

**THE MAIN FEATURES OF THE PRIMARY SCHOOL TEACHER'S
COMPETENCE IN ESTABLISHING COOPERATIVE RELATIONS WITH
STUDENTS' FAMILIES**

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Abstract

In this work, the main features of the competency of future elementary education teachers to establish cooperative relationships with students' families are discussed.

Keywords: primary school teacher, competence, cooperation with families, communicative competence.

INTRODUCTION

We consider the teacher's professional competence in establishing cooperative relationships with students' families as a complex and dynamic phenomenon, which is actually a part of general pedagogical competence.

In modern pedagogy, professional competence is considered in different ways: professional competence is the state of the labor subject and his abilities, the skills necessary to perform professional functions, the ability to constantly learn and improve; and professional training; and potential readiness to solve problems with knowledge of the problem.

Researchers also understand the content of professional competence in different ways: here, first of all, certain knowledge, skills and competences necessary for the successful implementation of the relevant activity are considered, but as noted, the content of professional competence includes both also includes the teacher's (specialist's) practical experience and ability to implement in practice and the ability to perform their work functions, as well as professionally important personal characteristics, the desire to achieve professionalism and other content elements.

Another point of view is to consider professional competence as a system that includes three components:

- Social competence, this is the ability and willingness of the labor subject to interact with other members of the work team, to establish cooperative relations with communication partners, to take responsibility for the results of joint activities;
- Special competence, as an integrated education that reflects the individual's readiness to work independently, to fulfill his professional obligations, the ability to solve professional problems without any help, the ability to adequately evaluate his contribution to the results of the organization's activities;
- Individual competence, it is understood as the desire and readiness of the subject of work for continuous professional growth, improvement of professional activity and professional skills, continuous improvement of his qualifications, developed ability to reflect, overcome crises.



Proponents of the third point of view define professional competence as a combination of two components: professional and technological training, which means mastering technology, and basic competencies - a component that has a professional nature, but is necessary for every specialist.

METHODS AND RESEARCH

The results of the analysis of many works dedicated to revealing the important features of professional competence and specific competences, its components, allowed us to draw two important conclusions for our research.

First, despite the differences in the interpretation of the concept of "professional competence", it is possible to identify common features that characterize this phenomenon. These signs include:

- 1) Consistency and integrity are considered as the main characteristics of competence, as a specific system;
- 2) As a feature that reveals the organization of the hierarchy level of competence, it means that a competent person in any activity has a desire for self-development and self-improvement, to manifest his personality;
- 3) The content of competence, which includes elements of knowledge, skills, methods of their implementation, as well as general and special abilities and professional qualities of a person;
- 4) In the interpretation of professional competence, the existence of specific skills to perform certain professional actions that constitute the essence and content of professional activity;
- 5) The universality of competence as a personal neoplasm associated with the moral characteristics of the personality, its readiness and ability to make the right decision in the context of moral choice.

Secondly, competence can be understood as a broader concept than competence, a systemic phenomenon, the elements of which are competences in performing certain professional actions and functions.

Based on the conclusions made as a result of the theoretical analysis and the contents of the legal documents regulating the professional activity of the primary school teacher, in cooperation with the families of the students, we study the cooperation relations of the primary education teacher with the families of the younger students. We tried to clarify the essence and content of the qualification.

It should be noted here that the current Law "On Education" defines the rights of parents in the education of their children. The priority role of the family, recognized and strengthened by the law, can be interpreted as the right of parents to exercise coordination and even control functions in relation to the actions of teachers and the entire school team. Their request, claims become the legalized rights of parents in reality, this is the idea of teachers to accept the family only as school assistants, class meetings, parent committee meetings, invitations (invitations). They come to school not together with traditional and already formed stereotypes, but to receive information about children's success or failure, their behavior at school. Teachers' instructions, in the years when the educational function of the family is limited, often lead to



conflicting relations between the school and the family, which does not affect the child's development results.

