

THE ROLE OF FAMILY AND SCHOOL PARTNERSHIP IN DEVELOPING FUNCTIONAL LITERACY IN STUDENTS

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Annotation:

The article analyzes the role of family-school collaboration in developing functional literacy among primary school students. Effective practices such as family reading, project activities, and parent-teacher cooperation are examined.

Keywords: functional literacy, family-school cooperation, primary education, family reading, project activities, parental involvement, pedagogical partnership, education quality, student competencies, social skills.

РОЛЬ СЕМЕЙНО-ШКОЛЬНОГО СОТРУДНИЧЕСТВА В ФОРМИРОВАНИИ ФУНКЦИОНАЛЬНОЙ ГРАМОТНОСТИ УЧАЩИХСЯ

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Аннотация:

В статье анализируется роль сотрудничества семьи и школы в формировании функциональной грамотности младших школьников. Рассматриваются эффективные практики - семейное чтение, проектная деятельность и педагогическое взаимодействие родителей и учителей.

Ключевые слова: функциональная грамотность, сотрудничество семьи и школы, начальное образование, семейное чтение, проектная деятельность, участие родителей, педагогическое взаимодействие, качество образования, учебные компетенции, социальные навыки

In the process of developing functional literacy, family and school cooperation is seen as an important factor. The documents developed by UNESCO and the OECD to improve the quality of Education also emphasize family and school cooperation as an indispensable condition in the formation of Student Life competencies.[1,3] because functional literacy is not just a formative phenomenon in the classroom, it is strengthened through the reader's

experience as a family reader, the parent's involvement in the educational process, and regular contact with the school.

International experiments show that schools where parents are actively involved have higher student PISA and PIRLS scores.[4,5] for example, in Canada, family reading programs conducted in partnership with parents have significantly increased student reading literacy. In Finland, however, the continuous system of communication between school and parents is the basis for a high level of educational quality.

Particular attention is paid to this issue in Uzbekistan. In national curricula, cooperation with the family is included as a separate component, the involvement of parents in the pedagogical process, the organization of family projects, reading weeks and parent conferences is one of the tasks set out in educational policy. This article therefore provides a comparative analysis of the pedagogical cooperation of the family and school, their role in the development of functional literacy, and international and national experiences.

The research methodology is based on documentary analysis, a comparative-pedagogical approach and a generalization of empirical experiments. UNESCO and OECD documents were selected as primary sources, notably the Education 2030 Framework for Action and PISA 2022 Results reports.[1,3] they point to Family-School cooperation as an integral factor in the quality of education in the development of functional literacy.

As national sources, the family concept of the Republic of Uzbekistan, the law on education, the national curriculum and the methodological recommendations issued by the Ministry of public education were analyzed.[14] in addition, scientific articles on the experiments of Canada, Finland and Russia were also involved in comparative analysis.

As a method: content-analysis - content analysis of international and national documents; comparative analysis – comparison of the experience of Uzbekistan with countries such as Canada and Finland; practical observation – observation-observation materials from the processes of Family Reading, project work and parental participation in the primary classes are summarized.

These methods made it possible to scientifically determine the role and pedagogical potential of family and school cooperation in the development of functional literacy.

The issue of family and school cooperation has always been relevant in the theory and practice of Education. As Vygotsky noted, the development of a child occurs through his social experience and interactions with the environment. Therefore, the interaction of family and school plays a special role in the formation of functional literacy of the student.

In the UNESCO document "Education 2030 Framework for Action" [1], family and society are seen as the main partners in education. In order to promote functional literacy in students, it is emphasized that it is necessary to harmonize the educational process of the school with upbringing, reading and cultural experiences in the family environment. In the UNESCO

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Programs such as Family Literacy Day have been established in Canada to promote student reading literacy. This initiative involves parents reading together with children, organizing book discussions[2]. As a result, PIRLS research has confirmed that elementary students in Canada show high performance in Reading Literacy.

In Finland, however, Family-School cooperation is one of the Basic Rules of the education system. Each school is required to be in constant contact with parents, to conduct consultations on the individual development of the child. Also, family projects and cultural events play an important role in strengthening functional literacy.

In Russia, since 2018, the program "Roditeli-uchastniki obrazovatel'nogo protsessa" [9] has been introduced and parents have become active participants in the educational process. This program ensures that parents, together with their children, create projects, participate in reading competitions and actively contribute to school life.

And in Kazakhstan, as part of the Rukhani Zhangyru program, Family Reading weeks, seminars and educational training for parents were organized.[10] these activities have served to slightly improve student reading literacy rates in PISA results.

