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## CLUSTER APPROACHES OF COOPERATION OF PRESCHOOL EDUCATION ORGANIZATION WITH FAMILY, SCHOOL AND NEIGHBORHOOD

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### Abstract

The article highlights the scientific and practical aspects of cluster approaches for the interaction of the organization of preschool education with the family, school and micro district. Ways of working with children and parents, neighbourhood, necessary recommendations for parents are given.

**Keywords:** Psychological preparation, intellectual development, social development, correction, role-playing game with a plot, communication, "I-concept".

### Introduction

In the fundamental reform of the preschool education system in Uzbekistan, it is necessary to organize all forms of the educational process in the most convenient and effective way, to direct them towards the goals of personal development, to form a worldview and ability in the students, and to inculcate in them a tendency to activities necessary for society. The issue of education and upbringing as well-rounded people is one of the urgent issues at the level of state policy.

In our country, research works related to the scientific-theoretical foundations, continuity, coherence and consistency of the innovative cluster of pedagogical education are being carried out. In particular, G. I. Mukhamedov [4], UN Khodjamkulov [6], Sh. I. Botirova [3], SAToshtemirova [5] put forward new approaches and ideas regarding the educational cluster. It is desirable that the cluster approach should be implemented flexibly and variably. In this regard, researcher N.Sh.Abdullayeva's opinion is appropriate: "The goal of the preschool educational system is to ensure the right of every child to quality and popular (open) education." In this system, an "individual trajectory" has been developed for learners, that is, setting time based on the request of parents, taking into account the child's development, taking into account talents and directions, taking into account the needs of children with disabilities, special education receiving etc. are accepted as the main criteria of "individual trajectory" [2; p. 11].

In our opinion, the formation of a mutually trusting relationship between educators and parents in the complex preparation of 6-7-year-old children for school education gives the appropriate effect. An important factor of the cluster approach is the effective organization of the cooperative activities of the school and MTT in forming the personality of a child ready for primary education.

In the researches of TLXurvaliyeva, the methodology of introducing preschool children to the environment is based on science, it is emphasized that the main principle of cluster integration





is the systematic selection of educational content, in which appropriate tasks should be determined for each link. It is also shown that the need for a cluster integrated approach in the process of preschool education is characterized by the following reasons:

1. Integrative training develops the potential (internal potential) of students, encourages active awareness of the environment, helps to think and understand causal consequences, develops logic, thinking and communication skills.
2. Integrative training is fun and unconventional for children. The use of different types of work during the training focuses the attention of the students and supports them spiritually.
3. Integrative training shows pedagogical possibilities, eliminates fatigue, boredom and tension in various activities, increases interest in learning, develops imagination, attention, thinking, speech and memory.
4. Interrelationships between activities make it possible to use time effectively, that is, children learn a foreign language, visual arts, music, acquires, activities that develop pupils, as well as conditions are created for passing practical oriented additional training (in the family, neighborhood, objects, circles).
5. The talent, pedagogical skills, and creativity of those who organize educational activities in the process of integration approval is required" [7; B.20].

In the cluster approach, it is established to establish cooperation between family and MTT. Usually educators and parents also have their rich experiences. In most cases, the role of the family and the organization are broadly separated in this term. Parents leave their children at the door of the organization and have little knowledge of what happens behind the door. Educators get used to answering the child only for the time he was in the organization. For this, they are not required to interact with families. Therefore, the educator and the families may not know how to share information, implement collaborative planning, work together in a group of children, and as a result, it is natural to feel uncomfortable in the face of new demands.

Based on the results of the research, a cluster of metacognitive skills was developed (see Figure 1).

