

# DEVELOPING COMPETENCE IN PRE-CARE EDUCATIONAL INSTITUTION TEACHERS TO ORGANIZE DISTANCE INTERACTION WITH STUDENTS' FAMILIES

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## Abstract

The article examines current issues of developing preschool teachers' competencies necessary for organizing distance interaction with the families of pupils. The importance of digital, communicative, methodological, organizational, and psychological-pedagogical competencies in the context of the modern educational process is substantiated. The forms of distance interaction with parents are revealed and the need for professional growth of teachers in the context of digitalization of education is emphasized.

**Keywords:** Distance interaction, preschool teacher, pupil's family, digital competencies, preschool educational organization, communication, education.

## Introduction

In the modern conditions of digital transformation of education and social instability (caused, among other things, by the COVID-19 pandemic), effective interaction between a preschool educational organization (PEO) and a family is of particular importance. Distance interaction is becoming one of the popular formats, which requires teachers to have a certain range of professional competencies.

The development of the distance format of educational interaction dictates new requirements for the professional training of preschool teachers. It is important to ensure not only technical, but also methodological, communicative and psychological readiness to work in the online environment. Successful interaction

with parents in a distance format helps to improve the quality of the educational process and strengthen partnerships.

The purpose of this article is to define the key competencies necessary for preschool teachers to organize effective distance interaction with the families of pupils, as well as to describe the forms and methods of such interaction.

The term "interaction" implies the exchange of thoughts, feelings, experiences, communication. The purpose of interaction is to establish partnerships between participants in the pedagogical process and involve parents in the life of the educational organization. Interaction between teachers and parents presupposes mutual respect, mutual trust and mutual assistance, knowledge and consideration by the teacher of the conditions of family education, and by parents - the conditions of education in a preschool institution, as well as the mutual desire of teachers and parents to maintain contacts with each other. The issues of increasing the efficiency of interaction between parents and kindergarten teachers, involving the parent community in issues of improving the quality of preschool education, organizing effective interaction with the families of pupils are currently a pressing task of preschool education. Today, one of the most popular forms of work are remote forms of cooperation with the family. They significantly expand the possibilities of effective communication with parents and providing them with assistance in matters of development and upbringing of children. The target audience of such communication is children and their family members. The purpose of such work is to create conditions for attracting the families of pupils to constructive interaction with the staff of the kindergarten.

Previously, organizational goals were achieved through parent-teacher meetings and information stands. However, these methods are often ineffective in the modern community: parent-teacher meetings are not attended, and no one approaches the information stands.

Social networks, of which there are currently a huge number, can help a modern teacher solve this problem. In them, participants can exchange photos, videos, audio materials, ask questions of interest, comment on information. The teacher can directly familiarize legal representatives with work plans, recommend links for independent study of a particular topic, inform about upcoming events: holidays, competitions, promotions, seminars, etc.

Distance learning for preschool children is learning at a distance without direct contact with the teacher and other children using Internet technologies. Work on pedagogical interaction with families is represented by four groups of forms:

- informational and analytical;
- cognitive;
- visual and informational;
- leisure

The main competencies for training teachers to organize remote interaction with families of pupils in the context of implementing the educational program of preschool educational organizations are information technology, methodological design, communication skills, organizational abilities, psychological and pedagogical competence, flexibility and adaptability. Let's consider each of them in more detail:

### **1. Information technologies of teachers include the following:**

a) knowledge and ability to work with digital tools, such as online platforms for video calls, messengers and educational applications, understanding the functionality and capabilities of these tools. The teacher must be able to effectively organize video calls and webinars, using the functions of a shared screen and chat to interact with children. The ability to use messengers allows you to quickly exchange information, send tasks and provide feedback. Working with educational applications includes the selection and adaptation of applications for different types of activities, as well as the creation of interactive tasks that make learning more fun and accessible.

b) The teacher must be able to use these technologies to organize classes, transfer materials and create interactions with children and their families, effectively plan and conduct online lessons using video calls and interactive platforms. The ability to create and share educational materials through electronic resources such as presentations, videos and workbooks helps ensure the availability of information. The teacher must also actively interact with families using instant messengers and email to exchange information, provide feedback and involve parents in the educational process. This helps create a supportive and comfortable atmosphere for children and their families.

## **2. Methodological design of teachers includes the following:**

a) The ability to develop unique educational programs and resources that meet the specifics of distance learning, analyze the needs and interests of students to create personalized tasks. The teacher must integrate various methods, such as project-based learning and game elements, and develop adaptive materials that correspond to the developmental level of children. It is important to use modern technologies to create interactive elements and regularly evaluate programs based on feedback, which helps improve the quality of learning.

b) The teacher should be prepared to create interactive tasks and materials that will help involve children and their parents in the educational process, to develop exciting games, quizzes and joint projects, to use digital tools to increase interactivity and to provide feedback to parents. It is important to take into account the interests and abilities of children in order to increase their motivation and active participation in learning.

