

DEVELOPING THE QUALITY OF EDUCATION THROUGH A CULTURE OF COOPERATION IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract

The topic of developing the quality of education through a culture of cooperation in state preschool educational organizations examines the importance of effective collaboration among educators, parents, and educational institutions in the learning process. This work explores the role of cooperative culture in pedagogical activities, its positive impact on children's development, as well as the potential for enhancing the quality of education through mutual trust and effective communication between parents and teachers. The study analyzes how cooperation in state preschool educational organizations can improve the learning environment for children, implement a more individualized approach, and enhance educational quality through the exchange of experiences between educators and parents.

Keywords: Culture of cooperation, professional growth, cooperation among children, collaboration with organizations, professional skills, innovative approach, Jan Amos Comenius, play, resource.

Introduction

State Preschool Educational Organizations (SPEOs) represent a crucial stage in children's personal development. During this period, children not only acquire knowledge and skills but also develop socially, emotionally, and physically. Improving the quality of education and upbringing is one of the primary tasks of each SPEO. The culture of cooperation emerges as a significant factor in enhancing the quality of education and upbringing. The culture of cooperation is regarded as an essential element in developing the quality of education and upbringing in state preschool educational organizations. The formation and development of a collaborative culture in the state preschool education process contributes to establishing effective communication not only among teachers and educators but also between parents, society, and state preschool educational institutions. By fostering this culture, high-quality teaching and upbringing are ensured in the educational process. The exchange of experience, mutual assistance, and support among teachers creates better conditions for preschool-aged children. The development of collaboration also plays a crucial role in shaping children's social skills, as they learn to interact with society.

A culture of cooperation is an environment based on mutual respect, trust, support, and joint efforts to achieve a common goal among all participants in the educational process (teachers, children, parents, representatives of the local community, etc.). Creating a culture of cooperation in preschool educational institutions provides a number of advantages:

Professional growth of teachers: Collaboration provides teachers with the opportunity to exchange experiences, learn new methods, and improve their professional skills. Professional growth of teachers in state preschool educational organizations is one of the important issues. This process is aimed at improving the knowledge and skills of teachers, organizing pedagogical activity more effectively, and improving the educational process. Teachers can take various courses to improve their professional qualifications. These courses provide information about new methods, pedagogical technologies, and innovations in the education system. Teachers learning from each other, exchanging experience, conducting mutual consultations and scientific seminars contribute to professional growth. Such processes allow teachers to master new ideas and methods. The professional potential of teachers increases through the introduction of new pedagogical technologies, the study and implementation of innovative methods. This makes the educational process more interesting and effective. Psychological knowledge of teachers and a deep study of child psychology also play an important role in professional growth. This helps to communicate with children and guide them in the right direction. Consulting and collaborating with qualified specialists and methodologists helps educators develop their knowledge and skills.

Benefits of professional growth:

-Professional growth of teachers increases the effectiveness of the educational process. By applying new methods and technologies, it is possible to create more engaging and effective education for children. - Teachers' self-confidence increases and their interest in work grows. - Acquiring new knowledge and skills helps teachers grow professionally. These areas of professional growth contribute to improving the quality of education in preschool institutions and making the work of teachers more effective.

Parental involvement: Use of various forms to involve parents in the educational process (parent meetings, open house days, joint events). Regularly inform parents about the development of children. Since the child spends most of their time in a state preschool educational organization, they don't have much information about the child's growth and development. The educator knows much about the child. The educator needs to establish cooperation with parents and provide information. It is necessary to take into account the opinions of parents and support their suggestions. Collaboration actively involves parents in the educational process, contributes to children's success, and strengthens family-school connections. One of the most effective ways to work with

parents is to organize an open house day. It is recommended to hold an Open House Day 1-2 times a year.

• Organizational effectiveness: Collaboration improves the overall activities of preschool educational organizations (PEOs), contributes to the rational use of resources, and enables the discovery of innovative solutions. Ways to create a culture of collaboration. To create a culture of collaboration in PEOs, it is necessary to work in the following directions:

1. Collaboration among educators: Collaboration among educators in state preschool educational organizations positively impacts the improvement of educational quality, the introduction of new pedagogical approaches, and children's development. Educators learn from each other by sharing their experiences and testing new methods and technologies. This helps make working with children more effective. Teachers in the field of public preschool education regularly participate in seminars, lectures, trainings, and other skills development activities. This helps update their knowledge and skills. Through collaboration, it is possible to help solve students' problems among educators, as different viewpoints and experiences help make the educational process more effective. Good collaboration between educators is also important in working with parents. If teachers support each other, good results can be achieved in communication with parents.

