

# Form And Methods Of Working With Parents

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**Received:** 12 October 2025; **Accepted:** 04 November 2025; **Published:** 08 December 2025

**Abstract:** This article will be useful if it is carried out together with a team to work with parents. The purpose is not only to familiarize parents with the behavior, literacy and other characteristics of students, but also to provide pedagogical and spiritual advice to parents.

**Keywords:** Work with parents, forms and methods, class teacher, school, etc.

**Introduction:** The class teacher should use various forms and methods of work when working with parents. Individual work with parents is of great importance when carried out together with the team. Below we will get acquainted with the main forms of work with parents:

1. Visiting students' homes is one of the most effective forms of communication with the family. In this case, the class teacher gets the opportunity to get acquainted with the student's parents, their living conditions, and financial capabilities.
2. Calling parents to school. The purpose of this is not only to familiarize parents with the behavior, literacy, and other characteristics of students, but also to provide parents with pedagogical and spiritual advice and help them raise the student in the family.
3. Working with parents. This is done through calls to the student or special invitations.
4. Holding a parent-teacher meeting. This form of communication is carried out through a special work plan.
5. In order to equip parents with special pedagogical and psychological knowledge, interviews and lectures are held with them.
6. Question and answer evening. This form of work allows you to better understand the characteristics and character of the class.
7. Exchange of ideas and sharing of best practices in parenting.

The work of the class teacher with parents is extremely wide and multifaceted, and this work is not limited to the scale of the class and school, but also requires close

contact with the community in the residential areas and at the enterprise where the student's parents work.

Our younger generation, having mastered the revolutionary, labor, and combat traditions of our people, and having instilled in itself the best qualities of the older generation - ideological conviction and perseverance, love for the Motherland, and the desire to participate in strengthening its economic, political, and combat power, will be able to continue and expand the work of their grandfathers and fathers. Parents should play a particularly important role in this work.

It is important for all class teachers to take this into account. In this regard, it is extremely important to explain to each family that the legal maturity of a person is a product of the socialization of the individual.

In pedagogical literature, the issue of involving parents in an integrated pedagogical process is being addressed more and more firmly, "unified pedagogical requirements for parents" are being developed, which list the main obligations of parents (responsibility for the future of children, physical, mental, moral upbringing, etc.); such concepts as "pedagogical cooperation" (G.I. Shchukina), "valuable cooperation" (A.V. Kiryakova), "effective educational cooperation" (V.Ya. Lyaudis) are being introduced into pedagogy; types of cooperation are being studied (K.A. Abulkhanova-Slavskaya, V. Karakovsky).

Cooperation is considered as a developing and developing process (N.F. Rodionova), a process of revealing the creative potential of the teacher and student (V.G. Ryndak, A.P. Tryapitsina), a condition for actualizing human subjectivity (V.V. Gorshkova, A.N.

Ksenofontova), a factor in increasing the educational potential of the family (O.Yu. Kozhurova, M.B. Sheina), and a means of developing the pedagogical competencies of parents of schoolchildren (E.Yu. Maksimenko).

Data from psychological and pedagogical research sometimes change the established ideas about the capabilities of a person. For example, it has become known that three-year-olds have much deeper cognitive abilities than scientists assumed a few years ago, that a three-year-old can now know and do things that only six-year-olds can do and not do, that a baby can be taught to swim before it can walk, to speak a foreign language almost as well as its native language, etc. However, experience shows that parents often consider themselves fully prepared for educational work and do not consider it necessary to acquire special pedagogical knowledge. This feature of parents was noted in his time by the famous educator and psychologist K. D. Ushinsky. "The art of upbringing," he said, "has such a property that it is familiar and understandable to almost everyone, and to some it seems very easy - the less a person is familiar with this work theoretically and practically, the more understandable and easy it seems to him. Almost everyone admits that upbringing requires patience, some think that innate abilities and skills, that is, skills, are needed for this; but very few people are convinced that in addition to patience, innate abilities and skills, special knowledge is also needed. The lack of such knowledge leads to many mistakes in family upbringing, and the group leader cannot help but take this into account when working with parents.

The different levels of readiness of parents to raise children in the family, the specifics of their professional activities, the nature of parents' participation in organizing the educational work of the class, are associated with the unequal role they play in raising children.

Thus, we can say that the content of all forms of cooperation between a general education institution and the family is the creation of active educational interaction aimed at the harmonious development of students. Properly organized interaction between teachers and parents helps to better understand the child, find the most optimal ways to solve personal educational problems in the family and at school. The teacher must remember that all the forms he uses should be aimed at establishing trusting relationships between children, parents and the school, uniting them into a single team, educating the need to share and jointly solve their problems with each other. Family and school cooperation is a process that continues throughout the life of the school.

The biggest challenge for parents and teachers is effective communication. This may seem simple, but often conversations break down because the teacher uses language that is specific to the field of special education and may be unfamiliar to the parent. It is important for teachers to make sure that parents understand relevant terms, such as accommodations and modifications, at the beginning of the conversation. This will ensure that there are no specific misunderstandings that could lead to problems later.

