

**TECHNOLOGY FOR IMPLEMENTING PARENTAL COLLABORATION IN
ORGANIZING MORAL AND ENLIGHTENMENT ACTIVITIES IN PRESCHOOL
EDUCATIONAL ORGANIZATIONS: THEORETICAL AND EMPIRICAL ANALYSIS**

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Abstract

This study examines the effectiveness of a structured pedagogical technology for parent-preschool collaboration in fostering moral and ethical development among preschool children. Grounded in Bronfenbrenner's bioecological systems theory and Epstein's partnership framework, the research employs a quasi-experimental design conducted in five state preschool educational institutions in Tashkent, Uzbekistan (N = 150 parents; N = 60 educators).

The intervention introduced a four-component cooperation model integrating digital communication, parent education, joint activities, and diagnostic monitoring. Results indicate a statistically significant increase in parental engagement (from 42% to 77%, $p < .001$) and improvement in children's moral development indicators (+17%, $p < .01$) in the experimental group compared to the control group.

The findings highlight the critical role of structured family-institution interaction in enhancing early moral socialization and provide practical implications for institutional policy and pedagogical innovation.

Keywords

preschool education, moral development, parent engagement, educational technology, partnership model, early childhood pedagogy

1. Introduction

Moral education in early childhood is increasingly recognized as a multidimensional process requiring coordinated efforts between families and educational institutions. Contemporary research emphasizes that the internalization of ethical norms, cultural values, and prosocial behavior emerges most effectively within consistent and supportive social environments.

In the context of Uzbekistan, the Law "On Preschool Education and Upbringing" (2019) formally recognizes parents as equal participants in the educational process. However, empirical observations indicate that parental involvement remains irregular and predominantly informational rather than interactive.

This study addresses this gap by proposing and empirically validating a systematic pedagogical technology designed to transform parents from passive observers into active contributors to moral education.

2. Theoretical Framework

The study is grounded in three complementary theoretical perspectives:

Bronfenbrenner's bioecological model conceptualizes child development as a product of dynamic interactions within and between environmental systems, particularly emphasizing the mesosystem—interactions between family and educational institutions.



Epstein's model of school-family-community partnerships provides a structured framework comprising six dimensions: parenting, communication, volunteering, learning at home, decision-making, and community collaboration.

Vygotsky's concept of the Zone of Proximal Development explains how coordinated adult guidance enhances children's cognitive and moral development through social interaction.

Together, these frameworks justify the need for structured, continuous, and interactive cooperation between parents and preschool institutions.

3. Methodology

Research Design

A quasi-experimental design with control and experimental groups was employed.

Participants

The study involved five state preschool institutions in Tashkent:

Experimental group: 3 institutions

Control group: 2 institutions

Total participants included 150 parents and 60 educators.

Data Collection

Data were collected using:

Likert-scale questionnaires

Structured observations

Semi-structured interviews

Data Analysis

Statistical analysis was conducted using SPSS 27.0. Independent samples t-tests were applied to determine statistical significance. Reliability of the survey instrument was confirmed (Cronbach's $\alpha = 0.87$), indicating high internal consistency.

4. Pedagogical Technology Model

The proposed cooperation technology consists of four interrelated components:

Information-Integration Component

Digital communication tools enabling continuous interaction between parents and educators through mobile applications and feedback systems.

Methodological-Educational Component

Structured seminars and workshops aimed at improving parents' pedagogical competence in moral education.

Activity-Practical Component

Joint initiatives such as "Family Traditions Week" and project-based activities fostering shared responsibility.

Diagnostic-Prognostic Component

Ongoing assessment of engagement levels and developmental outcomes, ensuring data-driven planning.

5. Results

The implementation of the cooperation technology yielded statistically significant improvements:

Indicator	Control Group	Experimental Group	Difference	Significance
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Parental Engagement	43%	77%	+34%	$p < .001$
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Child Moral Development	62%	79%	+17%	$p < .01$
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The results demonstrate that structured collaboration significantly enhances both parental involvement and children's moral development outcomes.

6. Discussion



The findings corroborate Bronfenbrenner's assertion regarding the importance of mesosystem interactions in child development. Increased parental engagement created a more coherent moral environment, reinforcing consistent behavioral expectations across home and preschool contexts. Furthermore, the results align with previous international studies emphasizing the effectiveness of Epstein's partnership model in improving educational outcomes.

The integration of digital tools proved particularly effective in overcoming time and accessibility barriers, suggesting a scalable model for broader implementation.

7. Conclusion

This study demonstrates that a systematic and technology-supported approach to parent-preschool cooperation significantly enhances moral-educational processes.

The proposed model transforms parents into active pedagogical agents and establishes a sustainable framework for collaboration.

Future research should explore the applicability of this model in rural settings and inclusive education environments, as well as its long-term impact on child development.

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