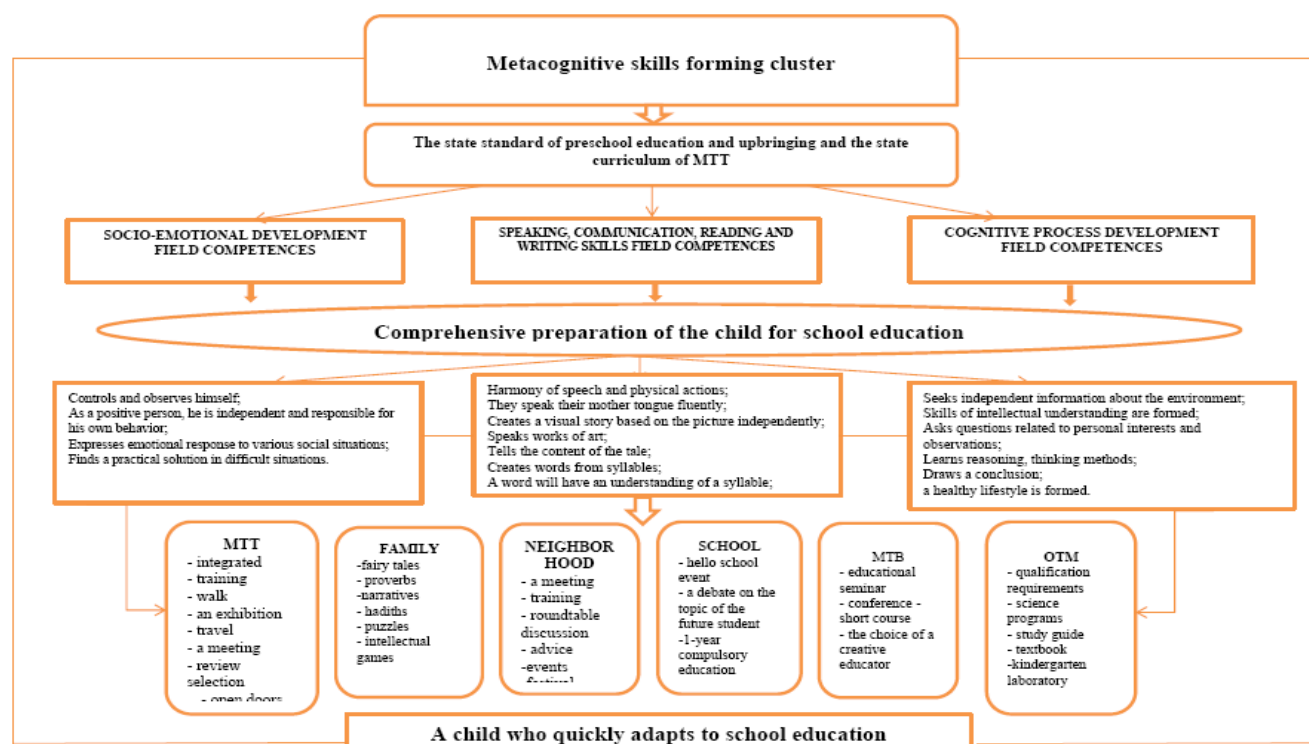


Figure 2.3. A cluster structure that forms metacognitive skills

On the basis of the cluster of formation of metacognitive skills in children, in the improvement of the methodology of preparing them for school, the competences of the field of development of the child specified in the state standard of preschool education and upbringing and the First Step state curriculum were relied on. Methods and technologies, educational forms and tools aimed at preparing children to study were used. These technologies provide for the implementation of indicators such as creative and logical thinking, digital, coherent, divergent thinking, observation, independent conclusion, self-analysis. Pedagogical diagnosis in determining children's readiness for school education, i.e. "Child's development map" MTT pedagogue, it is carried out in cooperation with parents and it is determined to what extent the competences of the above (social-emotional, speech, communication, reading and writing skills, cognitive process) development spheres have been mastered. Parents, according to the teacher's advice, together with their children perform game tasks that form metacognitive skills given by the teacher. As a result, children's cognitive activity changes to a high degree.

It is well known that there are different forms of parent-teacher conferences, such as guidance and counseling, informal and mutual support. Meetings are held in the form of seminars by the guide. As a rule, an expert is called from abroad and with his help, a topic chosen based on the interests of parents is discussed.

When preparing children for reading, it is necessary to take into account the development of dynamic and meaningful aspects of their emotions and feelings. These aspects are related to the expansion and deepening of the child's knowledge about the world, the increase in the number of objects and events with which he has a stable (always the same) relationship (due to this, emotions and feelings develop in content). The development of emotions and the dynamic side of emotions takes place with the formation of the skills of controlling one's emotions in the child. The content of emotions and feelings is related to the objects and causes of emotional experiences. The dynamic aspect is characterized by the depth, duration and frequency of emotional experiences. The development of emotions and feelings and other mental processes, especially envisages the development of *nytq*. With the help of *Hytq*, the child understands and manages his feelings and emotions. Through *Hytq*, children not only express their desire for something, but also express their experiences in a certain way. It can also be noted that the development of children's emotions is related to certain social situations. The child's understanding of the situation, experiencing the changes in it creates a certain emotional state.

During the research period, meetings, trainings and discussions were held with parents on information related to the formation of metacognitive skills for children's school education, and recommendations were given to them in the following directions:

- child growth and development;
- how to correct difficult behavior;
- child nutrition;
- children's diseases;
- teaching through play;
- develop a sense of personal dignity;
- speech development;
- choosing toys, etc



One of the main tasks of an educator is to meaningfully organize the daily activities of students, to teach them how to solve problem situations. As a result, the qualities of easy and light exit from various life situations are formed in each of the students.

As a result of pedagogical and psychological observation, "Preparation for school" is carried out in the following directions:

Physical maturity is characterized by the development of the child's health, motor skills, fingers and visual-motor coordination.

Cognitive activity increases through personal readiness, introduction to the environment, adults and others, flora and fauna, and formation of social skills.

Intellectual preparation is determined by the manifestation of skills and competencies of free, logical thinking, independent and creative approach in children.

A learner's schooling depends on the level of speech development. That is why it is important to develop children's speech and logical thinking in the formation of metacognitive skills. In the process of educational activity, i.e. the development of speech skills and competence, independent and free thinking of the child, in the achievements of mastering the mother tongue, such factors as storytelling, observation, interpretation of imagination, fluency develops through In addition, it is important for mental development to draw according to the model, to complete educational tasks.

The effectiveness of education of pupils at school is directly related to their level of psychological preparation. The readiness of 6-7-year-old children for school education is also integrally dependent on family education. These tasks play an important role in the formation of the child's place in the social environment and the image of the future student.

The results of our research created the basis for forming the conclusion that the child's readiness for school education depends on his mental development. Components that form metacognitive skills in a child also act as a bridge between preschool and primary education.

The comprehensive preparation of a 6-7-year-old child consists of elementary mathematical concepts, speech, reading and writing skills, social-emotional and creative development competencies. Mental preparation of students is directly related to cognitive processes.

A comparison of the existing programs of pre-school and primary education has shown that there is a certain consistent relationship between them. For example, in some subjects such as mother tongue, mathematics.

It is important that the optimization of pre-school and primary education is also reflected in educational methods and tools. School lessons and educational activities in preschool education have a number of specific aspects, but at the same time, they have a set of internal common features unique to them as the main forms of organized education. Activity (class) and lesson, the content is clearly programmed, organized and limited in terms of time, general features such as the leadership role of the pedagogue, scientificity create a basis for consistency in educational forms. The elements of educational activities, the ability to voluntarily control one's own behavior, and goal-oriented mental work are included in children's activities in preschool education. All of these teach children aged 6-7.

Here, the integration between the types of education ensures the comprehensive development of the child's personality in preschool and primary education.



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