

PARTICIPATION OF PARENTS IN INCREASING CUSTOMER ORIENTATION OF PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract: To study the influence of parental behavior on business strategy in increasing the customer orientation of preschool educational organizations, preschool educational institutions establish partnerships with parents and children's success in the educational system. they should develop mutual responsibility. In doing so, parental involvement is enhanced, parental efforts to support preschool organizations are encouraged, and they have a direct positive impact on a successful education system. Taking into account the importance of the participation of parents in the activities of preschool educational organizations, in this article we will analyze the impact of parental behavior on business strategy, the leading principles of successful cooperation between parents and preschool educational organizations are parenting, communication, We summarize the six factors of literacy, learning, decision-making, and community engagement, and six factors of advocacy, expertise, transfer, curriculum enrichment, consumerism, and collaboration. we will consider the models with the participation of parents. In addition, we draw conclusions and make recommendations on the impact of parental behavior on business strategy aimed at improving parental involvement.

Introduction

Strong positive relationships between parents and preschools play an important role in the development and education of children's business ideas in promoting the customer orientation of preschools. Previous theories have shown that better partnerships between parents and communities can also lead to educational reforms, including Edwards and Alldred[1], Henderson and Berla[2], Richardson[3], It was studied in Sanders and Sheldon[4] and Sheldon[5]. Our goal is to study the impact of parental behavior on business strategy in increasing the customer orientation of preschool educational organizations.

Research has shown that successful students have strong academic support from their parents. Additionally, research on effective preschools, child learning, and achievement has shown that these preschools often work in low socioeconomic neighborhoods, but also foster strong, positive family relationships. have Most importantly, these effective preschools with positive preschool environments made a real effort to communicate with their children's families to ensure good cooperation. And this, in turn, in our opinion, will be successful when strong and positive relations are established between educators, parents, children and society. The influence of parental behavior on business strategy in increasing the customer orientation of pre-school educational organizations confirms that students placed by all institutions are more likely to achieve academic success if they are supported in the family environment.

J.L. Epstein[6] states that there are many reasons to develop and establish partnerships between preschool organizations, families, and communities. The main reason for such cooperation is to help students succeed in the institution. Teaching children in the family is about providing parents with the best ideas and information for their children in various tasks, assignment decisions, and activities. The influence of parents' behavior on business strategy in increasing the customer orientation of pre-school educational organizations is reflected in the fact that parents help their children to perform tasks or take them to the market, to various business activities.

These activities create a family oriented preschool and encourage parents to interact with the institution. Family learning activities provide parents with information about what children are doing

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in kindergarten and how to help them complete their assigned tasks. In this regard, the work to be done is how to monitor and discuss the work of preschool organizations at home for families about the skills needed for each child, as well as the family's role in setting children's goals each year or making decisions and planning cooperation with the community. includes information about participation (Fig. 1).