For such cooperation to be effective, open communication, trust, and mutual respect among educators are necessary. Additionally, collaboration between educators creates an opportunity to form a strong team pursuing their common goals. Cooperation among children: Play is a manifestation of human identity and a method of self-improvement. It emerges as a leading activity in close connection with work and education. In play, all existing aspects of a child's personality are activated: the child moves, speaks, perceives, and thinks. Play manifests itself as an important means of upbringing. Through collective play, children learn to respect each other, work in a team, and overcome various problems through games. Collaboration and cooperation culture develop through team games. It is important for the development of cooperation among children in state preschool educational organizations, improving their social skills, strengthening mutual respect and understanding, and developing collective work. Such cooperation has a positive effect on the emotional and cognitive development of children. For the development of cooperation between children, the organization of group games and collective activities is very effective. For example, constructive games, team projects through manuals, drawing, or joint construction activities teach children to help each other, share their thoughts, and communicate with each other. Through role-playing games, children learn to understand the point of view of other people. Such games teach children to help each other in performing social tasks, communicate, and work in a group. Teaching children to solve problems together develops their creative thinking abilities and problem-solving skills. For example, children can develop collaboration by collectively assembling a puzzle or trying to solve a complex problem. It is very

important to teach children to ask and help each other. In this case, it is necessary to explain to them how to ask for help, listen to each other's problems, and the importance of mutual assistance. Promoting mutual respect, affection, and tolerance among children is essential for developing cooperation. Such relationships help children understand each other, resolve conflicts, and maintain mutual respect in teamwork. Providing children with opportunities to participate in group discussions and decision-making enhances their social and communication skills. For example, children can express their opinions when collectively choosing an activity or making a decision on a specific issue. All this helps strengthen children's relationships and develops their teamwork and cooperation skills. This not only increases the effectiveness of the educational process but also contributes to children's development in a healthy and positive social environment. It is important to cultivate feelings of mutual respect, friendship, and empathy. Comenius considers play as a necessary form of child activity that corresponds to their nature and inclinations. In his opinion, play is a serious mental activity where all manifestations of a child's abilities develop, in play the scope of perceptions about existence and the world expands and enriches, speech develops. During play, a child befriends peers, Y.A. Through play, the educator forms and strengthens in children a positive attitude towards the Motherland, their people, and people of other nationalities. Through play, the educator cultivates qualities such as courage, honesty, and self-control in children. Play is a unique school that shapes social morality in children, their attitude towards life and each other. Through play, children learn people's rules of etiquette and attitude towards work. The educator guides children's play and also educates them collectively. During play, children learn to coordinate their desires with the collective's wishes and follow the rules established in the game.

It is necessary to take into account the individual characteristics of each child and support their abilities.

Cooperation with other organizations is extremely important in the development of a culture of cooperation in state preschool educational organizations. Cooperation with other organizations, such as parents, public organizations, healthcare institutions, cultural and sports organizations, contributes to enriching the educational process, supporting children's development, and improving the quality of state preschool education. Below are some methods for developing effective cooperation between state preschool educational organizations and other organizations:

1. Partnership with parents - Organization of seminars and trainings: State preschool educational organizations may organize pedagogical consultations for parents, seminars and trainings on the upbringing and development of children. This positively influences how children are raised at home and their learning activities.

- Establishing a parent committee: To further strengthen cooperation with parents, parent committees or forums can be organized. In this case, parents will have the opportunity to express their opinions and make suggestions in the educational process.

2. Collaboration with healthcare institutions: - Healthcare consultations: State preschool educational institutions, in collaboration with healthcare institutions, can assist in monitoring children's physical and mental health, conducting preventive measures, and promoting a healthy lifestyle. - Medical consultations for teachers: Healthcare institutions can provide regular advice and recommendations to educators on children's health, which helps choose pedagogical approaches appropriate to children's needs in the educational process.

3. Collaboration with cultural and art organizations: - Arts and cultural events: Through collaboration with cultural and art organizations, children become familiar with theater, music, painting, or other forms of art. This contributes to their aesthetic development and enhances their social skills. - Art exhibitions and presentations: Children can organize exhibitions and presentations in collaboration with cultural organizations to showcase their creative works. This develops children's self-expression skills.

4. Collaboration with sports organizations: - Sports competitions and activities: Organizing sports activities that promote physical development for children, in cooperation with sports organizations, helps develop healthy competition among children and increase physical activity. - Promoting a healthy lifestyle: Sports organizations can conduct seminars, training sessions, and sports activities to foster children's interest in physical education and sports activities.

5. Partnership with public organizations and charitable organizations: - Social assistance and charitable activities: State preschool educational organizations, in cooperation with public and charitable organizations, can conduct social activities, such as providing assistance to children and extending a helping hand to families in need.

