



Collaboration With Family In Elimination Of Pedagogical Conflicts In Primary Education

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Abstract. The main idea of this article is the need to actively involve the family in the process of resolving pedagogical conflicts that arise at the initial stage of education. Collaboration with parents allows you to create a stable alliance, which has a positive effect on the educational process and atmosphere in the classroom. Interaction between the teacher and the family system contributes to a better understanding of the interests and needs of children, which in turn helps to minimize emerging disagreements

Key words. Pedagogical conflict, primary school, family, method, cooperation between school and family, mutual respect, student success, educational process.

СОТРУДНИЧЕСТВО С СЕМЬЁЙ В УСТРАНЕНИИ ПЕДАГОГИЧЕСКИХ КОНФЛИКТОВ В НАЧАЛЬНОМ ОБРАЗОВАНИИ

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Аннотация. Основная идея данной статьи заключается в необходимости активного вовлечения семьи в процесс решения педагогических конфликтов, возникающих на начальном этапе образования. Сотрудничество с родителями позволяет создать устойчивый союз, что положительно влияет на учебный процесс и атмосферу в классе. Взаимодействие между учителем и семейной системой способствует лучшему пониманию интересов и потребностей детей, что в свою очередь помогает минимизировать возникающие разногласия.

Ключевые слова: педагогический конфликт, начальная школа, семья, метод, сотрудничество, школа и семья, взаимное уважение, успех ученика, учебный процесс.

Introduction

Creating a comfortable learning environment is a critical aspect of the primary education system, where every child is capable of successful development. However, in the process of educational activities, pedagogical conflicts may arise that interfere with the harmonious development of the personality of students and their academic success. In this case, cooperation with parents becomes fundamental for resolving and preventing conflict situations. "Today, one of the main tasks of the school is to create a pedagogical system based on the interaction of the teaching, student and parent groups as equal partners" [1]. Joint work of teachers and parents not only deepens the understanding of the child's needs, but also contributes to the development of coordinated methods of education, which, in turn, helps to reduce conflicts. The concept of pedagogical conflict in primary school. A pedagogical conflict is a clash of interests, positions or values that arises in the educational environment between participants in the pedagogical process, such as a teacher, student,



parents or school administration. In primary school, such conflicts are especially relevant, since at this age children actively develop their personal and social skills, and also begin to learn the first school norms and rules.

The role of the family in preventing and resolving pedagogical conflicts. The family plays a key role in preventing and resolving pedagogical conflicts, especially at the stage of primary education. Interaction between parents and teachers and active participation in the educational process helps to create a harmonious environment for the child's development and reduces the risk of conflict situations.

Key aspects of the role of the family:

- 1) Formation of value orientations. The family is the primary institution of socialization, where basic values and norms of behavior are laid. If parents instill in their child a respectful attitude towards others, responsibility for their actions and a desire for cooperation, this helps them adapt more easily to the school environment and avoid conflicts.
- 2) Cooperation with teachers. Constant contact with teachers, participation in school life, attendance at parent-teacher meetings and individual consultations help parents to be aware of the child's successes and difficulties. This allows you to react to possible problems in a timely manner and, together with the teacher, look for ways to solve them.
- 3) Support in conflict resolution. In the event of a pedagogical conflict, parents can help the child understand the causes of the conflict, offer constructive ways to resolve it and support in a difficult situation. It is important that parents do not take sides in the conflict, but strive for its constructive resolution in the interests of the child.
- 4) Creating a favorable home atmosphere. Support and attention to the emotional state of the child, creating conditions for good rest and studying at home also reduce the likelihood of conflicts at school. Children who feel protected and loved at home usually cope with academic difficulties more easily and are less susceptible to stress.



In the "Pedagogical Dictionary" by Doctor of Pedagogical Sciences G.M. Kadzhaspirova, the following interpretation of the term "interaction" is given: "... a special form of communication between participants in the educational process, providing for mutual enrichment of the intellectual, emotional, and activity spheres of participants in the educational process" [2].

Methods and forms of cooperation between school and family. In our opinion, a significant problem of pedagogical interaction is the fact that in the endless stream of claims from parents and teachers, first of all, the mental and emotional state of children suffers.

Candidate of Psychological Sciences T.A. Guryanova in her work "Difficulties of interaction of young teachers with parents" says that the ability to build cooperative relationships with parents is a professional competence of teachers, and calls on teachers to try to understand the essence of the phenomenon of parenting as deeply as possible, to be able to determine the style of education in a particular family, to pay attention to problems in the relationship between children and their parents, to be not a judge, but an assistant. The teacher must learn to understand the specifics of relationships in different types of families ... "[3].

Cooperation between school and family plays an important role in the successful upbringing and education of children.

Effective interaction between parents and teachers contributes to the creation of a favorable educational environment, the prevention of pedagogical conflicts and the harmonious development of students. Pedagogical methods and forms of cooperation between school and family are aimed at creating a favorable environment for the development of children, as well as strengthening the relationship between parents and teachers. Cooperation between school and family helps to build a unified educational approach and effectively solve emerging problems.

Let's look at some key forms and methods of interaction:

- Parent-teacher meetings. Parent-teacher meetings are a traditional form of interaction that allows teachers and parents to discuss students' successes and



difficulties, as well as exchange opinions on the educational process and upbringing. [4]. Meetings at school are held regularly to discuss class successes, plans for the school year, students' educational needs and achievements. Parents receive information about their children's progress, successes and problems. Thematic meetings can be devoted to specific issues, such as first-grader adaptation, adolescence issues or career guidance.