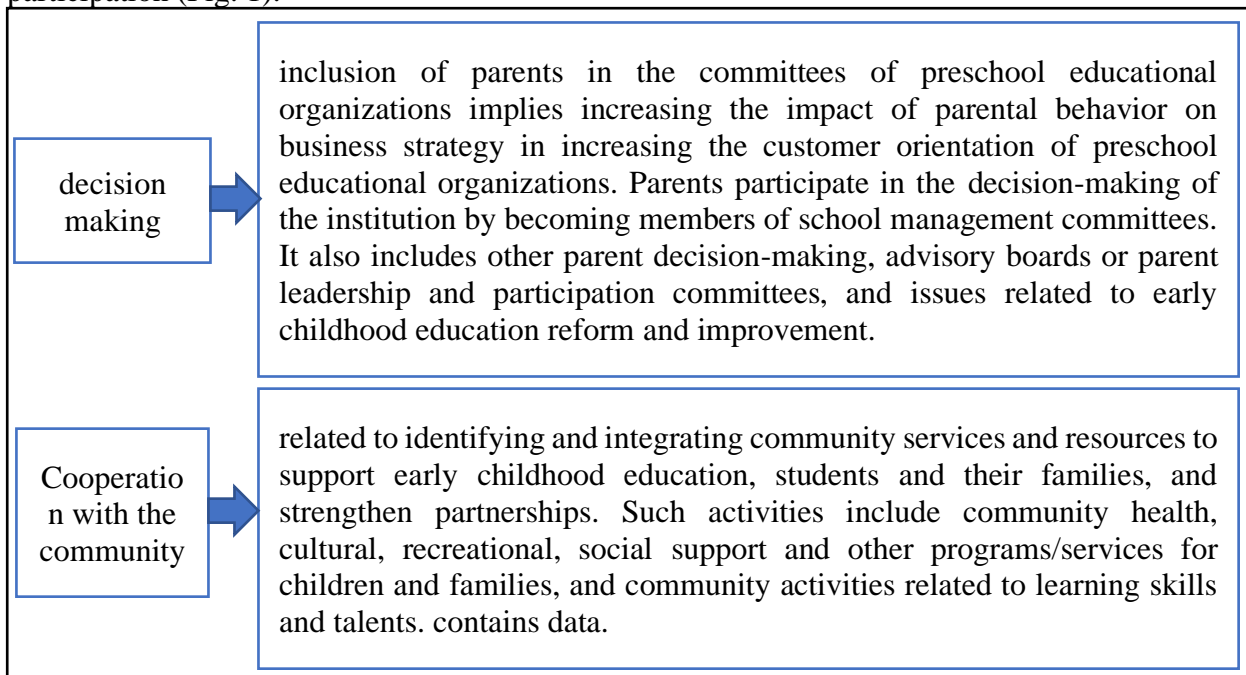


Figure 1. Decision-making and cooperation with society in increasing the customer orientation of preschool educational organizations

Each of these factors can lead to different outcomes for students, parents, activities, and preschool environments. Furthermore, each factor involves many different practices of cooperation. Of course, each factor creates certain difficulties to attract all families, and it is necessary to solve these problems. In this regard, each preschool must select factors such as parenting, communication, volunteering, learning, decision-making, and family-institutional cooperation that can help it successfully achieve its goals. It is important to develop the environment. Although the focus of these six factors is on promoting academic achievement, they contribute to different outcomes for parents and teachers.

In particular, parents increase their confidence in their role as parents, take the lead in making decisions, communicate more effectively with children in the work of preschool educational organizations, and have the opportunity to communicate more with other parents. gives In this case, parents also have a positive attitude towards the institution and its staff and feel more confident in helping their children by participating in their education.

Preschool organizations also ensure that parental involvement benefits through improved student morale, greater family support, and higher student academic achievement. It should be noted that when parents are active participants in society and there is a sense of ownership of preschool education organization, then preschool education organization takes the best places. Therefore, these six factors will benefit not only the students, but also their parents, educators, and the preschool education organization.

Research has identified parents' perceptions of their role as a key contributor to parents' willingness to engage in support. In order to improve the perception of parents, we consider the impact

of parental behavior on business strategy, the aspirations of parents for their children's future profession, their self-efficacy in raising and teaching their children, and their perceptions of preschool education organization. we paid attention to the shape (Fig. 2).