## **2. The communication skills of teachers include the following -**

A) The ability to establish and maintain effective interaction with families, includes establishing trusting relationships with parents, regularly informing them about the achievements and progress of children, as well as actively involving parents in the educational process. The teacher should be able to listen and take into account the opinions of parents, provide them with recommendations for supporting learning at home and organize meetings and events for joint participation. It is important to create a comfortable atmosphere for communication, which contributes to strengthening cooperation and mutual understanding.

b) The teacher should establish trusting relationships, be able to listen and take into account the opinions of parents, and provide the necessary information about the learning process and the development of children. The teacher must be able to listen actively, taking into account the opinions and wishes of parents, which helps to strengthen mutual understanding. The teacher must also provide the necessary information about the process of learning and development of children, including reports on achievements, recommendations for home learning and a description of working methods. This helps to create partnerships and involve parents in the educational process.

### **3. Organizational skills include the following -**

A) Skills necessary for planning and coordinating interactions with families.

Includes the ability to organize meetings and events to involve parents in the educational process. The teacher must be able to develop communication plans, determining the most effective ways to convey information about the achievements and development of children. It is also important to set clear goals for interaction, take into account the opinions and needs of parents, and use active listening skills to create trusting relationships. These skills help ensure productive cooperation with families and maintain interest in learning.

B) The teacher must be able to organize events and classes that will be available to parents and children in the context of distance learning, as well as create schedules and interaction algorithms. Includes the creation of interactive online sessions, webinars and master classes. It should develop schedules that take into account convenient times for all participants, as well as interaction algorithms that ensure clear communication and understanding of the learning process. It is important to use a variety of digital tools for effective interaction, which helps to involve parents and children in the educational process.

### **4. Psychological and pedagogical competence of teachers includes the following -**

A) Understanding the characteristics of family education and the need to support parents in their role.

Includes knowledge of different parenting styles, cultural and social factors that affect the learning and development of children. This also implies awareness of the emotional and psychological needs of parents. The need to support parents in their role is to provide them with information, resources and recommendations on parenting issues, which helps to strengthen their confidence and skills. The teacher should be able to organize consultations, trainings and discussions aimed at helping parents in the development of children, which helps to create a more harmonious educational process and improve interaction between the family and the educational institution. B) The teacher must be ready to provide assistance in matters of education and development, as well as offer recommendations and advice for successful interaction with children. Includes providing advice on teaching methods, communication techniques and the development of social skills. They should be able to offer tips on creating a positive learning

environment at home and share information about children's needs and developmental characteristics. The teacher can also organize meetings or seminars for parents where current topics in upbringing and education are discussed, which promotes successful interaction with children and strengthens cooperation with families.

### **5. Flexibility and adaptability of teachers include the following -**

A) The ability to quickly change approaches and methods of work depending on the situation and the needs of children and their families.

Includes flexibility in the pedagogical approach, the ability to adapt the content and methods of teaching to changing conditions. The teacher should be able to assess the current needs of children and their families, respond to feedback and changes in circumstances. This includes the willingness to introduce new strategies, methods and technologies, as well as change schedules and formats of classes to ensure maximum learning effectiveness. It is also important to remain open to experimentation and new ideas, which allows finding optimal solutions for different situations. B) The teacher must be ready for changes in the educational process and the use of new technologies to ensure the effectiveness of distance learning.

Includes constant updating of their knowledge and skills in the field of pedagogy and digital tools. They must be able to adapt curricula to new technologies, such as interactive platforms, online resources and educational applications. It is also important to be able to implement innovative teaching methods, such as blended learning or project activities, which increases children's involvement. Readiness for change implies openness to experiments and changes in approaches to ensure the effectiveness of institutional education and meet the needs of children and their families.

Forms of distance interaction include:

- modern practices of interaction between teachers and parents in a distance format can be classified as follows:
- informational and analytical: online surveys, electronic questionnaires, feedback analysis;
- educational: webinars, online consultations, educational videos;
- visual and informational: publication of methodological recommendations, photo and video materials in instant messengers and social networks;



- leisure: family online competitions, quizzes, master classes, online drawing exhibitions.

Thus, the organization of remote interaction with the families of pupils requires from teachers of preschool educational organizations not only basic professional skills, but also a wide range of special competencies. The development of such competencies ensures the effectiveness of educational activities in the new conditions, contributes to increasing parental trust and high-quality support for the development of the child.

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