- Individual consultations with parents. Teachers meet with each parent to discuss the successes and difficulties of a particular student, their behavior, interests and problems.

Such meetings help to better understand the child and develop joint support strategies. Individual consultations are an important method that allows teachers to discuss specific issues concerning their child with parents and find joint solutions to emerging problems. [5].

- Open lessons and events. Parents can attend lessons to see the learning process, teaching style and children's achievements. Festive events and concerts include parental participation, which helps strengthen the school community and support students. - Joint competitions and exhibitions. Parents and children can participate together in creative competitions, exhibitions, sports events, which strengthens their bond and interest in learning. "Joint events - organizing school holidays, competitions, open days with the participation of parents, which helps strengthen the connection between the school and the family and create a unified educational environment" [6].

- Class excursions and outings. Organizing such events with the participation of parents strengthens team spirit and gives children new impressions. - Seminars and lectures on parenting, motivation for learning, age-related characteristics of children help parents better understand the psychological and educational needs of the child.

- Trainings and master classes for parents provide practical skills for supporting children at home.

- *Parent committees and councils.* Parent committees participate in decision-making regarding school life (organization of events, improvement of conditions



in the classroom and school). - Questionnaires and surveys of parents. Help to identify parents' opinions on the educational process, discipline, teaching methods, and also to receive feedback on what can be improved.

- *Homework and projects* - involving parents in the educational process through the implementation of joint projects and homework, which helps parents better understand the educational needs of their child [4]. - Digital platforms and online communication - the use of modern technologies, such as electronic diaries, social networks and mobile applications, to exchange information between the school and parents [5]. These forms and methods are aimed at creating mutual understanding and trust between the family and the school.

Barriers to effective interaction: typical barriers to communication between school and family. Effective interaction between school and family plays a key role in the development and successful socialization of the child. However, despite the efforts of both parties, there are many obstacles that hinder the establishment of a constructive dialogue and cooperation. Let's consider the main barriers encountered on the way to establishing harmonious communication between the school and the parents of students. One of the most common barriers in communication between the school and the family is a lack of trust. Parents may have doubts about the qualifications and approaches of teachers, believing that they are not attentive enough to their children or do not show due understanding.

On the other hand, teachers may be skeptical about parental methods of upbringing, believing that parents are not sufficiently involved in the educational process. Such mutual wariness breeds mistrust and hinders an open discussion of the child's problems and needs. educational process. Parents and teachers often see the goals and objectives of education differently.

Parents focused on practical results may demand an increased level of academic preparation from the school, while teachers strive to create comfortable conditions for the general development of the student's personality. Differences in expectations can lead to conflicts and misunderstandings, making it difficult to establish fruitful cooperation. Problems with communication and availability



of information. Communication problems between the school and the family can arise due to the lack of a regular and clear information system. If teachers do not provide parents with enough information about the progress and behavior of their children, parents may feel alienated from the educational process.

On the other hand, overworked teachers often do not have the time to communicate individually with each parent. Such information gaps weaken interactions, giving rise to guesswork and misunderstandings. Differences in the socioeconomic and cultural backgrounds of families can also be a barrier to mutual understanding. Parents in difficult financial situations may not be able to attend parent-teacher conferences or participate in school activities. Cultural differences in some families, such as differences in language and traditions, can also create difficulties in establishing a trusting relationship between the school and parents. Some parents, being busy or tired of everyday responsibilities, may not show sufficient interest in the educational life of their children. This leads to the fact that the school does not receive the necessary support from the family, which is especially important when dealing with issues of student behavior and academic performance. Low parental involvement in school life may also mean that teachers do not feel the need to inform parents about important changes or problems. One of the psychological barriers to open communication is the fear of criticism from teachers or parents. Parents may be afraid that they will not be considered good enough educators if it turns out that their child has difficulties in learning or behavior. Teachers, in turn, may avoid frank conversations with parents, fearing criticism of their work.

Such behavior limits the opportunities for constructive dialogue and problem solving. Many parents and teachers may underestimate the importance of interaction and teamwork. Some parents may believe that all issues of upbringing and education lie entirely with the school, while teachers expect active participation of parents. Lack of awareness of the need for joint efforts leads to passivity and lack of initiative, which ultimately hinders the development of the child. A low level of pedagogical culture of parents hinders



positive cooperation between parents and teachers. "Some parents may not have sufficient knowledge in the field of pedagogy, which makes it difficult for them to understand school requirements and methods of upbringing. This leads to misunderstandings between parents and teachers, which can cause conflicts" [6]. The school and the family may adhere to different pedagogical approaches, which leads to conflicts and difficulties in communication. For example, parents may have more lenient or, conversely, stricter requirements for the child

Conclusion.

Effective cooperation between school and family requires mutual trust, patience and understanding. Overcoming the above barriers will create a favorable educational environment in which the interests and needs of each student will be taken into account, and their development will be comprehensively supported. Thus, interaction between school and family is a key factor in resolving pedagogical conflicts and creating a favorable learning environment for each student. In order to effectively solve emerging problems, it is important to take into account the individual characteristics of the child, as well as to build communication on the principles of mutual respect and cooperation. Involvement of parents in the educational process is an integral element of pedagogical activity aimed at the comprehensive and harmonious development of each student.

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