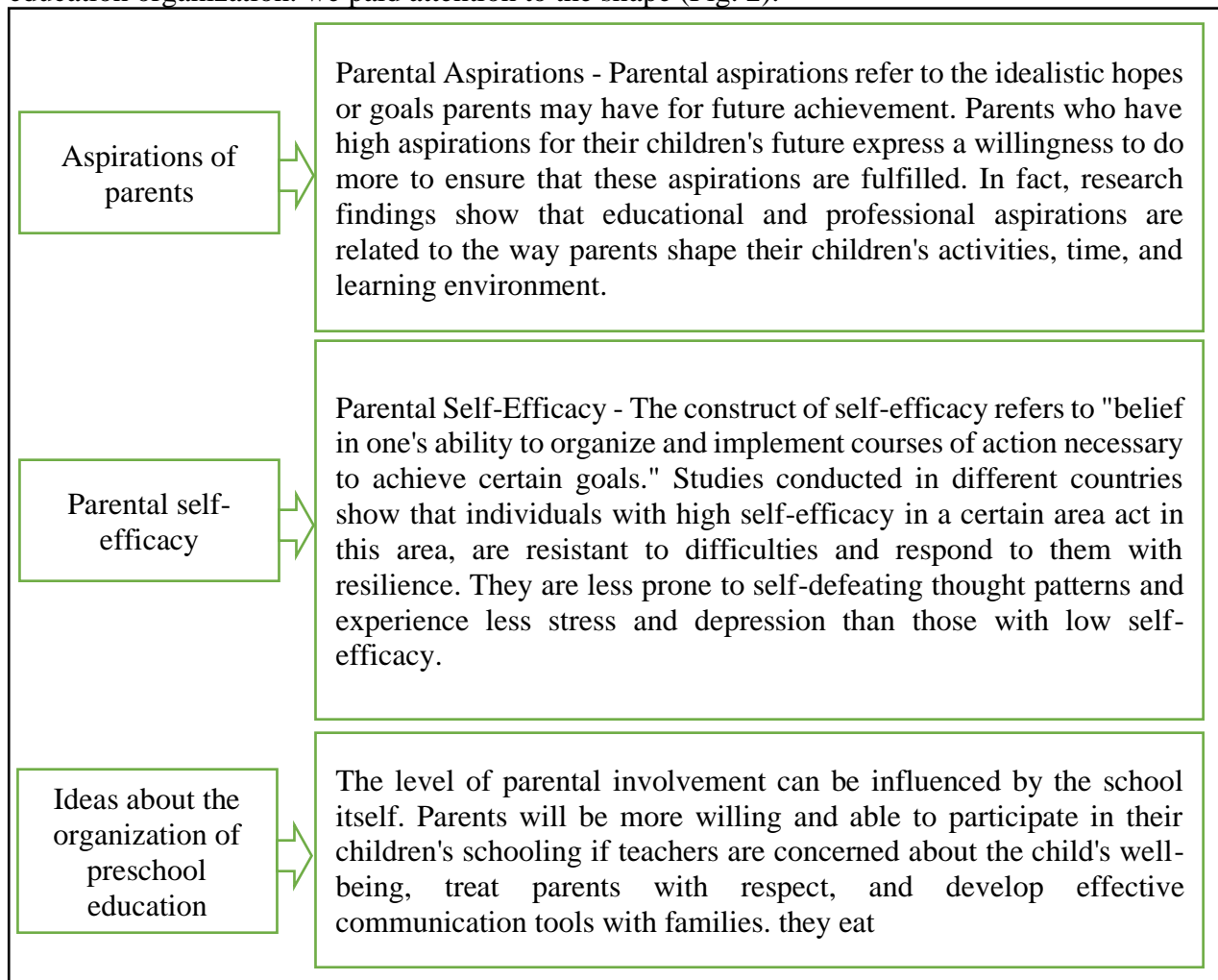


Figure 2. In raising the perception of parents, the influence of their behavior on business strategy, their perceptions of preschool education organization

The field of parenting self-efficacy has been examined for a long time, and parental self-efficacy has been found to be an extraordinarily powerful determinant of effective parenting behavior in Western societies. showed Parents with high self-efficacy tend to be more optimistic, authoritative, and consistent in their interactions with their children than parents with low parenting efficacy.

Research shows that parents with high self-efficacy are more likely to monitor the activities of their children's preschool organizations and actively participate in the activities of the organization. Also, parents and families have a great influence on the success of children's education and upbringing process. Involvement of parents is related to their position in the family (supervision of children's upbringing), as well as their participation in activities organized by the organization (parents and volunteers, various forms of parental activity, meetings for parents) . Parental involvement is related to children's achievements in preschool education organizations.

Research shows that parental involvement is more important to children's academic success than their family's socioeconomic status, race, ethnicity, or educational attainment. Parental involvement can promote children's success in many ways. One of the ways parents can positively

contribute to their children's education is to help them in various ways at home. Parents who give their children a variety of tasks, help with these tasks, and tutor them using a variety of resources tend to do better than children whose parents do not help their children.

In addition, research shows that the level of parental involvement is associated with academic success. Children whose parents are actively involved in relationships with preschool organizations benefit better than children whose parents are passively involved. Specifically, if parents work collaboratively and have a relationship with a caregiver, their children benefit more academically than children whose parents do none of the above.

Although parental involvement is recognized as important in child rearing, there remains considerable variation in parental involvement. Research shows that today's parents are often overwhelmed by the distractions and demands of everyday life. Due to barriers such as low income, flexible working hours and certain cultural norms, insufficient financial resources, some parents are unable to maintain regular contact with preschools or regularly supervise their children. .

Hill and Taylor note that "parents from low socioeconomic backgrounds face many barriers to participation, including inflexible work schedules, lack of resources, transportation issues, and stress from living in disadvantaged neighborhoods." they face" [7]. Many school administrators decide in advance that single and low-income, working parents cannot be reached or trusted. Parents are not expected to attend their child's practices, parent-teacher conferences, or help with extracurricular activities at home.

Williams and Sanchez cite four areas of barriers to participation: lack of time, lack of access, lack of financial resources, and lack of awareness[8]. It should be noted that feelings of inadequacy, limited preschool education organization information, or preoccupation with basic needs may prevent parents from communicating with the organization. Social capital in families is positively related to their children's success, knowledge and skills indicators, future higher education, as well as motivation and involvement in preschool education organizations. Similarly, parental involvement in preschool organizations allows parents to support their children's achievement by increasing their social capital.

In programs that require a high level of parental involvement in the organization of preschool education, educators help students understand their role and the importance of active participation in family and community cooperation. Some preschool administrators and educators may not know how to involve parents; therefore, educators who do not have this knowledge can be taught ways to engage parents and create cooperation. When educators do not feel supported by parents, they often feel that connecting with parents is a waste of time.

To overcome barriers to parental involvement in making preschools more customer-centered, preschool staff should provide a welcoming environment that is respectful and kind to parents. It is important that they encourage respectful two-way communication between the organization and the family. In this regard, preschool education staff should stop treating parents as "customers" and start treating them as "partners" in helping children learn.

