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THE EFFECTS OF PARENTAL INVOLVEMENT ON PRIMARY STUDENT'S ACADEMIC ACHIEVEMENT

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ABSTRACT

In this article, the influence of parents' participation on the educational achievements of elementary school students, the cooperation between parents is based on teacher-student relations, the psychological foundations of education are described, and the mental psychological phenomena such as formation of methods of activity, analysis of skills and abilities, mastery, description of mental development of students, illumination of problems of creative activity have been researched.

KEY WORDS

Object, education, discussion, methodology, correction, Pedagogy, correction, psychological phenomenon.

ANNOTATSIYA

Mazkur maqolada Ota-onalar ishtirokining boshlang'ich o'quvchilarning o'quv yutuqlariga ta'siri, Ota-onalar o'rtasidagi hamkorlik o'qituvchi va o'quvchi munosabatlariga asoslanishi, ta’lining psixologik asoslarini bayon qilish, ularda aqliy faoliyat usullarini shakllantirish, qobiliyat va layoqatni tahlil qilish, o’zlashtirish, o’quvchilarning psixik rivojlanishini bayon qilish, ijodiy faoliyat muammolarini yoritish kabi psixologik hodisalar tadqiq qilingan.

KALIT SO’ZLAR

Ob'ekt, ta’lim-tarbiya, muhokama, metodika, korrektsiya, Pedagogika, korrektirvka, psixologik hodisa.

АННОТАЦИЯ

В данной статье рассмотрено влияние участия родителей на учебные достижения учащихся младших классов, основы сотрудничества родителей на взаимоотношениях учителя и ученика, психологические основы воспитания, мыслительная деятельность в них, такие психологические явления, как формирование методов, анализ умений и навыков, мастерства, описание психического развития учащихся, освещение проблем творческой деятельности.

КЛЮЧЕВЫЕ СЛОВА

объект, образование, дискуссия, методика, коррекция, педагогика, коррекция, психологический феномен.

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INTRODUCTION

The work of teachers with families is considered a complex and important part of the work of the school's pedagogical team. In particular, class leaders work in parallel with the group of students and their parents in carrying out educational and educational work. His work in cooperation with parents is a special direction of educational work, in which class leaders develop strategies and tactics of cooperation between schools and families aimed at the formation of the child's personality. As a specialist in pedagogy and psychology, he works as a pedagogue-consultant who helps parents on family education issues and corrects the influence of the external environment on the child's personality. That is, the head of the class organizes various forms of work with parents to create a positive environment for the formation of the child's personality.

Cooperation between parents is based on the teacher-student relationship. Currently, in some families, education is formed as the main social institution for raising children, and the general educational institution establishes interaction with parents. Thus, a new type of cooperation between parents, children and teachers is developing. In this type of relationship, the child is no longer an object, but a subject of educational activities, and the leading idea of the system of work of school teachers with parents is to establish cooperation with the family of each child, mutual support is formed as a result of The article also discusses the effectiveness and benefits of cooperation between parents, teachers and schools.

REFERENCES AND METHODOLOGY

Despite the fact that a lot of scientific research has been conducted on the study of the motives of elementary school students, it is felt that the problems of the correlation of the motives are still not sufficiently studied. In the following years, Uzbek pedagogic scientists conducted a number of extensive didactic studies on the study of students' educational activities.

Such works include the researches of scientists such as O.Rozikov, K.Zaripov, N.Ortikov, B.Adizov, R.Safarova, R.Asadova, U.Musayev, H.Nazarova, G.Najmiddinova, A.Hamroyev. Although various aspects of educational activity are covered in these works, only some issues of motivation of educational activity are described in them. For example, R.Safarova thought about the need to manage students' practical activities according to the need to master language materials. He emphasized that as students' interest and activity increases, their practical activities will also develop. And K.Zaripov highlights the components of managing students' cognitive activity in the teacher training system. N.Ortikov distinguishes a number of characteristic features such as interest, aspiration, goal, trust in student activity. These determine the productivity and direction of the activity. O.Rozikov divided the content, purpose, task, method as their invariants in educational assignments. He founded the invariants of educational tasks as a means of organizing and managing students' educational activities. B.Adizov through the creative organization of primary education, and A.Hamroyev observed the educational and cognitive activities of the students in the conditions of the mother tongue education of the primary class and made it different from the traditional educational methodology. as a result of creative organization, students' motivation, ability and interest in educational activities can be increased. In G.Najmiddinova's studies, the issues of formation of educational and cognitive activities of students are approached separately, and it is justified that it is possible to motivate educational and cognitive activities of students through

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educational material and working on it. Psychological studies of educational activities constitute a large part of scientific research. L.S.Vygotsky founded the principle of integral connection between human activity and psyche: psyche does not function without activity, activity does not function without psyche. L.S.Vygotsky's views were further developed by S.L.Rubinstein in his research. According to S.L.Rubinstein, emotions determine the dynamics, pace and tone of activity. That's why the determined laws of the development of motives specific to each age period serve as a basis for developing new educational programs and activating learning motives by setting special tasks in it. A.N.Leontyev believes that motives motivate and direct a person for his work, as well as for educational activities. He claims that activity is an active attitude of the subject to existence. Matching of motive and purpose is the most important feature of activity. As a result of the conducted psychological research, it is possible to study the level of development of students' activities, to describe the psychological foundations of education, to form methods of mental activity in them, to analyze abilities and skills, to master, to describe the mental development of students, creative activity Psychological phenomena such as problem solving have been studied.

RESULT AND DISCUSSION

In cooperation with parents, providing parents with psychological, pedagogical, methodical knowledge, involving parents in the work of the class leader with students, making corrections to the family upbringing of some students, pedagogical tact and deontological norms it is expected to perform functions such as introducing parents to the content of educational activities organized by the school.

At any stage, the cooperation between the head of the class and the family begins with the study of the family educational conditions and microclimate, individual characteristics of children and parents. A class teacher is given a lesson to work for several years. He does not yet know any of the children or their parents at all, so he must gather as much information as possible about his students' families, get to know the students themselves, the family's lifestyle, he should understand its customs and traditions, spiritual values, the style of relations between parents and children. All this is necessary for proper planning of educational work in the classroom with maximum efficiency.

CONCLUSION

In conclusion, it is worth mentioning that every meeting we have with parents arouses the desire to think, analyze and reason. Recently, parent meetings have to be held in a new way. Our parent meetings should consist of pedagogical education, counseling, discussion and family celebrations. Because such methods allow parents to actively participate in the meeting.

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WORDLY
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