



FAMILY, SCHOOL, AND COMMUNITY COOPERATION IN DEVELOPING PARENTS' PEDAGOGICAL CULTURE

Azimova Sayyora Toshtemirovna,

Core Doctoral Student at the Qori

Niyoziy National Institute of Pedagogical Education

Abstract

The article analyzes the importance, main directions, and mechanisms of cooperation between the school, mahalla, and family in the formation and development of the pedagogical culture of parents. The study highlights the concept of pedagogical culture, its components, strategies for the effective organization of cooperation, and expected results.

Keywords: Pedagogical culture, family, school, mahalla, cooperation, upbringing, parental competence, communicative skills.

Introduction

The processes of globalization and digital transformation are placing increasingly serious demands on the upbringing of individuals. Although a child's spiritual, intellectual, and social development primarily takes place within the family environment, the systematic cooperation of schools and community institutions determines the quality indicators of this process. Therefore, developing parents' pedagogical culture is one of the most important tasks of the modern education system. At the same time, the supportive, educational, and enlightening environment created by schools and the community serves as a key factor in the full development of the child.

Parents' pedagogical culture is a system of knowledge, skills, competencies, and values related to educational activities, which directly affects a child's personal development, behavior, and the process of making educational decisions. This culture includes the following key components:

Psychological-pedagogical knowledge is a set of theoretical and practical insights that allow for a deep understanding of children's age-specific characteristics, the process of personal development, motivation, and the psychology of social



behavior. This knowledge helps teachers and educators identify children's individual traits, develop their unique abilities, and fully realize their personal potential.

Communicative culture is the ability of an individual to engage in effective, meaningful, and respectful communication with others. Developing communicative culture in a child plays an important role in their social and personal development. First and foremost, this involves effective communication with the child, which includes listening to, understanding, and respectfully accepting their thoughts and opinions.

Educational competence is an individual's ability to educate themselves and others, adhere to social norms, and regulate their own behavior. This competence includes social and moral qualities such as discipline, respect, responsibility, diligence, fairness, patience, and dedication. Family upbringing is the primary arena for developing this competence, as a child gains their first life experiences within the family environment. In the family, parents serve as role models, demonstrating love, communication, and responsibility, which play a crucial role in reinforcing the child's social behavior. Additionally, through family upbringing, children develop qualities such as effective time management, perseverance in completing tasks, and striving to develop their own abilities. Educational competence is decisive in helping an individual grow into an active, responsible, and hardworking member of society, as well as in shaping behavior that aligns with moral standards. Information culture refers to an individual's ability to use modern information and communication technologies and digital resources, as well as their skills in combining safety, conscious approaches, and pedagogical objectives in this process. A person with information culture can use technological tools effectively and in accordance with normative and ethical standards, observe safety rules when using the internet and electronic resources, and select, analyze, and apply information purposefully in pedagogical or professional contexts. These skills not only contribute to the effective organization of the learning process but also support the individual's moral and intellectual development. Furthermore, information culture encompasses respecting social, cultural, and ethnic contexts in the digital world, as well as protecting oneself and others.

Legal culture is the process of developing in a child the ability to understand their rights and freedoms, as well as the capacity to protect them. At the same time, it is



essential that parents' responsibilities and duties are adequately explained to the child and that they are familiarized with family-legal norms, as this is a key aspect of legal culture. A child's legal culture is formed through family upbringing: they learn about their legal rights and how to exercise them, as well as the norms of responsible behavior within the family and society.

Parents' possession of these competencies not only improves the quality of upbringing within the family but also enhances the effectiveness of cooperation with schools and community institutions. Supporting the educational environment of the school, involving the social resources of the community, and ensuring the continuity of upbringing within the family serve as a comprehensive system for the child's social, moral, and intellectual development.

Parents' pedagogical culture is one of the most important factors directly influencing the quality of school–family–community cooperation. This is because the education and upbringing process is not limited to the school environment but is closely connected with the family setting and the socio-moral conditions created by the community. While the school serves as the leading institution in shaping a student's academic knowledge and essential educational skills, the continuity of the upbringing process is ensured primarily within the family. The community, in turn, provides social support to the child and parents and enriches the educational process through cultural and educational activities.

When parents possess a high level of pedagogical culture, they approach child-rearing consciously and responsibly, and the content and quality of cooperation with schools and the community are significantly improved. The sufficient development of such culture creates the following opportunities:

- Effective communication and information exchange with the school. Parents with pedagogical culture maintain regular contact with teachers and have up-to-date information about their child's learning process, behavior, and development. This ensures the continuity of the educational process.
- Proper use of the community's social resources. Parents purposefully utilize community resources such as libraries, youth centers, sports facilities, and cultural-educational events for their child's development. As a result, the child learns to be active in a broader social environment.



- Enhancing the child’s social activity. Parents with pedagogical culture strive to involve their child in social processes, fostering initiative and responsibility. This contributes to the child’s development as a mature and socially active individual.
- Maintaining a coherent and consistent educational environment. The harmony between school, family, and community upbringing supports the child’s emotional and psychological development, discipline, moral values, and social skills in a balanced manner.

As a result, all educational stakeholders surrounding the child work together, forming a stable and coherent educational-ecological system. This system provides a solid foundation for the child’s comprehensive development, moral maturity, and formation as a socially valuable individual.

In conclusion, parents’ pedagogical culture is a key factor in the development of children as individuals in modern society. Effective cooperation with schools and the community helps strengthen parents’ pedagogical knowledge and competencies. Therefore, establishing a systematic, cohesive, and continuous pedagogical collaboration between parents, schools, and the community is an essential element of the contemporary educational process. Effective ways to develop parents’ pedagogical culture include seminars and training sessions, consultation and support systems, online resources, family events, and project-based activities. Through these measures, children’s moral, intellectual, and social development is ensured, and the socio-cultural level of society is enhanced.

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