In Uzbekistan, family and school cooperation is included as a separate component in national curricula. Initiatives such as "Family Reading Week", "school and parent conferences", "student portfolio" are being implemented by the Ministry of public education. Both the "family concept" and the "Education Act" establish that schools and parents are obliged to cooperate in the upbringing of children. In Uzbekistan, family and school cooperation is included as a separate component in national curricula. Initiatives such as "Family Reading Week", "school and parent conferences", "student portfolio" are being implemented by the Ministry of public education. Both the "family concept" and the "Education Act" establish that schools and parents are obliged to cooperate in the upbringing of children.[11,12] but in practice, parents' relationship with the school is not permanent, sometimes limited to formal gatherings. Therefore, it is necessary to strengthen the mechanisms of active involvement of parents in the pedagogical process.

Literature analysis revealed several important problems: 1. The constant involvement of parents in the educational process. 2. Insufficient development of family reading culture. 3. Slowness of mechanisms of regular communication between school and family. 4. Parents have low levels of pedagogical and digital literacy.

The issue of family and school cooperation has always been central to the educational system, but its role in the process of forming functional literacy requires further study. Because students strengthen their knowledge not only through the course of the lesson, but also through the use of it in a family environment, in everyday life situations, in communication with

parents. Therefore, the continuous cooperation between the family and the school ensures the transformation of functional literacy from a theoretical concept to a practical skill.

In vigotsky's sociocultural theory, it is argued that the development of a child is formed through its social connections. This idea scientifically justifies the importance of family and school cooperation: the child develops the experience gained at home at school, and the knowledge acquired at school strengthens the family. Hence, the formation of functional literacy relies on the continuous cooperation of two main social institutions - the family and the school. When the family is the child's initial social School, the school systematically forms his knowledge. When parents do not show activity in their child's reading process, the practical application of knowledge is slowed down. Therefore, in UNESCO and OECD documents, parents are noted as a direct participant in the educational process.

In the Canadian experiment, family reading programs have been observed to have been effective in improving student reading literacy. PIRLS studies have shown that the results of students whose parents regularly study together with their children are much higher than those of other peers. In the Finnish experience, however, the system of school and parent communication is regularly established, with parents consulting a teacher about the individual development of their child each month.

The literature notes that when parents are involved in the reading process of their child, their motivation, responsibility and level of appropriation increase significantly. Together with parents, reading books, solving mathematical problems, participating in experiential activities develop the child's skills to apply knowledge in real life. At the same time, parents themselves become role models for the child by increasing the level of pedagogical and digital literacy.

Problems in Family-School cooperation - Parental literacy rate-in some cases, parents themselves are not aware of functional literacy components. – The methodological approach of the school-often cooperation is limited only to formal meetings. - Interruptions in information transmission-communication between parents and school is not regular.Problems in Family-School cooperation - Parental literacy rate-in some cases, parents themselves are not as.

Strengthening family-school cooperation for the development of functional literacy should be carried out in the following areas: - introduction of family reading programs; - conduct media and digital literacy training for parents; - involvement of parents in project and creative activities in schools; - establish regular communication between parents, teachers and students. The results of the debate show that family and school cooperation have a strong impact force in the formation of functional literacy. Without the participation of parents, the efforts of the school remain unified, while the active cooperation of parents prepares students to apply knowledge in real-life situations.he results of the debate show that family and school

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Family and school cooperation is a decisive factor in the development of functional literacy of primary students. The results of the analysis show that in UNESCO and OECD documents, parents are considered as active participants in education, since the child strengthens knowledge and skills not only in school, but also in a family environment. The experience of Canada, Finland, Russia and Kazakhstan confirms this opinion: family reading, projects and cultural events together with parents significantly increase the reading, critical thinking and social skills of students.

Significant steps have also been taken in this direction in Uzbekistan. "Family concept", National Curriculum and Ministry of public education initiatives (Family Reading weeks, parent university, portfolio system) are aimed at strengthening family participation in the educational process. In practice, however, parents' involvement with the school often remains only at the meeting level, limiting opportunities to develop functional literacy.

Thus, for effective cooperation, it is necessary to actively involve parents in the pedagogical process, increase their level of media and digital literacy, and systematically establish school-family dialogue. The lesson for Uzbekistan from international experience is that if a child does not strengthen reading literacy in the family, then the school results will not be stable enough. Thus, for effective cooperation, it is necessary to actively involve parents in the pedagogical process, increase their level of media and digital literacy, and sy.

Recommendations:

1. The development of Family Reading is the introduction of national programs that attract parents to read books together with children.
2. Parenting skills-Organization of special training in media and digital literacy.
3. Expansion of project activities-active involvement of parents in creative projects and activities at school.
4. Improving the communication system - establishing regular online and offline consultations between parents and teachers.
5. Strengthening the reader portfolio system-ensuring active participation of parents in the assessment and monitoring process.
6. Adaptation of international experience-application of family educational experiences of countries such as Canada and Finland to the conditions of Uzbekistan.
7. Parental incentives are the implementation of a system of social recognition and reward of actively cooperating parents.

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