

Developing Collaboration Between Teachers And Educators In Preschool And Primary Education: Problems And Suggestions

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Abstract: This article covers the content and essence of effective cooperation between educators of preschool educational institutions and teachers of primary classes, its importance in education. The role of methodological, organizational and social cooperation between educators is shown in ensuring continuity between the stages of preschool and primary education. The role of educator and teacher cooperation in strengthening the psychological, social and cognitive readiness of children is analyzed. It also reflects on modern pedagogical approaches and forms of cooperation (trainings, observations, methodological meetings, monitoring), which serve to ensure the consistency and continuity of the educational process. At the end of the work, practical recommendations were made to strengthen this cooperation.

Keywords: Cooperation, integrity, pedagogical communication, methodological approach, communication culture.

Introduction: Today, the implementation of the principles of continuity and coherence in the education system is one of the pressing issues. In particular, the consistent and effective organization of the transition process from preschool to primary education serves as an important basis for the comprehensive development of children. In this process, cooperation between the educator of a preschool educational institution and the primary school teacher is of particular importance. The continuous relationship between the educator and the teacher is one of the main factors in adapting the child to the new environment, increasing his socio-psychological readiness, as well as ensuring consistency in the content and methodology of education. However, in practice, it is observed that this cooperation is not always established to the required level. This leads to a disconnection between the stages of education for children and difficulties in psychological adaptation. Therefore, this article examines the content, forms and ways to improve the effectiveness of teacher-child cooperation between preschool and primary education. The possibilities of creating favorable conditions for the development of children by ensuring this continuity in the education system are analyzed.

METHODOLOGY

1. The continuity of preschool and primary education is the main requirement of the education system. Each stage of education serves as a foundation for the next one. In particular, preschool education is an important stage that forms the child's initial worldview, social and speech activity, personal hygiene and independent activity skills. Primary education, along with the systematization and development of these skills, prepares the child for the next stages. If there is no continuity between these two stages, the child's interest in education decreases, problems with adaptation arise, and he lags behind in acquiring knowledge. Therefore, continuous cooperation between the educators of these two stages - the educator and the primary school teacher - becomes necessary.

2. The content of the educator-teacher cooperation. The educator-teacher cooperation means the organization of a consistent and harmonious pedagogical process aimed at the comprehensive development of the child's personality. This cooperation is carried out in the following areas: Methodological cooperation - coordination of the content, methods and forms of educational work, ensuring the coherence of educational programs; Organizational cooperation - exchange of experience

through the organization of joint events, observations, open classes, methodological seminars; Information exchange - mutual exchange of psychological and pedagogical information about the child, joint solution of problems related to the development of the child; Creating a developing environment - ensuring proximity and continuity in the forms and means of the educational process in preschool institutions and schools; Facilitating the adaptation process - harmonizing psychological and pedagogical approaches that ensure the child's easy entry into a new environment.

3. Practical forms of cooperation between educators and teachers. The following practical activities are effective in establishing cooperation between educators and teachers:

- Visiting lessons and observations - participation of a primary school teacher in kindergarten classes and vice versa;
- Methodological meetings and round tables - create an open space for communication between teachers of both levels;
- Joint development of adaptation programs - individual approaches aimed at facilitating the child's transition from kindergarten to school;
- Psychological and pedagogical monitoring - determining the level of readiness of children for school and developing appropriate approaches for them;
- Working with parents - joint meetings, consultations, seminars of teachers of both levels with parents.

RESULTS

Preschool and primary education stages play an important role in the formation of a child's personality. Effective cooperation between the educator and the primary school teacher is a decisive factor in ensuring the continuity and continuity between these two stages.

The analysis shows that the forms of this cooperation can be:

- a) Joint development of the child's development map;
- b) Exchange of results of psychological and pedagogical observation;
- d) Organization of joint meetings and consultations with parents;
- e) Exchange of experience on educational and educational methods, etc. In many cases, the failure to continue the educational work carried out in preschool institutions in primary grades leads to a delay in psychological adaptation in children. This, in turn, has a negative impact on their educational activities. Therefore, it is necessary to organize a systematic exchange of information, methodological cooperation and regular meetings between the

educator and the teacher.

Results of cooperation and expected results.

Based on the analysis, the following conclusions were drawn:

--Cooperation between the educator and the primary school teacher ensures the continuous development of the child.

--Effective cooperation increases the level of psychological readiness and social adaptation of children.

--The principles of continuity and gradualness are implemented in the educational process.

--As the exchange of information between educators increases, methodological unity also increases.

--A unified approach is established in work with parents.

Thus, establishing effective cooperation between preschool and primary school educators is of great importance not only in ensuring the quality of education, but also in ensuring the comprehensive development of the child. Effective cooperation between the educator and the teacher leads to the following results: a) The process of adaptation to the new environment is facilitated for the child; b) Consistency and continuity are ensured in the educational process; d) Curricula and methodologies complement each other; e) The opportunity to take into account the individual characteristics of children increases; f) A unified approach to working with parents is formed; g) The level of knowledge, skills and habits of children entering primary education will be higher.

CONCLUSION

In conclusion, the cooperation of the educator and the teacher is an important socio-pedagogical factor in ensuring continuity between the preschool and primary education stages. This cooperation plays a decisive role in the child's adaptation to the school environment, the formation of a positive attitude towards education, and increasing the effectiveness of the educational process. Continuity can be achieved through effective information exchange between educators, the compatibility of methodological approaches, joint observation and monitoring, as well as systematic work with parents. This has a positive effect on the child's comprehensive development, increased self-confidence, and success in educational activities. In this regard, strengthening the cooperation between the educator and the teacher, conducting it in a systematic and planned manner, remains one of the important factors in improving the quality of education. By establishing and developing this cooperation, the

principle of continuous education can be fully implemented in practice.

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