correct interaction is established. The main role in organizing such interaction is assigned to educators,whose activities include not only communication with children, but also establishing relationships with their parents, family members. In order to determine the level of pedagogical culture with the level of participation of parents in the upbringing of children, the following socio-pedagogical methods can be used: survey, testing, independent conversation, family visits, observation of children with parents, etc.

In the preschool organization, where the research work was carried out, special attention is paid to interaction with parents. Systematic work with the families of pupils is organized, open days for parents are held, classes with the participation of parents are held, independent projects are prepared for joint parent-child performance, parent meetings with the participation of specialists are held, including independent consultations of parents with specialists in non-traditional forms, etc.

A trusting relationship between parents and educators is the first and decisive requirement for a positive, positive direction of interaction. In the process of interaction, parents should arouse interest in the educational process, and faith in their own strength should arise with the desire to achieve success. Teachers and parents need to understand each other as partners. The differential relationship in work with parents is aimed at improving their pedagogical skills and abilities.

To establish such a relationship, educators need to comply with general pedagogical and specific requirements. Such requirements, in my opinion, include mutual trust in the relationship between teachers and parents, compliance with the rules[15,13-90].

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