

PSYCHOLOGICAL MECHANISMS OF EFFECTIVE COOPERATION WITH PARENTS

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Abstract: This article analyzes the psychological mechanisms of organizing effective cooperation with parents. The article highlights factors such as parental educational literacy, trust, communication, empathy, motivation, and an individual approach, which are important in the relationship between the teacher and parents. In particular, it examines the problems that arise in the process of cooperation with parents and ways to overcome them. According to the results, it is revealed that by establishing cooperation with parents in the educational process, the upbringing, social adaptation, and emotional stability of students can be significantly improved.

Keywords: psychological mechanism, educational literacy, education, trust, communication, empathy, cooperation, emotional stability, social adaptation

Introduction

In the Republic of Uzbekistan, the issues of improving the education system and developing effective cooperation with parents have risen to the level of state policy, and the Decree of the President of the Republic of Uzbekistan No. PF-6108 is of particular importance in this regard.⁸ This normative legal document defines strengthening cooperation between the family and educational institutions in the educational process, increasing the effectiveness of pedagogical activities as a priority. In society, we can observe the formation of a child in the family environment, the media, and communication with peers for the personal development of a child. Today, the comprehensive development of a student in the education system directly depends not only on the school or teacher, but also on the active participation of parents. Establishing effective cooperation with parents is an important factor in improving the quality of student education, instilling positive attitudes in children, and in forming social competence in the student. In this regard, the psychological mechanisms of effective cooperation with parents, although the teacher is the main mediator in integrating the child into society, are an important factor in encouraging the connection of the actions taken with these tools. In this case, effective cooperation with teachers and parents is not just communication, but a deep psychological process, which is formed on the basis of several important mechanisms. For this, trust in cooperation with parents is one of the most important components of social capital. James S. Coleman notes that in a social environment where trust exists, cooperation between individuals is more effective, which makes it easier for them to achieve their goals⁹ Trust strengthens social relationships and creates a sense of mutual support and responsibility. Therefore, transactional analysis is important in increasing trust between parents and institutions, as it is one of the important mechanisms for increasing trust in the relationship between the two parties.

Transactional analysis¹⁰ The theory is aimed at analyzing the process of communication between people, and was developed by Eric Berne. According to this theory, each person's behavior is manifested through the main "I state": Parents, adults and children¹¹. These processes determine a

⁸ <https://lex.uz/ru/docs/-5085999>

⁹ James S. Coleman. Foundations of Social Theory. – Cambridge, MA: Harvard University Press, 1990.

¹⁰ https://uz.wikipedia.org/wiki/Transaksion_tahlil

¹¹ Eric Berne. Games People Play. – New York: Grove Press, 1964.

person’s thinking, feelings and behavior and create various transactions in the communication process. In this theory, the “Adult” state represents logical and conscious decision-making, the “Parent” state reflects social rules and experience, and the “Children” state is associated with emotional reactions. The balance between these three states constitutes effective communication. Transactional analysis is of great importance in understanding interpersonal relationships, especially in organizing effective communication between a teacher and a student in the educational process. This cannot but affect a person’s empathy.

Empathy is one of the main psychological mechanisms of the learning process. According to the famous linguist Carl Rogers, empathy is the ability to understand the inner feelings of another person and accept them unconditionally.¹² Empathetic relationships between teachers, parents, and children increase the effectiveness of the educational process. In such an environment, the teacher understands the emotional state of the student, the parent feels the needs of his child, and the child feels free and safe. As a result, confidence, motivation, and positive learning activity are formed in the student. This enhances the theory of self-determination of the child. According to it, a person’s intrinsic motivation depends on the satisfaction of three basic psychological needs: competence, personal action, and communication. According to educational scientists Edward L. Deci and Richard M. Ryan, the more fully these needs are satisfied, the higher the activity and development of the individual¹³. The involvement of parents in the educational process is also directly related to these needs, and it can be determined that they enhance the effectiveness of education by increasing the child’s sense of competence, allowing independent decision-making, and providing emotional closeness and support. In the communication between parents and child and the institution, strong mutual trust, support, analytical information, and the most developed ecological theory are considered more important.