- Children's participation in public activities: In order to increase social responsibility for children, opportunities may be created to participate in various events, eco-events, or activities related to public life in cooperation with public organizations.

6. Cooperation with schools and higher educational institutions:

- Exchange of pedagogical experience: State preschool educational organizations can organize pedagogical internships in cooperation with schools and higher educational institutions. This contributes to enhancing the knowledge and skills of educators.
- Observers and Research: Higher education institutions can collaborate with state preschool educational institutions to study child development, research pedagogical processes, and develop new approaches.

Such cooperation contributes not only to the improvement of the educational process, but also to the overall development, socialization, and adaptation of children to society. Effective cooperation with other organizations enriches the learning environment in preschool educational organizations and improves the quality of education. The role of management in developing a culture of cooperation in state preschool educational organizations is very important. Management determines the main directions in the formation of a culture of effective cooperation, in making important decisions when working with teachers and other organizations, and in managing the overall work process. Management should create a positive environment for the development of a

culture of cooperation in the educational organization. This environment encourages teachers to exchange ideas, help each other, and share experience. Leadership can cultivate this culture through open and sincere communication, explaining the importance of asking for and providing assistance. Management plays an important role in defining the goals and common strategic directions of cooperation. The management of a state preschool organization should set clear and measurable goals for teachers to develop cooperation, such as introducing new methods in education, establishing active contacts with parents, or developing collective projects. Management should encourage teachers to develop mutual cooperation. This, in turn, encourages teachers to share their experience, introduce new methods, and work in groups. Organizing professional development seminars, trainings, and open communication opportunities for them will help develop cooperation. In developing a culture of cooperation, management should define its behavior and principles, encouraging teachers to ensure mutual respect, trust, and mutual assistance. Management should pay special attention to creating a professional and respectful environment in the educational institution, as this is the main condition for developing cooperation. Management plays an important role in developing cooperation with parents, public organizations, and other institutions. For them, it is necessary to establish effective contacts and systematically manage this cooperation. For example, establishing constant contact with parents, organizing public events, and creating additional educational opportunities for children in cooperation with other organizations. Management must constantly monitor and evaluate the effectiveness of cooperation. In these processes, management must analyze relations with teachers and other organizations and find ways to further improve cooperation. Through this, it is possible to determine the effectiveness of the activities carried out and take the necessary measures for future activities. Management plays an important role in providing the necessary resources for the development of cooperation in preschool educational organizations. These resources include not only material resources (lectures, materials, teaching aids), but also time, place, and the involvement of qualified specialists. Management can help develop cooperation in creating new opportunities and implementing innovative approaches.

For example, it is possible to expand the culture of cooperation through the introduction of new pedagogical technologies, teaching methods, or the development of new programs for children. In general, the leadership of state preschool educational organizations organizes effective cooperation with teachers, parents, and other organizations through its active and positive role in the development of a culture of cooperation. This process serves not only to improve the quality of education, but also to create better conditions for the development of children.

Improving teachers' professional skills: Collaboration provides teachers with the opportunity to exchange experiences, learn advanced methods, and apply them in their lessons. Teachers can jointly develop lesson plans, learning materials, and projects,

which leads to a more effective educational process. Mentorship and mentor-student traditions ensure the professional growth of teachers.

Socio-emotional development of children. Collaboration teaches children the skills of establishing relationships, working in harmony with others, solving problems, and expressing their thoughts. Children learn to value themselves, respect others, and feel responsibility in cooperation. Children with socio-emotional development study well at school and achieve success in life.

Efficient use of resources. The partnership will allow the PEO to more effectively use available resources (financial, material, human resources). By collaborating with other organizations, the PSEO can attract additional resources and further enrich the educational process.

Application of innovative approaches. Collaboration will help DMTT implement new ideas and innovative approaches in the educational process. Teachers can jointly test new methods, improve them based on their experience, and apply them in their DMTT.

Conclusion

The culture of cooperation in state preschool educational organizations makes a great contribution to the development of the quality of education. Cooperation is based primarily on effective communication between teachers, parents, and educational institutions. These connections positively influence the learning process of students, as they fully correspond to the emotional, social, and intellectual development of children. The development of a culture of cooperation in state preschool educational organizations creates opportunities for teachers to exchange experience and support each other. Working closely with parents helps to keep track of their children's changes, while strengthening trust between the educational institution and the community. As a result, through a culture of cooperation, preschool educational organizations can conduct their activities in more effective and modern ways. This not only improves the quality of the educational process, but also creates a more beneficial and successful learning environment for children.

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