In accordance with the Law "On Education" in a modern school, parents can familiarize themselves with the content of education, choose educational forms, programs, classes for children, protect children's rights, give consent or refuse diagnostic procedures has the right to participate in the self-management of the school, to get acquainted with the educational process at the school. The defined tasks of parents are related to the creation of psychological comfort for the full development of the child.

However, due to the functioning of the psychological laws of the family system, it is not always possible to perform such tasks.

In addition, according to the results of many studies in the field of family psychology and family relations, the period when a child joins external social institutions, including school, is a crisis period in family life. The family must develop a new structural-role system, adapt to new requirements, new parental roles, a new, changed communication system, and make adequate decisions.

One of the professional tasks of the pedagogical activity of bachelors in the field of primary education in the state educational standards of higher educational institutions is the task of establishing mutual relations with parents (their legal representatives).

The state educational standard defines general cultural, general professional and professional competencies that a graduate of higher education institution should have.

The State Educational Standard, which is mandatory for all general cultural competences that must be formed during the professional training of future primary education teachers, defines communication skills that ensure the solution of problems of interpersonal relationships and people it is manifested in the attitude of tolerance towards personal, social and cultural differences.

The theoretical analysis of the literature and legal documents regulating the professional training of future primary school teachers showed that in order to achieve the goals of higher education, it is necessary to clarify the nature of the teacher's professional competence in establishing cooperative relations with students' families. .

From the perspective of competence-based, cultural studies, personality-activity and functional-activity approaches, the teacher's competence to establish cooperative relations with students' families is the only school-family space for the child's comprehensive development as a subject of creative activity aimed at creating his personality. is a systematic feature.

As a systematic personal characteristic, the competence to establish cooperative relations with students' families combines knowledge, skills, personal qualities, abilities and methods of their implementation in the performance of certain professional actions and professional functions that constitute the activity of involving parents in education.

The analysis of the activity of the teacher in the establishment of cooperative relations with the families of students made it possible to identify a number of professional functions, the fulfillment of which allows to achieve the goal of the activity.

The teacher's role in helping to establish relationships with students' families reflects the meaning of the corresponding activity: the teacher should take the position of assistant,



activator, initiator and encourager in the relationship between the school and the family. The teacher initiates the activities of parents and their substitutes, encourages the involvement of the family in the general educational process of the school, provides pedagogical support to family members, takes a benevolent, nonjudgmental position towards them. The most important thing here are certain personal qualities of the teacher: empathy, tolerance and, most importantly, charm. The high level of development of the teacher's attractiveness allows him to arouse in people not anger, but, on the contrary, attraction, which is very important for establishing cooperative relations with students' families.

The implementation of the function of helping to build school-family relations is carried out through the use of certain pedagogical technologies: for example, dialogue, games, contextual technologies, differentiated interaction, which includes taking into account the individual characteristics of family relations and the characteristics of their activities. secret technologies. Diagnostic and predictive function. Establishing relationships with students' families cannot be productive if such activities are based on a formal and stereotyped approach. The teacher's diagnostic function in working with parents is carried out by using pedagogical diagnostic methods, their correct use and adequate interpretation. Therefore, an important component of the professional training of the teacher to organize the interaction between the school and the family and to establish cooperation with parents is to prepare for the implementation of diagnostic processes, real scientific observation, determination of the observed facts, deep learning.

Communicative function. This function is carried out through verbal and written, verbal and non-verbal communication with parents. At this point, it should be noted that in order to establish cooperative relations with the students' families, the teacher must establish a psychological relationship with the student himself, as well as with his parents and other family members.

CONCLUSION

The communicative-perceptual component of the teacher's competence in establishing cooperative relations with students' families includes knowledge, skills and personal qualities that ensure the effectiveness of the teacher's communicative function.

A teacher needs such a large amount of knowledge, skills, abilities and personal qualities to effectively establish cooperative relations with students' families, to reveal the essence and content of relevant competence.

Thus, the structure of the teacher's competence in establishing cooperative relations with the families of elementary school students can be schematically represented as its components and the relations of their constituent elements.

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