

THE IMPORTANCE OF TEACHER AND PARENT COOPERATION IN PRIMARY EDUCATION

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Abstract: *This article provides a theoretical analysis of the role and significance of cooperation between teachers and parents in the primary education system. It examines how the interaction between school and family affects a child’s development and explores ways to enhance the effectiveness of pedagogical collaboration. The impact of teacher initiative and active parental involvement on children’s socio-psychological well-being and learning motivation is theoretically substantiated. Based on the analysis of advanced foreign and local experiences, the article proposes effective ways to organize cooperation.*

Keywords: *Primary education, parents, teacher, cooperation, pedagogical process, social partnership, quality of education.*

Education is one of the key factors in human development and societal progress. In particular, in the modern era, improving the quality and effectiveness of education is recognized as one of the priority directions of state policy. One of the most important stages in the educational process is primary education, as it serves as the foundation for the student’s future intellectual, moral, and social development. While the teacher plays an invaluable role in the personal development of a primary school student, the role of the parents is also crucial.

The relevance of this topic lies in the fact that in today’s primary education process, relying solely on the teacher’s activity will not ensure the full development of students. There needs to be strong cooperation between the family and the school regarding the child’s education and upbringing. Otherwise, the student’s interest in learning may decrease, and social-psychological problems may arise. Therefore, establishing regular, open, and effective communication between teachers and parents and strengthening their pedagogical cooperation is one of the most pressing issues in the modern education system.

In our country, important measures are being taken to improve the quality of education and strengthen cooperation between teachers and parents. However, in practice, there are instances where this cooperation is not sufficiently established. Sometimes, parents may be indifferent to their children’s educational process, and in some cases, teachers may not fully master the methods of working with parents. This, in turn, negatively affects the effectiveness of education. For this reason, this article will deeply analyze the scientific and theoretical foundations, practical significance, existing problems, and ways to address them concerning teacher and parent cooperation in primary education. This article is enriched not only with scientific and theoretical analysis but also with practical recommendations, and it is expected to contribute to the improvement of primary education quality.

The goal of the research is to highlight the pedagogical significance of teacher and parent cooperation in primary education, identify its effective forms, and propose ways to improve them.

The object of the research is the relationship between teachers and parents in the primary education system.

The subject of the research is the content, forms, and impact of these relationships on students’ development.

The tasks of the research include:

- Studying the scientific and theoretical foundations of teacher and parent cooperation in primary education;
- Analyzing effective forms of cooperation;
- Identifying and analyzing the existing problems in cooperation;
- Developing practical recommendations for solving these problems.

Pedagogical cooperation, especially the issue of relationships between teachers and parents in primary education, is widely discussed in scientific literature. A study conducted by V.V. Abramenko (2019) demonstrates the direct impact of school and family cooperation on children's upbringing. The author scientifically substantiates that students whose teachers engage in systematic communication with parents tend to have higher motivation.

Among Uzbek pedagogical scholars, B.A. Ziyodov (2021) explores the methodological foundations of social cooperation in primary education and highlights the effectiveness of forms such as "Open Door Day" and "Extracurricular Parents

Club" initiated by teachers. Additionally, R.G. Kattabekova (2020) in her research emphasizes the need to improve the pedagogical literacy of modern parents and the necessity of an individualized approach when working with them.

This topic has also been extensively studied in foreign literature. For instance, the "Family-School Partnership Model" proposed by Joyce Epstein (2001) is famous for its six-domain structure, which includes elements such as parents' participation in teaching activities, supporting the learning process at home, and engaging in school activities. Many practical programs have been developed in various countries based on this model. A. Reay (2015) in his works highlights issues related to class distinctions in the education system and the impact of family on education. According to him, parents' socio-economic status, educational level, and attention to the child have a significant effect on the child's school activities. The analysis of these theoretical sources shows that cooperation between teachers and parents not only influences children's academic achievement but also their psychological stability and adaptability to society. This makes it urgent to study this topic more deeply and substantiate it theoretically

