



Annotation

This article analyzes the theoretical foundations and practical aspects of establishing effective cooperation with parents in preschool educational institutions. The research highlights the strategic role of the director in management, particularly in engaging with families, developing social partnerships, and forming an integrated approach to child upbringing. Specifically, the paper examines the director's strategic thinking within the framework of educational management, their communicative competencies, and their responsibilities in ensuring the quality and sustainability of education through systematic collaboration with parents. It also presents scientific and practical recommendations on enhancing the professional skills of educators, increasing the pedagogical awareness of parents, and creating favorable conditions for the holistic development of children through joint efforts. The article substantiates the importance of integrating a strategic management approach into the preschool education system.

Keywords: preschool education, strategic management, cooperation with parents, role of the director, communicative competence, social partnership, pedagogical collaboration, child development, quality of education, managerial approach.

In today's world, where the development of socio-economic sectors is increasingly prioritized, special attention is being paid to innovative approaches in organizing the educational process in preschool education systems based on family cooperation. Emphasis is placed on integrating the activities of families and preschool institutions. To systematize these processes, create enabling conditions, and apply innovative methods in the interaction between preschool institutions and families under modern circumstances, constant renewal of educational-methodical resources for both educators and parents is essential. Moreover, projects that aim to develop parental skills and competencies regarding educators' activities are being implemented in advanced countries such as the United Kingdom, the United States, Germany, Finland, Singapore, Japan, as well as in the practice of preschool institutions in Uzbekistan.

Parental involvement in preschool educational institutions yields highly positive outcomes in children's upbringing. The role of the family in a child's development is invaluable. The family has a strong influence on the child and helps them adapt to the surrounding environment. In society, child-rearing is not merely a private responsibility of parents but also a social duty. Involving parents in organizational activities—such as making soft toys, creating materials for water and sand play, or preparing equipment for greening playgrounds—is an important initiative. These kinds of collaborative projects should be reflected in the educator's annual work plan. The terms of participation should be discussed

and approved during general parent meetings. Publicly expressing gratitude to actively involved parents and listening to the advice of grandparents is also essential.

Today, the management system of preschool education institutions is undergoing a fundamental reassessment in light of social and economic changes in society, reforms in the content of education, and increasing demands for family involvement in the upbringing and education process. In this context, the role of preschool institution leaders—particularly the director—is expanding. The director is expected to not only perform administrative functions but also to think strategically, make systematic decisions, and establish effective social partnerships.

The Role of the Director in Strategic Management is primarily manifested in determining the long-term directions of organizational development, efficiently mobilizing available resources, and ensuring the quality and sustainability of education by taking into account both external and internal environmental factors. The director develops and implements a strategy aimed at creating an integrated model of child education and upbringing in cooperation with parents, educators, the local community, and other social institutions.

Scientific sources identify the following key functions of the director as a subject of strategic management: determining priority directions, developing human resources, identifying problems and solving them through innovative approaches, and strengthening social partnership. In particular, a systematic and goal-oriented cooperation strategy with parents is considered an inseparable part of the director's activities.

Improving the quality of managerial training and facilitating their professional and social adaptation through the development of professional and communicative competencies contributes directly to enhancing the quality of education. In studying these core competencies, special attention is given to the communicative component.

This refers to the ability to organize communicative professional activities, which reflects the level of managerial professionalism and ensures the effective selection of actions to achieve goals through professional communication skills. It implies the existence of a system of general professional and intercultural knowledge, skills, and abilities that enable the organization of professional activities in various socio-economic contexts and among professional communities and representatives of different cultures. Collectively, this allows for more effective resolution of professional issues.

Communicative competence is generally understood as the ability to establish and maintain appropriate relationships with others. It encompasses a set of knowledge, skills, and abilities that ensure effective communication. Communicative competence represents the growing and mostly conscious experience of interpersonal interaction formed directly in the process of communication, and its improvement is closely linked to personal development. This competence is directly related to the characteristics of an individual's social roles. It includes the flexibility of using both verbal and non-verbal communication tools and the freedom to apply them, and it can be regarded as a category that regulates an individual's relationship with themselves, the natural world, and the social environment.

Thus, implementing a competency-based approach in the management of preschool education institutions depends on the development of **communicative competencies** among preschool directors—that is, on their possession of a set of verbal and kinetic communication skills, constructive interaction and decision-making abilities in professional and interpersonal contexts, and collaborative capabilities in both educational and managerial situations.

In order to solve practical tasks related to improving a leader's communicative competence, it is necessary to study communicative competence as a combination of skills and abilities in the domain of verbal and non-verbal communication tools. These skills and abilities, functioning as integrated elements of a unified system, contribute to effective communication. They can be categorized into three core blocks:

- A block of social-psychological communicative skills
- A block of logical-compositional communicative skills
- A block of speech-related communicative skills

One of the most crucial conditions for the development of a child's personality and their achievement of social maturity is the coordinated collaboration of the adults around the child—parents and educators. In order for this joint effort to be truly effective and to meaningfully contribute to the child's social development, it is essential to establish well-structured relationships between preschool education staff and the families of the children being educated.

The family is the most important component of a child's developmental social environment and their immediate surroundings. One of the primary responsibilities is to focus on the child's psychology within the family, to create comprehensive conditions for their development, and to assist in identifying and resolving issues in the child's interpersonal relationships with adults and other children at home.

The goal of educating parents is not merely to provide them with scientific psychological and pedagogical knowledge, but rather to shape their pedagogical competence and pedagogical thinking, to adjust their pedagogical position, and to help them understand their child better and develop the skills needed to communicate effectively with them.

Developing these core competencies in educators enables them to effectively collaborate with families within preschool educational institutions and to create favorable conditions for the holistic development of children. The cooperation between preschool institutions and parents contributes to improving the quality and efficiency of the educational process, fostering children's creative potential, and strengthening the partnership between families and educators.

However, for these methods to be successfully implemented, active support from the educational institution's administration is essential, along with the continuous professional development and enhancement of pedagogical competencies among educators.

In conclusion, the role and position of the director in the strategic management of a preschool education institution fundamentally differs from that of traditional administration. The director emerges as a proactive leader, open to innovation, and committed to ensuring sustainable development through social partnership.

Effective management of a preschool educational institution today involves not only performing administrative and supervisory functions, but also developing a long-term development strategy, improving the quality of education, enhancing human resources, and strengthening social cooperation. In this process, the director's role as a strategic thinker and innovative manager is of particular significance.

Notably, by establishing systematic and results-oriented collaboration with parents, the effectiveness of the educational process is enhanced, and continuity and consistency in child development are ensured.

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