

## A Model of Cooperation in Fostering Children's Relationships in the Family Based on National Values and Traditions

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**Abstract:** To study the interaction of family, school and community, family-neighborhood-educational institution, the formation of an integrated pedagogical environment that fosters the interaction and cooperation of children in the family on the basis of national values and traditions.

**Keywords:** family-neighborhood-education, national values, community council, motivational phase, integration process, methodological block, practical block.

It is known that from the first years of independence, special attention was paid to creating an atmosphere of cooperation, family, school and community cooperation in the development of children's social intelligence. To this end, the Concept of "Family, neighborhood, school cooperation" has achieved certain results in coordinating the activities of the general public in educating young people to be loyal to the ideas of independence, spiritually mature, patriotic.

In the upbringing of children's interactions in the family on the basis of national values and traditions, their comprehensive development, democratization and humanization of education, coordination of state and public administration in the management of the education system have been identified as important tasks. After all, the state is also a major reformer in improving education. First, to instill in the younger generation a sense of identity, our sacred traditions, the noble dreams of our people formed over many centuries, the lofty goals and tasks set for our society today; secondly, the main goal of the Concept of "Family, neighborhood, school cooperation" is to improve the national ideological education of citizens, which unites young people, regardless of the current state of affairs in our society, and protects the inviolability of our people and state. The changes taking place in Uzbekistan require the renewal of the main tasks of the family, parents, community, school in the upbringing of children in the direction of "Family, community, school cooperation."

In order to ensure the continuity of these tasks and the development of their work, the Cabinet of Ministers of the Republic of Uzbekistan on June 19, 2012 No 175 adopted the "Concept of cooperation of family, community and educational institutions in the upbringing of harmoniously developed generation." The Family-Neighborhood-Educational Institution cooperation under the Ministry of Public Education has established a Public Council.

This resolution is a set of measures to strengthen the mechanism of cooperation "Family-neighborhood-educational institution", consisting of four areas, the Public Council for Cooperation "Family-neighborhood-educational institution" under the Ministry of Public Education and the Ministry of Public Education of the Republic of Karakalpakstan, Tashkent city and regions. The Model Composition of Territorial Public Councils of Family-Neighborhood-Educational Institution Cooperation under the Departments of Education, as well as the Charter of the Public Council were approved by the decision of the first meeting of the Public Council. [9].

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Currently, the Ministry of Public Education has a Public Council consisting of relevant ministries and departments, as well as 14 regional departments of public education, 193 district (city) departments of public education and 9692 secondary schools. The councils operate on the basis of an annual plan. According to the charter, the main tasks of the Public Council are:

1. Strengthen the cooperation of parents, community and educational institutions, thereby strengthening the role, duties, relationships and responsibilities of parents in the upbringing of children.
2. Methodological support of public councils, study of the quality of education in educational institutions and implementation of measures to further improve them.
3. Prevent juvenile delinquency and possible crimes, protect young people from the threat of various alien ideas, promote a healthy lifestyle, increase the effectiveness of preventive measures to increase legal literacy and strengthen public control.
4. Full involvement of students in the teaching process and employment of graduates.
5. Ensuring that students, parents and the general public are fully aware of the creative work being carried out in our country, especially in the education system, through spiritual and educational activities.
6. Meaningful organization of students' free time and their full support.

The study identified family, school, and community cooperation as an important task in fostering children's relationships in the family based on national values and traditions.

Family, school, and community collaboration are complex, and the study focused on developing pedagogical support to increase the effectiveness of this process (see Figure 2.1.1).

At the motivational stage, pedagogical conditions are created for teachers and parents to understand the integration process, and "integration is a new level of pedagogical relations in the family of teacher-family, school and community cooperation aimed at developing personal qualities that reflect the necessary conditions for integrative activities." The decision is made.

The communicative-activity-oriented stage allows teachers and parents to harmonize their relationships in the family, as well as to understand the specificity of the pedagogical tasks of the family and the school, their high pedagogical potential. Therefore, at the communicative-activity-oriented stage, special attention should be paid to the joint design and implementation of integrative pedagogical activities within the standard requirements of teachers and educational institutions, as well as the mutual solution of family problems based on the results of these activities.

**Creating a holistic pedagogical environment in the family that fosters children's interaction and cooperation based on national values and traditions**

<b>Methodological block</b>	<b>Objective:</b> to create pedagogical support for family, school and community cooperation				
	<b>Tasks</b>	Establish a partnership between school, family and community	Analysis of the joint activities of teachers and parents and community leaders and the challenges encountered in order to develop the child's personality as a whole	Achieving the development of cognitive activity, diverse interests, sense of responsibility, self-control, respect and patience in the subjects of pedagogical cooperation	
<b>Practical block</b>	<b>Stages</b>	1. Motivation. 2. Communicative-active. 3. Cognitive. 4. Reflexive			
	Content and organizational conditions	1. Interactivity (interaction of teachers and non-families as the main subjects of the educational process). 2. Harmony with culture (socio-cultural environment, as well as the pedagogical culture of teachers and foster families). 3. Design (design of the educational environment in relation to the specifics of the educational environment). 4. Integrity (taking into account the interdependence of the formation of integrative skills in the participants of the integration process)			
<b>Valuation-result block</b>	<b>Criteria</b>	Motivational	Concerning communicative activity	Cognitive	Reflexive
	<b>Indicators</b>	Aspiration and positive attitude of teachers and families to cooperation	Pedagogical perspectives of teachers and families compatibility, as well as the design and implementation of integrative activities in their collaboration	Mastery of the theoretical foundations of pedagogical integrative activity by teachers and families	To analyze the level of implementation of the model of integration of teachers and families to improve this process
	<b>Levels</b>	<b>High, medium, low</b>			
	<b>The result</b>	pedagogical support of the process of integration of joint activities of family, school and community was created			

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