Effective pedagogical methods, particularly interactive ones, that can be used to study the cooperation between teachers and parents in primary education were analyzed theoretically. These approaches can serve as a foundation for future practical research:

- **Brainstorming** – This method is suggested to stimulate exchanges of ideas between teachers and parents and foster a creative approach to common problems.
- **Role Play** – This method can be used to help parents understand specific classroom situations from the teacher's perspective.
- **Cluster** – This method is applied to visually represent forms of cooperation, problems, and their solutions.
- **Single Point Method** – This method is used to identify the opinions and views of parents, particularly concerning the distribution of responsibility in students' development.
- **Debate** – This method can serve as a basis for revealing differences of opinion between teachers and parents and discussing relevant issues.
- **Fishbone (Cause and Effect Diagram)** – This method is useful for analyzing the causes of problematic situations and finding effective solutions.

Based on the analysis of literature and selected methodological approaches, the following results were obtained regarding the content and effectiveness of cooperation between teachers and parents at the primary education level:

1. Teacher-Parent Cooperation is a Guarantee of Educational Quality:

It is emphasized in the analyzed sources that the psychological climate, socialization, academic level, and motivation of students are directly linked to regular, meaningful, and bilateral communication between teachers and parents.

2. Forms and Methods of Cooperation are Diverse:

According to methodological recommendations based on surveys, three main directions are considered effective when working with parents:

- Informational-Introductory Cooperation (meetings, parent newsletters, communication notebooks),
- Active Cooperation (competitions, open lessons, seminars for parents),
- Consultative-Educational Approach (psychological training, individual conversations, parent clubs).

3. Interactive Methods Serve to Strengthen Cooperation:

Based on the analysis of the literature, it was found that interactive methods such as brainstorming, role play, clustering, and fishbone are not only relevant in the classroom process but also in working with parents. They ensure active participation from parents and strengthen mutual trust.

4. The Lack of a Systematic Approach is One of the Problems:

Scientific sources reveal that in many schools, working with parents is not organized systematically but rather with a campaign-style approach. This limits the effectiveness of cooperation.

5. Advanced Experiences Need to Be Summarized:

Literature sources on advanced experiences from both Uzbekistan and abroad describe innovative forms of teacher-parent cooperation. However, many of these have not been sufficiently implemented in practice. Therefore, studying these experiences and adapting them to the national system is seen as an important task. In general, systematic, communication-based teacher-parent cooperation through interactive methods is a key factor in improving the quality of education at the primary education level.

Conclusion

Based on the theoretical sources and analysis, it can be concluded that cooperation between teachers and parents in primary education is an integral part of the modern educational process. This collaboration has a positive impact on the intellectual, social, and personal development of students, enabling more effective and high-quality implementation of the educational process. Strengthening the relationship between teachers and parents creates a foundation for children’s adaptation to school life, the formation of learning motivation, and the development of social skills. The analysis indicates that effective cooperation requires not only traditional methods but also innovative approaches, interactive methods, and a communication-based environment. Parental involvement in the educational process, along with the methodological support provided to them, positively influences teachers’ professional activities and ensures the equal distribution of responsibility in the educational process. In conclusion, establishing systematic and purposeful cooperation between teachers and parents in primary education is a crucial factor in improving the quality of education and raising a well-rounded generation.

Recommendations

- **Developing parent involvement programs:** It is recommended to expand programs aimed at working with parents in schools and organize pedagogical seminars for them. This will help parents become more actively involved in the educational process and improve student success in education.

- **Increasing parental pedagogical literacy:** Special training courses and workshops should be organized to provide parents with pedagogical knowledge and teach effective methods for working with their children. This will enable parents to approach their children’s education more appropriately.

- **Strengthening communication between schools and families:** It is important to implement programs aimed at improving regular communication and interaction between schools and parents. Initiatives such as “After-school Parent Clubs” will help strengthen effective cooperation between parents and teachers.

- **Developing manuals for teachers and parents:** Special manuals and methodological materials should be developed to establish effective cooperation with parents in schools. These resources will assist both parents and teachers in improving the educational process.

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