In the study, the results of a survey conducted among parents in two (Chilonzor District, 32-MTM and New Life District, 124 DMTM) preschool education system showed that parents want to be treated with respect and do not want professional client relationships. Inadequate preparation of educators to increase the customer orientation of preschool educational organizations is an important obstacle in attracting parents to preschool educational organizations. Educators may work with parents as part of their educational program and practice. Advanced experiences can be included in teacher training and retraining programs to help define the role of the educator in the partnership between the preschool organization, the family, and the community.

In our opinion, in order to overcome the barriers between the family and the organization, preschool educational organization systems should appoint coordinators of parental involvement to

manage and coordinate activities and programs involving parents within the system. In this regard, the role of parent involvement coordinators can be described as a way to encourage more parents to participate in various aspects of the preschool organization. Parent involvement coordinators are often required to conduct workshops to inform parents about preschool programs and remind them that they are the most important educators of their children.

Taking into account research findings, our own practical experience, as well as discussions with other experts, we present some basic principles on which the process of parental involvement can be meaningful and useful in ensuring adequate parental involvement. .

First, parental involvement should be part of a broader strategy to support further education and development as a systemic effort supported by the joint efforts of all stakeholders. In addition, parental involvement should be seen as a continuous process with evolutionary stages during childhood and is especially important during the transition from one stage of preschool education to another.

However, not all parents have equal opportunities to participate more fully in all activities, and not all schools are interested in participating in them and cannot provide sufficient support. Research shows that the traditional system of parental involvement, despite the best intentions, usually leaves non-dominant parents involved. There is no generally accepted model of parental participation in the modern preschool education system. Analyzing a number of existing approaches to creating an adequate model of the relationship between parents and preschool education organization, Swap[9] identifies three models of parental involvement.

1. Protective model - the purpose of this model is to prevent conflicts between teachers and parents, to keep educational and parental functions separate. The reason why it is called the protection model is that its purpose is to protect the preschool education organization from parental interference. It is the responsibility of the educator to educate the children, and the responsibility of the parents is to ensure that the children go to preschool on time with the right equipment.

2. Transmission model - caregivers see themselves as the primary source of expertise on children, but recognize the benefits of using parents as a resource. In this model, the caregiver remains in control and decides on intervention, but accepts that parents can play an important role in facilitating children's development. A caregiver using this approach must have additional skills, including effective parenting techniques and interpersonal skills to build effective working relationships. One of the drawbacks of this approach is the assumption that all parents can and should assume the role of resource. This model has the potential to overburden parents by placing excessive demands on them to carry out activities at home.

3. Curriculum enrichment model - the purpose of this model is to expand the working program of the preschool education organization, taking into account the contribution of parents. This model is based on the assumption that the interaction between parents and educators has valuable experience in helping parents to contribute to the expansion of programs, which helps to improve the curriculum and the educational goals of the preschool organization. In this model, the involvement of parents is primarily focused on the educational program and education in the preschool education organization. A major drawback of this model is that it involves allowing educators to have a great deal of input on what to teach and how to teach parents. In some cases, this can threaten the caregiver. The passage of time, the increase in the standard of living of the population, and the development of science and technology led to the development of three more models. In this:

- expert model - in this model, teachers see themselves as experts in all areas of child development and education, and have little faith in the opinions of parents. Educators maintain control over all decisions, while parents' role is to obtain information and guidance about their children. Little, if any, consideration is given to parents' views and feelings, the need for interaction, and the sharing of information;

- consumer model - in this model, educators work more as consultants, and parents decide what actions to take. The decision-making responsibility rests with the parents, but it is the responsibility of the caregivers to provide parents with relevant information and available options. In this model, educators refer to parents who are put in the role of experts. Since the decision-making process is under the control of parents, they are satisfied with the services provided, feel confident in their education and do not depend on experts;

- the partnership model is the most suitable model, in which educators are considered as experts in education, and parents are considered as experts in their children. The goal is to establish a partnership so that educators and parents can share experiences and supervision. Mutual respect, long-term commitment to a wide range of activities, and shared responsibility for planning and decision-making are essential components of a true partnership between parents and educators.

Summary

The main principle of effective cooperation between parents and employees of preschool education organization is trust. The educator must have a trusting, confidential, open and honest relationship with the parents. In addition, relationships should be based on mutual respect, which means respecting the opinions of others and respecting the dignity of others. Parents should be sure of the competence of the professionals involved in working with their children. Effective collaboration requires two-way communication that ensures the exchange of knowledge and ideas between all participants. Equally important is the imperative to protect children, which is achieved through early identification of problems, their resolution, identification of appropriate strategies and promotion of child protection knowledge.

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