The teacher must also actively listen to the parent. It is so easy to get caught up in solutions and methods that teachers can miss out on feedback about what is most effective for the student. Parents can help determine which supports are working and which are not, and help make changes that will impact success.

The theoretical principles of the modern model of school-family cooperation are reflected in the State Educational Standard (SES) [SES]. SES is a set of mandatory requirements for the implementation of programs by educational institutions with state accreditation. The basis of SES is a systematic approach to activity, which provides:

- development of readiness for self-development and continuous education, including in the family;
  - design and construction of a social environment for the development of students in the system of education and family upbringing;
  - active educational and cognitive activity of students in various educational structures (school, family, social institutions, etc.);
  - construction of the educational process taking into account the individual age, psychological and physiological characteristics of students (including family traditions).
- SES (state educational standard) is aimed at forming the student's personal qualities ("portrait of a primary school graduate"), in whose development parents play a special role as subjects of the educational process:
- loving their country and homeland, respecting their people, their culture, spiritual and family traditions;
  - knowing and accepting the values of human life, family, civil society;
  - actively and with interest studying the world, understanding the value of labor and creativity;
  - able to read, realizing the importance of self-education and self-improvement for life and work, able to apply the knowledge gained in practice;
  - respecting their parents and other people;
  - consciously observing the rules of a healthy and ecological lifestyle that is safe for people and their

environment.

The SES is based on the Concepts of the spiritual and moral development and upbringing of the personality of a citizen of Uzbekistan, as well as other regulatory, legal and social documents.

The program for the education and socialization of students is aimed at developing in them the main national values of society, such as patriotism, social solidarity, citizenship, family, health, labor and creativity, science, the traditional religion of our country, art, nature, humanity.

The stages of the concept implementation reflect the supporting role and importance of parents in this process. The following stages are distinguished:

1. The assimilation of family values by a child from the first years of life is of constant importance for a person. Relationships in the family are projected onto relationships in society and form the basis of a person's civic character.
2. Conscious acceptance by a person of the traditions, values, individual forms of cultural, historical, social and spiritual life of the village, city, district, region, republic where he was born. Through family, relatives, friends, the natural environment and the social environment, such concepts as "Homeland", "small homeland", "mother earth", "mother language", "my family and ancestors", "my home" are filled with a certain content.
3. Acceptance of folk culture and spiritual traditions. Citizenship is an important stage of self-awareness, based on the ethno-cultural traditions inherent in a person by origin and primary socialization.
4. The highest stage of the process of spiritual and moral development of the personality of a citizen of our country, the formation of his civic, patriotic upbringing. A person who has mastered the cultural wealth of his country, understands its significance and specific features can become a citizen of our country.

The following are important conditions for the implementation of the SES program:

- participation of parents (legal representatives) of students in the design and development of the educational program of the educational institution and the conditions for its implementation;
- updating the content of the educational program, methodologies and technologies for its implementation in accordance with the dynamics of the development of the education system, the requirements of students and their parents (legal representatives), taking into account the characteristics of the development of the subject of our country, etc.

The biggest challenge for parents and teachers is communicating effectively. This may seem simple, but conversations often break down because the teacher uses language that is specific to the field of special education and may be unfamiliar to the parent. It is important for teachers to make sure that parents understand the relevant terms, such as accommodations and modifications, at the beginning of the conversation. This will ensure that there are no specific misunderstandings that could lead to problems later. 2 The teacher must also actively listen to the parent. It is so easy to get caught up in solutions and methods that teachers can miss out on feedback about what is most effective for the student.

Parents can help determine which supports are working and which are not, and help make changes that will impact success. Mutual Respect A positive school climate, combined with current trends in the use of digital technologies in education and the relationship between developmental factors, helps professionals, parents, guardians, and teachers work constructively together to resolve issues related to programs and services before they become sources of conflict. However, even with the best intentions, disagreements can arise over any aspect of a student's program, such as teaching methodologies, use of assistive technologies, changes to the curriculum, etc.

Thus, the goal of interaction between teachers and parents in primary education is to form the personality of a schoolchild. In our work, we aim not at the integral personality of a primary schoolchild, but only at the formation of individual components of the personality. Based on the requirements of the State Educational Standard of Primary General Education for the results of students at the stage of primary general education, as one of the indicators of the effectiveness of interaction between teachers and parents in primary school, we consider the formation of the following personal universal educational actions:

- 1) the ability to self-assess based on the criteria for the success of educational activities;
- 2) the motivational foundations of educational activities;
- 3) the internal position of the student at the level of a positive emotional attitude to school [2].

When discussing the formation of interaction between teachers and parents in primary school, it is necessary to have a specific subject of a specific goal. Consequently, as the goals of the formation of interaction between teachers and parents in primary school, we can talk about communication, relationships, connection and joint activities in the triad "teacher - parent - student".

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