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COOPERATION BETWEEN FAMILY AND SCHOOL IN EDUCATIONAL CORRECTION

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MAQOLA TARIXI: *Received:26.11.2025* *Revised: 27.11.2025* *Accepted:28.11.2025* **KALIT SO'ZLAR:** *education, pedagogical technologies, family-school cooperation, continuous education, national education, information and communication technologies, student development.*	*The article examines the cooperation between family and school in the educational process and the importance of organizing continuous education based on pedagogical technologies. The significance of applying modern information and communication technologies in the educational process to develop students' national education, moral development, and independent thinking skills is analyzed. In addition, the effectiveness of developing young people's moral, intellectual, and creative potential through pedagogical requirements, question-and-answer sessions, group work, interactive methods, and advanced educational technologies is demonstrated.*

Introduction

In the field of education, just as pedagogical technologies are essential, organizing the educational process on a technological basis is equally important. Updating the content of education according to contemporary requirements is one of the pressing tasks of pedagogy. In the process of education, the integrated cooperation between family and school plays a crucial role in shaping students' independent thinking, creativity, moral development,

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worldview, and ethical qualities. Today's younger generation, compared to the previous generations, is forming as individuals who think independently and actively participate in creative activities. Therefore, it is important to apply pedagogical methods and technologies in the educational process, taking into account the individual characteristics of students.

Educational technologies serve to increase students' activity and contribute to the development of their creative and moral potential. The collaboration between family and school within the educational process enhances the effectiveness of pedagogical practices. While the family provides the first educational environment for the child, the school strengthens and expands this process. From this perspective, it becomes necessary to organize the educational process continuously and systematically. Through pedagogical technologies, students can gradually internalize national values, cultural heritage, traditions, and ethical norms, while also developing independent thinking, teamwork skills, and a sense of responsibility.

In modern education, advanced pedagogical technologies, question-and-answer methods, group work, interactive lessons, and motivational approaches are widely used. These methods not only consolidate students' knowledge but also significantly influence their moral and intellectual development. Therefore, the pedagogical cooperation between family and school, the organization of continuous education based on educational technologies, and the formation of students as well-rounded individuals serve as key factors in the educational process.

It is emphasized that the effectiveness of the educational process today is directly related to the methodological preparedness of teachers and educators, their ability to apply pedagogical technologies correctly, and the systematic organization of family-school cooperation. From this perspective, introducing modern technologies into the educational process and fostering national and moral values in students is considered a pressing task. The cooperation between family and school plays a decisive role in students' moral, ethical, and creative development. While the family provides the child's initial educational environment, the school strengthens and expands it. Accordingly, the effective organization of the educational process is closely linked with pedagogical technologies. Today, the application of advanced pedagogical technologies in education serves to develop students' independent thinking, creativity, responsibility, teamwork, and national values. Through educational technologies, students learn about national heritage, traditions, and ethical standards and gradually apply them in their daily lives. In addition, question-and-answer

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methods, group work, interactive approaches, and motivational strategies are widely employed in the educational process.

In organizing educational and upbringing activities, teachers must adhere to the following pedagogical principles:

1. **Adapting to students' age and psychological state:** The educational process should correspond to the age, psychological characteristics, and needs of students. This ensures that the educational influence is more effective and appropriate.

2. **Reinforcing acquired knowledge:** Upbringing activities should help students consolidate the knowledge gained during lessons and connect it meaningfully to practical and moral contexts.

3. **Organizing activities based on clear goals and plans:** Every educational activity should be goal-oriented and carried out according to a structured plan. This systematic approach enhances the clarity and effectiveness of the upbringing process.

4. **Developing moral qualities:** Activities should foster moral qualities such as teamwork, mutual assistance, respect for others, and social responsibility, particularly among primary school students.

To engage students actively in the upbringing process and involve them in creative and educational activities, a range of innovative pedagogical technologies is employed. For example, methods such as the "Mozharo Method," "Round Table," "Three-Step Interview," "Communication Training," "Problem-Solving Method," "Pen in the Middle," "Gallery Walk," "Academic Debate," "Snowstorm," "Beehive," and "Critical Situation Analysis" encourage students to learn from each other, exchange ideas, and adopt creative approaches.

Additionally, the integration of modern information and communication technologies (ICT) in the educational process helps enhance students' knowledge, skills, and competencies. These technologies enable the planning, monitoring, and evaluation of educational activities, ensuring a systematic and effective approach. Simultaneously, the efficiency of teachers and educators is increased, and the pedagogical system operates more consistently and qualitatively. Motivational components play a critical role in enhancing the effectiveness of family-school collaboration. Establishing a sense of personal responsibility among students, fostering interest and active participation during activities, providing opportunities to apply acquired experiences in real-life contexts, offering recognition and encouragement, and creating a healthy competitive environment are key factors in ensuring the effectiveness of the pedagogical process. Thus, the integrated cooperation between

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family and school, combined with the application of advanced pedagogical technologies, contributes to the moral, ethical, and intellectual development of students. It helps shape them into independent thinkers, responsible individuals, and creative personalities. The effectiveness of the upbringing process not only increases students' knowledge but also ensures their integration into society as valuable and socially responsible members.

The integrated cooperation between family and school plays a crucial role in the personal and social development of students. The upbringing process should not be limited to the school environment alone; it must be closely connected with the educational atmosphere at home, the pedagogical role of parents, and the broader social environment. Moreover, the application of advanced pedagogical technologies enables systematic planning of educational activities, continuous monitoring, and evaluation of outcomes. In modern upbringing practices, interactive methods, information and communication technologies (ICT), group work, dialogue, and problem-solving techniques are actively employed to promote the moral, ethical, intellectual, and creative development of students. These approaches foster personal responsibility, independent thinking, and creative problem-solving skills among learners.

Collaboration between family and school ensures that educational tasks are implemented jointly, thereby contributing to the formation of young individuals as morally mature, socially responsible, and constructive members of society. Additionally, the upbringing process must be continuous, carefully planned, and goal-oriented. Such a systematic approach allows students to internalize national values, cultural heritage, and socio-ethical norms with respect. As a result, the upbringing process becomes effective and continuous, shaping the younger generation into morally and intellectually developed individuals who think independently and creatively. The synergistic activity of families and schools, when harmonized with modern pedagogical technologies, significantly enhances the effectiveness of educational interventions and supports the holistic development of students.

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