

THE CLASS TEACHER'S SYSTEM OF WORKING WITH STUDENTS' PARENTS

Sakharieva Nargiza Bakhtiorovna

Graduate student of Jizzakh State Pedagogical University

Annotation

This work reflects on the system of work of the head of the class with the parents of the students and the work of the head of the class to establish strong relations with the parents of the students.

Keywords: parent, student, teacher, education, cooperation, educational process.

We all know well what role the family plays in the comprehensive and complete development of a child's personality, because it is in the family that children receive the first moral lessons, and their character is formed. It is the family that plays the most important role in the formation of behavioral habits, ideas about hard work and affects the emotional mood of the child. Work of students with their parents occupies a great place in the activities of elementary school teachers. In this work, the process of implementing the entire pedagogical process together with teachers and students' parents is considered.

There are different forms and activities of working together with teachers and students' parents:

Studying students' families: Any success in educating students can be achieved only through an individual approach to his parents.

Getting to know the child's family begins for me with a questionnaire that I distribute to the children in the first class hour, and then they update it every year. It is completed by parents at home and includes informational questions not only to fill the pages of the school journal "parental information", "employment" and "student health status" also includes questions that allow me to. Acquaintance with the characteristics and conditions of family education of their students.

For example, "Who else do you live with at home besides your parents?" Please write the names of the grandparents and the father's name; list all the brothers and sisters by name, show their age, what they do. So I found out that Andrey M. is the eldest child of the family, he has two brothers. On the way to school, he takes the youngest to kindergarten, and the middle one to school with him. Father often stays on long business trips, and mother is at work until eight in the evening. Andrey is responsible for order at home and cannot stay at school for a long time. At my request, this student was one of the first to receive help from science teachers during consultations and complete additional assignments at home.

"Are there any animals in the house and which ones?" Children will be happy to describe their pets, write pet nicknames. Children's answer to this question can tell a lot. Lena N. gave the

impression of a girl who was out of touch and closed to communication. When I started talking about budgerigars in a conversation with her (using information from the questionnaire), Lena took a very active part in the conversation. As a result of an interesting and interesting conversation, a connection with the girl was found.

"What do you like to do in your spare time?" Here, guys talk about the clubs they're in, their hobbies, and their hobbies. I will immediately pay attention to the children for whom this line of the questionnaire is left blank. In one of these cases, it became known that Luda M. spent most of his free time in aimless walks on the street. Responding quickly and communicating with her mother, she managed to save the girl from the influence of bad company. When a class teacher enters a new class and doesn't know her students at all, there is no better way to make friends with them than by showing an interest in what the children are interested in first. To paraphrase a famous aphorism, I would say: "By having information and using it properly, you can win the hearts and minds of children and their parents."

The second part of the questionnaire contains questions only for parents. Often I distribute it individually, for example, at the first parents' meeting. It includes the following sections: "Characteristics of your child", "What to pay attention to when communicating with your child", "Medical instructions", "How you can help the class and school during your child's education?"

Parents must complete them alone, without children. To maintain confidentiality, they can return the questionnaire in a sealed envelope or give it to me at a parent-teacher conference or individual meeting. The class teacher should encourage parents to be sincere and open when filling out the questionnaire, which should create a more comfortable, psychologically healthy environment for their child to be at school. In turn, the teacher undertakes not to disclose the information given to him.

The head of the class must know which of his students are in poor health: who does not like to see, hear, who should be given special attention, which children should be seated closer, about whom to tell the physical education teacher be warned. Sometimes I ask to bring a medical certificate (or a copy) with the diagnosis and doctor's recommendations. Due to problems with the spine, Petya F. was recommended to reduce the load in physical education classes. Peter, who at first glance was a big and strong boy, was wary of the ridicule of his classmates, did not give a certificate to the physical education teacher and continued to study with a full load. Knowing about his health, I was able to solve this problem without disturbing the child emotionally.

Studying the student's family allows me to get to know the children better, see them in a normal, relaxed environment, helps to understand the family's way of life. After receiving the necessary information, I was able to talk with the children about the books they read, discuss the games they played, and find out if they like to help their parents with household chores that they can do themselves. By trying to understand the spiritual world of the child and his

family, showing him kindness and sensitivity, I instill the same qualities in children and their parents and instill trust in me, they try to see me as an ally. understanding, loving and teaching good things. their child.

Much depends on the joint activities of teachers and parents in raising a child. But parents do not always make the necessary contact. Unfortunately, there are still parents who do not understand their duty and make serious mistakes in raising their children. Such parents need special attention and support not only from the teacher, but also from the positive experience and energy of other parents.

REFERENCES

1. Усанов М. М. Современная Информационно-Образовательная Среда Как Основа Модернизации Системы Образования //Global Science and Innovations: Central Asia (см. в книгах). – 2021. – Т. 4. – №. 1. – С. 61-65.
2. Мустафаевич У. М. ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ КАК ФАКТОР РАЗВИТИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ //Web of Scientist: Международный научный исследовательский журнал. – 2022. – Т. 3. – С. 199-203.
3. Usanov M. M. Opportunities Use Of Cloud Technologies In The Educational Process //Electronic Journal Of Actual Problems Of Modern Science, Education And Training-2020.
4. Mustafayevich U. M. Innovative technologies as a factor of development professional competence students //Web of Scientist: International Scientific Research Journal. – 2022. – Т. 3. – №. 7. – С. 199-203.
5. Усанов М. М. Таълимдаги булутли технологиялар //НамДУ илмий ахборотномаси-Научный вестник-НамГУ. – 2020.
6. Mustafayevich U. M. Using of Cloud Technologies in the Process of Preparing Future Specialists for Professional Activity //International Journal of Trend in Scientific Research and Development (IJTSRD)-2020.
7. Abdurasulovich K. J. et al. Opportunities and results to increase the effectiveness of multimedia teaching in higher education //Journal of Critical Reviews. – 2020. – Т. 7. – №. 14. – С. 89-93.
8. Khamidov J. A. Main Components of information Culture in Professional Teacher education in Informatization of Society //Eastern European Scientific Journal. – 2016. – №. 1. – С. 103-107.
9. Хамидов Ж. А. Использование мультимедийных технологий в профессиональном образовании //Среднее профессиональное образование. – 2011. – №. 1. – С. 68-69.