



## **THE ROLE OF DEVELOPING FAMILY, NEIGHBORHOOD AND SCHOOL COOPERATION IN SOCIAL DEVELOPMENT**

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### **Abstract**

Special attention is paid to the role of developing cooperation between family, neighborhood and school in the development of society in this article. From a pedagogical point of view, the family is the initial field of speech, moral, aesthetic and labor education of the child. It is in the family that the child performs his first social roles as a child, brother, sister. He assimilates values such as respect, responsibility, kindness, justice through the family. If this process is consistent and positive, integration with subsequent social institutions - school, neighborhood, society - will be facilitated, and as a result, generations will be formed that will serve the development of society. The article covers these aspects and presents suggestions and recommendations.

**Keywords:** Family, Neighborhood, School, Cooperation, Society, Personal Development, Successful Education, Communicative Skills, Spiritual Development, Communication, Social, Process.

### **Introduction**

At the current stage of social development, the issue of comprehensive development of the individual is one of the priority tasks of the education system. In this process, the efforts of the school alone are not enough, but there is a need to establish close cooperation with the family and the community. Therefore, ensuring cooperation between the family, the community and the school is considered one of the urgent problems of pedagogy .

From a pedagogical point of view, the family is the initial arena for the child's speech, moral, aesthetic and labor education. It is in the family that the child fulfills his first social roles as a child, brother, sister. He assimilates values such as respect, responsibility, kindness, justice through the family. If this process is consistent and



positive, integration with subsequent social institutions - school, neighborhood, society - becomes easier.

In this sense, the family is the gateway for a person to social life. It determines the initial worldview, culture of communication, value system, and level of self-awareness of a person. A child brought up in a family with a high-quality primary socialization is formed as a socially active, responsible, and spiritually stable person. The family is a primary socialization institution in the pedagogical sense, not only as an educational environment, but also as the main source of social identification, emotional stability, and the formation of social capital. Although its content is being updated in modern conditions, its importance does not decrease - on the contrary, it is becoming even more important in the process of globalization.

The mahalla is the historical, cultural and spiritual fulcrum of the Uzbek nation. It is not just a territorial unit, but a national institution that embodies social relations, moral norms and mechanisms of educational influence. If the family is the primary environment of socialization, the mahalla, as an extended social space of this process, affects the development of the individual. Therefore, the interpretation of the mahalla as a national socio-pedagogical institution is scientifically justified and relevant.

## **II. LITERATURE REVIEW**

Primary education is the most delicate stage in which the foundation of personal development is laid. During this period, the child not only receives knowledge, but also forms social experience, a culture of communication, self-confidence and a system of values. Therefore, it is not enough for a primary school teacher to have only methodological knowledge; he must also have socio-pedagogical skills that will allow him to establish effective cooperation between the family, the neighborhood and the school.

The issue of teacher competence has been widely studied in foreign studies. For example, Lee Shulman explains pedagogical knowledge not only in terms of subject content, but also through “pedagogical content knowledge”. In his opinion, the teacher should also take into account the student's developmental environment [7]. This approach requires the teacher to work taking into account the family and social environment.

The issue of a practical model of cooperation in the educational process was deeply studied by J. Epstein. He developed six forms of cooperation between the family and



the school (parental support, communication, volunteering, home education, participation in decision-making, integration with the community) [5]. According to Epstein, cooperation is not just a call to parents on the initiative of the school, but also a recognition of them as full-fledged subjects of the educational process. This approach interprets cooperation not as a vertical management, but as a model of horizontal relations.

John Dewey also inextricably links education with community life, calling the school a "small society." According to him, communication, exchange of experiences, and joint activities are of great importance in the learning process [6].

In modern research, the role of the family in creating social capital is also emphasized. In the theory of social capital, James Coleman shows the family as an environment that directly affects the educational success of children. According to him, the involvement of parents in the education of their children, the quality of communication within the family, and the consistency of values determine the academic results of the child [8]. This idea shows that the family is not a passive, but an active subject in the pedagogical process.

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### **III. RESEARCH METHODOLOGY**

This article uses comparative analysis and induction and deduction evaluation methods. Using the comparative method, statistical data were analyzed and scientific conclusions were drawn.

### **IV. ANALYSIS AND RESULTS**

Developing cooperation between family, neighborhood and school is important not only for the education system, but also for society as a whole. Teachers have a great role in this process, they need to show themselves not only as educators, but also as contributors to the development of society. Trusting relationships between school and



family, social activity of the neighborhood - all this directly affects the success of students and their preparation for life.

