

Cooperation of school and family in developing students' interest in learning

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Abstract: This article examines the symbiotic relationship between family and school in fostering students' interest in learning. Through a review of current literature and empirical studies, we highlight the roles both entities play in enhancing educational outcomes. We propose that collaborative strategies involving parents, educators, and the community can significantly influence students' motivation, engagement, and academic success.

Keywords: Cooperation, education, family involvement, student motivation, learning interest

Today, the future of our country depends on the potential and maturity of the youth. As President Sh. Mirziyoyev said, the young generation will convey our culture and spirituality, the intellectual abilities of its development to the minds of future members of the society. In order to fulfill such a responsible task, we must create ample opportunities and conditions for the youth's free development and creativity. Indeed, such practical work is currently being done in Uzbekistan. In the law on the foundations of state policy on youth in the Republic of Uzbekistan, the development of the social psychology of young people corresponding to the conditions of the current democratic and market reforms, the creation of an active attitude to social changes and self-improvement in young people, etc. It is intended to help get rid of the psychology of social indifference and neglect among young people.

The recovery of the economic, political and moral-ideological environment, the national way of life, and the national way of thinking, which have arisen in our country under the conditions of independence, have an effective effect on changing the social goals and intentions and social reasons of young people in various spheres of life. is doing. Forming the spiritual culture of spirituality and spirituality, especially starting from school-aged students, will closely help our future generation to reach adulthood. Each pedagogical problem has its own model and serves as a tool for effective solution of this problem. But one or another model cannot be accepted as the only, unchanging basis of the educational process. Because education has such features as gradualism, periodicity, variability, and the teacher participates in the organization of the educational process only at a certain stage of education. At this stage, the moral and moral character traits and behaviors of a person are somewhat formed, and only the process of its development and conscious daily expiation is carried out.

The teacher is considered a means of transforming the content of education and spiritual abilities into daily life needs in order to have a strong spiritual influence on the student's mind and activity at the same high level of education. pays special attention to ensuring the effectiveness of the general pedagogical system of education. There are a number of

pedagogical concepts at the basis of the educational process, which is carried out in order to educate the students of the general education school as a well-rounded and well-rounded person. These concepts consist of "formation", "education", "behaviour", "behaviour", "environment", "attitude", "development", "condition". they become "impersonal" and lose their value. In our opinion, the "environment" is the center of implementation of these concepts, because a healthy environment is necessary for the student to understand the essence of spiritual values. This environment is created by the mutual cooperation of the teacher and the student. The process of spiritual formation of the student is created through the activity that is manifested in the environment.

Family environment, neighborhood environment, school environment and other social environments are the tools that ensure the spiritual formation of the student. In order to satisfy his spiritual needs and interests, the student consciously engages in interaction in the process of activity, or he purposefully assimilates, analyzes and draws conclusions about the essence of spiritual abilities based on the real situation. At the same time, there is an interaction between the student and the social and cultural situation, the student and spiritual values, the teacher and the student. This connection reveals the student's identity on the basis of various aspects of activity. In the process of spiritual activity, the student's thoughts, views, feelings, desire, will; thinking, enthusiasm develops on the basis of spiritual values.

The set of intuitions and moods that make the student's feelings and emotions invisible forms the basis of practical activity and is manifested in the student's relationship to the environment, forms of social consciousness, the spiritual abilities of the people, his duties and tasks. It is necessary to provide real information to the student about the recent and past cultural life and its educational significance, its achievements, shortcomings, and their real reasons, because teaching the student to give a true assessment of events, in the process of the activity, the student is an important pedagogical requirement of forming spiritual culture. Of course, in this place, the student's will, faith, ability, literacy level have a positive effect on his spiritual formation to one degree or another. In this way, the spiritual culture of students, their consciousness, activity, behavior, level of knowledge, belief-relation to historical experiences, traditions is formed and the acquired knowledge, skills, and abilities are used in daily life activities. In independent, creative application skills, he is invisible in fulfilling his duties and responsibilities to society, school, family, neighborhood, and friends. We can achieve the expected result only if we, as teachers, parents, and adults, put responsibility, attention, and role modeling in the spiritual and cultural development of our future successors.

Family and school cooperation will be more effective if the following steps are followed:

- Giving young parents insights into child rearing.
- Determining the first talents and interests of the young student (ages 6-11), teaching him how to properly organize his free time, forming his attitude to the environment, and his patriotism.
- Attracting the interest of students of teenage age (11-16 years) to social activities, taking into account their thirst for knowledge, intelligence, and directing them to various professions through their interests.

- (16 years old and older) students must be educated, choose a profession, prepare them for independent life, provide them with education at the level of their capabilities, and provide them with work in their chosen professions - creating conditions.

In order to increase attention to the field of education and to effectively implement the documents and laws of our government in this regard, it is necessary for the school to have its own pedagogical system, methods and forms of family cooperation. Human qualities that will accompany a person for a lifetime - kindness, goodness, creativity, loyalty, honesty, compassion - feelings are first formed in the family. Family upbringing prepares a special ground for a child to become who he will become in the future. Compared to social education, family education has a profound effect on children's mental world, emotions and feelings. The lifestyle of family members often determines the child's mental mood, imagination and feelings. Therefore, the family is responsible to the society for bringing up a healthy, well-rounded person. Based on my experience, I am convinced that in many cases, a student's education and good knowledge go back to his family. When the reason is investigated, conflicts between family members, the relationship of parents or brothers and sisters to each other, or the health of a family member is not good, the child is not equal to other children in the family. lack of learning, lack of interest in his interest, mental state of students leads to depression. As a result, even if the student is given knowledge, his thoughts and imagination will be covered with family problems. If there are similar students, it is necessary to study their family situation together with the head of the class. It is difficult to achieve results without establishing cooperation between school and family. If these things are taken into account, the student will be interested in school, learn subjects well, have a positive relationship with his friends, and communicate with adults and children. His interest in learning will develop further. Imagine that in the class you lead, your student always comes late or leaves early. We don't ask why, we beat him. For example: "Why are you late?", "Why didn't you prepare the task?", "Why don't you have a bag or a uniform" are often asked. To find out the reason for this, get to know your student's family situation. Maybe you have a late student with a pair of shoes or headgear. If one comes from school, the other can change. If your student doesn't have a notebook or a bag, maybe his family situation is not good. you can eat. Therefore, establish family-school cooperation. Then you will develop your students' interest in learning. Today, we need to explain the healthy way of life to the future parents of school-aged students. A healthy child is born from healthy parents. A spiritual child grows up from a spiritual parent.

In conclusion, it is necessary to establish the role of school and family in the development of students' interest in education.

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