

METHODS AND TOOLS FOR FORMING COOPERATION BETWEEN TEACHERS AND PARENTS IN PRIMARY SCHOOL

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Abstract: The article examines the theoretical and practical foundations of forming effective cooperation between teachers and parents in primary schools. In the context of modern educational reforms, joint pedagogical activity is recognized as a key factor in ensuring the comprehensive development of students. The research emphasizes the importance of pedagogical communication, innovative teaching methods, and family involvement in the educational process. The article identifies and analyzes methods and tools that strengthen teacher-parent interaction, highlighting the role of mutual understanding, psychological and pedagogical competence, and the application of national and universal values in building constructive dialogue. The findings contribute to improving the quality of education, increasing pedagogical effectiveness, and developing a sustainable model of teacher-parent partnership in primary education.

Keywords: teacher, parent, cooperation, methodology, tools, pedagogical communication, primary education, innovation, competence, educational process

INTRODUCTION

In the context of global educational modernization, the effective cooperation between teachers and parents in primary education is becoming an essential factor in ensuring the holistic development of students. The primary school stage represents the most sensitive period in the formation of a child's personality, learning motivation, and moral values. Therefore, the collaboration between teachers and parents plays a decisive role in creating a supportive learning environment that fosters intellectual, emotional, and social growth.

Recent pedagogical research indicates that when teachers and parents work in harmony, students demonstrate higher academic performance, stronger social responsibility, and improved behavior. However, despite the recognition of this importance, the practical realization of teacher-parent cooperation often faces challenges such as limited communication, lack of methodological guidance, and insufficient pedagogical awareness among parents.

In this regard, developing and implementing effective methods and tools for teacher-parent interaction in primary schools is a vital pedagogical task. It requires integrating traditional educational values with innovative approaches that emphasize mutual respect, open communication, and shared responsibility for a child's development. The present article explores the structure, methodology, and functional mechanisms of forming sustainable cooperation between teachers and parents in the primary education system.

MAIN PART (THEORETICAL BASIS AND METHODS)

The cooperation between teachers and parents in primary education is grounded in pedagogical theories emphasizing partnership, social constructivism, and communicative competence. According to Vygotsky's sociocultural theory, a child's learning and development

are directly influenced by the interaction between the learner and their social environment, including family and school. Therefore, establishing a strong link between these two social institutions is crucial for the child's holistic development.

From a pedagogical perspective, teacher-parent cooperation represents a systematic and purposeful process aimed at harmonizing educational influences, ensuring continuity in the child's learning experience, and promoting mutual understanding. This process is based on three main dimensions: structural, functional, and communicative.

1. The Structural Dimension includes the participants (teachers, parents, and students), the objectives (educational and developmental), and the organizational forms of cooperation.

2. The Functional Dimension focuses on the main activities carried out jointly by teachers and parents - such as parent meetings, open classes, educational workshops, and home-school monitoring of students' progress.

3. The Communicative Dimension defines the quality of interaction, emphasizing empathy, feedback, and trust between both parties.

Effective cooperation requires the use of appropriate methods and tools. Among the most widely used are:

- Pedagogical communication methods - regular dialogue, online communication platforms, and individual consultations.
- Interactive methods - project-based tasks, collaborative activities, and joint problem-solving sessions involving both parents and teachers.
- Information tools - digital technologies, school management systems, and communication apps that facilitate timely information exchange.

The methodology of forming teacher-parent cooperation should be flexible, culturally sensitive, and based on national educational priorities. In the case of Uzbekistan, this approach aligns with the strategic goals of the *National Program for Personnel Training* and the *Concept for the Development of the Education System until 2030*, which emphasize the integration of family and school efforts in nurturing an educated and morally mature generation.

RESULTS AND DISCUSSION

The conducted analysis and practical observations show that the quality of cooperation between teachers and parents directly affects students' academic success, emotional well-being, and social adaptation. Schools that establish regular and structured communication with parents report higher student motivation, stronger attendance rates, and fewer behavioral issues.

The results indicate that teacher-parent interaction should not be limited to formal meetings or administrative announcements; instead, it should evolve into a dynamic and continuous dialogue. Parents must be viewed not as passive observers but as active participants in the educational process. Teachers, on the other hand, must demonstrate pedagogical tact, empathy, and professional communication skills to create an atmosphere of trust.

The study identifies several key factors that determine the effectiveness of teacher-parent cooperation:

1. Mutual respect and understanding - both sides must acknowledge their shared responsibility in the child's development.

2. Regular communication - establishing systematic and transparent information exchange about students' progress.

3. Psychological readiness - both teachers and parents should possess emotional intelligence and conflict management skills.

4. Institutional support - schools must provide structural mechanisms (parent councils, feedback systems, digital platforms) to facilitate interaction.

Moreover, the integration of modern digital tools has significantly transformed the nature of school-family relationships. Online parent conferences, virtual classrooms, and mobile applications allow for real-time engagement, reducing the communication gap. However, the effective use of these technologies requires pedagogical literacy and digital competence from both sides.

The discussion also highlights the importance of cultural and national values in shaping cooperation practices. In the context of Uzbekistan, family remains the core institution of moral education; therefore, educational strategies that strengthen the school-family partnership are not only pedagogically effective but also socially and culturally relevant.

CONCLUSION

The analysis of teacher-parent cooperation in primary education reveals that mutual understanding, continuous communication, and shared responsibility are the essential foundations of an effective educational partnership. When teachers and parents work collaboratively, students benefit from a unified educational environment that supports not only academic achievement but also personal growth and social adaptation.

The study emphasizes that the process of forming sustainable teacher-parent cooperation requires an integrated approach that combines traditional pedagogical principles with modern innovations. Teachers should possess communication skills, emotional intelligence, and methodological competence, while parents should actively engage in school activities and support their child's learning process at home.

To enhance cooperation, schools should establish institutional mechanisms such as parent councils, regular consultations, and digital communication platforms. Furthermore, the inclusion of national and moral values in pedagogical interaction strengthens the sense of unity between family and school, aligning educational objectives with social and cultural development goals.

In conclusion, fostering effective cooperation between teachers and parents is a strategic direction in improving the quality of primary education. This cooperation serves as a key factor in preparing a well-rounded, intellectually developed, and morally mature young generation capable of contributing positively to society.

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