“A good partnership program is an integral part of school organization and the quality of education.” Epstein’s “six partnership models” are a guide for future elementary school teachers: involving parents in the educational process, strengthening communication, establishing volunteer activities, supporting home learning, involving parents in decision-making, and using community resources. This approach allows for the systematic development of family-community-school partnerships [8]. Cooperation between school and family is an important factor in the successful education and personal development of students. Not only the teacher's work in the classroom, but also his communication with parents directly affects the behavior and academic success of children. Teachers should develop cooperation with parents, who are actively involved in the educational process of students, and use effective methods in this process. Working with parents at school not only provides knowledge, but also makes a significant contribution to the social and spiritual development of children. The first effective method is to hold regular meetings. Direct communication between teachers and parents strengthens the relationship. Regular meetings allow parents to provide clear information about their students' academic achievements, problems, and progress in their studies. This process helps parents to directly influence the educational process of their children. Students can learn about the teacher's goals and methods, and monitor their own development. For example, providing detailed information about children's current achievements and future plans at annual parent-teacher meetings helps parents support their children.

The second effective method is to establish online contacts. Modern technologies create great opportunities for establishing communication with parents. Teachers can create online groups for parents and provide them with quick information about student achievements, homework, lessons and classroom situations. Online systems facilitate communication with parents and allow them to have the right impact on student development. In addition, remote communication allows teachers to save time with parents, which is especially convenient for busy parents. Frequent and effective communication between teachers and parents increases the level of knowledge and social activity of students.

Thirdly, organizing social events is also important in working with parents. Events that bring parents and teachers together at school, such as holidays, sports



competitions, and social projects, further strengthen cooperation. Through such events, parents see how their children are doing in society and have the opportunity to work together with them. Also, students, seeing the active participation of their parents, are encouraged to participate in social events in society themselves. Social events between the school and the family also contribute to the spiritual and moral development of students.

The fourth effective method is the individual approach of teachers. Each student has his own needs and characteristics. The teacher should take these points into account when working with parents. For example, some parents make strict demands on homework in response to their children's academic failures, while others prefer to be more supportive. Teachers should inform parents about the characteristics of their children in the social and educational process, and, if necessary, advise parents on specific areas of their education. Such an individual approach helps parents solve problems in their children's education and leads to the development of effective cooperation with them.

In addition, teachers should not forget to provide psychological support to parents when working with them. Parents often experience stress due to their children's academic difficulties or problems at home. Teachers can also strengthen their relationships with parents by giving them advice, supporting them, and providing emotional support. Trustworthy and psychologically sound relationships between teachers and parents play an important role in children's achievement and improving the overall quality of education.

Developing pedagogical skills to ensure cooperation between family, community and school is an important factor in the success of teachers in society, in the family environment of students and in the educational process at school. Strengthening cooperation with parents and community by teachers through the development of pedagogical skills such as effective communication, analysis, management, individual approach and social responsibility will help to form not only knowledge, but also social and moral values of students. This will contribute to the comprehensive sustainable and responsible development of society.

Teachers are not only teachers, but also people who shape the personality and life skills of students. The success of their work largely depends on how they communicate with students and parents, how they develop their communication skills. The development of teachers' communication skills plays an important role not



only in the effective organization of the educational process, but also in solving family problems.

Of teachers. Teachers should have good communication skills to build mutual understanding and trust with students. During the school process, it is important to constantly communicate with parents about the behavior or interactions of students. Teachers need to master the skills of communicating with parents to express correct and clear opinions, and to cooperate with them in resolving various situations. This is important in solving family problems, because parents often ask questions about the education, health or development of their children.

Teachers need to develop their empathy skills when dealing with family problems. Empathy, that is, understanding the emotional state of others and being kind to them, is one of the most important aspects of a teacher's communication. Teachers can use empathy skills to understand and solve family problems and further strengthen their communication with parents. For example, if a student is having family problems at home or is asking their parents for help with something, the teacher needs to understand these problems and choose the right approach to them.

It is important for teachers to develop conflict resolution skills. Various disagreements, misunderstandings, or problems can arise within the family and at school. Teachers' knowledge and experience in conflict resolution can make them effective facilitators in resolving family problems. In resolving conflicts, teachers can participate in resolving family problems by providing neutral advice, listening to both sides, and helping to find solutions. These skills increase the teacher's pedagogical competence and are useful in family situations.

## **V. CONCLUSION/RECOMMENDATIONS**

The process of career guidance should be organized not as a random, but as a scientifically based pedagogical system in conclusion. The combination of a person-centered approach, continuity, social cooperation and modern technologies makes the choice of a profession a conscious and sustainable decision. Such an organized career guidance process not only determines the future of the student, but also increases the quality of the labor resources of society.

The process of choosing a profession often seems to be formed on the basis of interest, desire or external influence. However, the scientific approach shows that professional



interests are not random, but are a process inextricably linked with the psychological characteristics, abilities and social experience of the individual.

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