This is according to ecological systems theory, which states that a child’s development is not limited to the influence of school alone, but is shaped by the interaction of the family, neighborhood, and the wider social environment. According to research scientist Urie Bronfenbrenner, a child develops within different levels of systems, and each system influences his personality, behavior, and social adjustment.¹⁴. Therefore, cooperation between the family, educational institution and social environment is of great importance for the harmonious development of the child. In this regard, close cooperation between the family, educational institution and social environment is one of the important psychological and pedagogical conditions for the harmonious development of the child.

Table 1

Psychological mechanisms of effective cooperation with parents

Psychological mechanism	Essence (Definition)	Practical application (Pedagogical activity)	Expected result
Trust	Communication between teacher and parent built on mutual respect and openness.	Providing continuous, transparent information about student achievements and problems.	Creating a solid foundation for collaboration and reducing feelings of vulnerability.

¹²Carl Rogers. *On Becoming a Person*. – Boston: Houghton Mifflin, 1961.

¹³Edward L. Deci & Richard M. Ryan. *Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being*. *American Psychologist*, 2000. 55, No. 1, pp. 68-78

¹⁴Urie Bronfenbrenner. *The Ecology of Human Development: Experiments by Nature and Design*. Harvard University Press, 1979.

Communication	Information exchange is a process that is two-way and constructive in nature.	Communicate not only with formal reports, but also in the form of live chat, "feedback".	Early detection of problems and prevention of conflict situations.
Empathy	Understanding and empathizing with parents' family situations, concerns, and needs.	It's not about blaming parents, but about listening to and supporting their point of view.	Creating a mutual understanding and psychologically safe environment.
Motivation	Internal and external factors that encourage parents to actively involve themselves in the educational process.	Recognizing even the small achievements of parents and making them feel involved in school life.	Increased parental interest in school activities and increased responsibility.
Individual approach	Building relationships taking into account the socio-pedagogical characteristics of each family.	Choosing educational methods appropriate to the cultural, psychological and social conditions of the family.	Creating an educational environment that is appropriate for the child's unique developmental characteristics.

This table systematically highlights the main psychological mechanisms that ensure effective cooperation with parents. These mechanisms play an important role in the pedagogical process not only in strengthening the relationship between the teacher and the parents, but also in creating a favorable socio-psychological environment for their comprehensive development. One of the most important foundations of cooperation is trust. If the parents do not trust the teacher, no recommendations and actions will work. Trust is formed through openness, honesty and respect. The teacher should also show the positive aspects of the child (not just the problems). Effective cooperation also depends on proper communication. Actively listening to the parents without interrupting. Communicate in a simple and understandable manner. Give recommendations instead of criticism. Communication determines the outcome of the relationship. If the wrong communication style prevails between the teacher and the parents - a strict tone, criticism, accusations, one-sided demands, this will inevitably lead to conflict. In such a situation, mutual trust is lost, parents distance themselves from the school, and the educational process becomes ineffective. On the contrary, if communication is open, respectful, based on mutual listening and understanding, then proper communication and cooperation will arise. In cooperation, the teacher and parents work towards the same goal. The style of communication determines the style of conflict and cooperation. The teacher should be based on empathy when communicating with parents. But empathy is not the only basis. It should be combined with pedagogical tact and professional distance. Empathy is the ability to understand the situation of the parents. The circumstances of each parent are different. Some live with work, stress, or family problems. The teacher must be able to explain without judging or getting angry. As a result, cooperation with parents will improve significantly. Parents should be encouraged to cooperate. Encourage or inspire through their child's achievements. Give the idea that your help is very important. Recognize even small results. As a result, parents begin to participate more actively. Collaboration is strengthened. Parents can feel like they are "an important part of the educational process." The "We are a team"

approach with the teacher. The teacher and the parent are not opponents, but partners. As a result, responsibility is divided and strengthened. The same approach does not work for every parent. As we mentioned above, each parent has their own problems, so they may misunderstand even simple words. Some parents need more explanation. Others prefer short and clear information. As a result, efficiency increases. Collaboration should be constantly analyzed. What works, what does not work? The teacher should change his approach. As a result, collaboration will improve.

In conclusion, the psychological mechanisms of effective cooperation with parents rely on multifaceted and interrelated factors. Empathy, trust, motivation and social support appear as important psychological foundations in the educational process. The psychological mechanisms of effective cooperation with parents are associated with trust, empathy, motivation, quality of communication and social environment, which together serve the comprehensive development of the child.

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