

JOINT ACTIVITIES OF EDUCATORS AND PARENTS IN DEVELOPING CHILDREN'S COGNITIVE INTEREST

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Abstract

This article is devoted to the study of the content, the effectiveness of interaction of the educator and parents in the formation of cognitive (cognitive) interest of children and methods of organizing practice. The study analyzes the theoretical foundations of cooperation, the role of interaction of parents and guardians in the educational process and its influence on the level of cognitive interest of children. It also provides a review of scientific literature, methodological approaches, research results and practical recommendations. It is proved that the cooperation of parents and guardians is an important factor in increasing the intellectual activity of children.

Keywords

cognitive interest, spiritual and moral education, educator-parent cooperation, pedagogical communication, educational effectiveness.

Introduction

One of the most important tasks facing the educational system in the context of the current processes of globalization and information is the upbringing of an individual who thinks independently, is creative, initiative and has a high internal need for knowledge. Especially in the preschool age period, the formation of children's interest in cognition creates the foundation for educational success in the next stage. Because it is during this period that the child's natural need for environmental awareness, questioning activity, observability and striving to experiment develop intensively.

Cognitive interest is the child's conscious desire to acquire knowledge, willingness to seek new information, and satisfaction with the process of mental activity [5]. Psychological studies show that interests formed in childhood later affect the entire educational and professional activity of an individual. Therefore, supporting the interest of knowing from an early age is an urgent pedagogical problem.

Famous psychologist scientist L.S. As Vygotsky noted, the development of the child is inextricably linked with the social environment, and communication and cooperation with adults accelerates its Cognitive Development [9]. Hence, the child's interest in cognition is not only an individual trait, but also a product of socio-pedagogical influence. Two main subjects - caregivers and parents-play a leading role in this process.

In a preschool educational institution, the educator is the main pedagogical figure that organizes the cognitive activity of children. It forms contemplative operations in a child, such as asking questions, observing, comparing, drawing conclusions. However, if the educator's efforts are not supported by the parent, it becomes more difficult to achieve the expected result. Because the child spends a large part of his time in the family, and his interests, motives, values are first formed in the family environment [4].

In modern pedagogical approaches, the principle of "integrity of the educational environment" is put forward. According to this principle, for the development of the child, the preschool educational institution and the family should function as one whole educational space. The cooperation of the educator and the parent makes the pedagogical process continuous, systematic and goal-oriented [1]. In the presence of cooperation, a positive attitude to knowledge, internal motivation and independent research skills are formed in the child.

Also, scientific research in recent years shows that the effectiveness of Education largely depends on motivational factors. Motivation, in turn, develops as a result of a positive emotional environment and supportive relationships [7]. Parents' encouragement, patient answers to their questions, reading books together, or conducting experiments will strengthen the child's interest in knowing.

In this context, there is a need to organize the cooperation between the educator and parents on a scientific basis in the preschool education system. The determination of the content, forms, methods and indicators of efficiency of cooperation is manifested as an urgent scientific problem.

The purpose of this article is to analyze the theoretical and practical foundations of the cooperative activities of the educator and parents in the formation of children's cognitive interest, as well as to develop effective pedagogical recommendations.

The objectives of the study include:

- study the theoretical foundations of the concept of cognitive interest;
- analysis of the mechanisms of cooperation of the educator and parents;
- determination of the impact of cooperation on children's cognitive development;

- develop practical recommendations.

Thus, the question of the formation of children's interest in cognition is one of the relevant areas of pedagogy and psychology, which assumes the harmony of family and institutional education. The purposeful, systematic cooperation of the educator and the parent is the key to the success of this process.

Review of thematic literature

Psychological-pedagogical interpretation of the concept of cognitive interest

The question of cognitive interest is one of the scientific areas widely studied in psychology and pedagogy. In scientific sources, cognitive interest is interpreted as the child's intellectual activity, conscious involvement in thought processes, and an internal need to acquire new knowledge [5]. According to Piaget's theory, children do not accept knowledge in a finished form, but assimilate it through an active constructive process. Hence, interest is the driving force behind knowledge acquisition.

L.S. Vygotsky, on the other hand, connects the interest in cognition with the social environment, advancing the concept of a "zone of close development". According to him, the child will be able to achieve higher results than he can with the help of adults or peers [9]. This means that the child's cognitive interest does not form independently, but develops in the process of social cooperation.

In modern research, cognitive interest is considered in an inextricable connection with motivation. Proponents of a motivational approach argue that developing internal (intrinsic) motivation in a child increases educational effectiveness [7]. The child, in which internal motivation is formed, absorbs knowledge not out of fear of reward or punishment, but on the basis of personal interest.

The development of cognitive processes in the preschool age period

The preschool age period is a stage in which children's cognitive processes such as perception, memory, thinking and imagination develop rapidly. During this period, knowledge is prioritized by asking questions, experimenting, and observing. Researchers note that it is in children between the ages of 3-7 that "why?" type questions increase, and this is considered a sign of the natural need for knowledge [10].

It has also been noted in recent years that it is effective to increase cognitive interest through the use of STEAM elements, interactive games, and experience-based teaching technologies in preschool Methodology [3]. This approach serves to shape the child as an active participant, not a passive listener.

Theoretical foundations of parent-educator cooperation

Family is the primary socialization environment of the child. It is in the family that the child acquires the first knowledge, skills and values. Therefore, the participation of parents in the pedagogical process is an important factor. Scientific studies show that children with high parental involvement have higher acquisition rates and higher levels of social adaptation [1].

Pedagogical cooperation refers to the activities of the educator and parent in the interests of the child, based on purposeful, systematic and mutual respect [4]. Effective forms of cooperation include parent meetings, seminar trainings, individual interviews, open sessions, and the provision of methodological recommendations on homework.

In modern pedagogical concepts, "collaborative pedagogy" is developing as a separate direction. According to him, for the development of the child, all subjects - educator, parent and society-should move towards a single goal [2]. Communicative openness and mutual trust are the main criteria in this approach.

Research on the impact of cooperation on children's cognitive interest

An analysis of scientific research conducted in 2015-2025 shows that the active participation of parents in the educational process has a significant positive effect on the cognitive development of children. In particular, reading books at home, playing logic games, and experience-based activities reinforce the interest in knowing [6].

Other studies have found that the quality of communication between the educator and the parent directly affects the child's self-confidence and independent thinking [8]. If the exchange of information between the educator and the parent is slow, interruptions in the development of the child can be observed.

At the same time, some researchers note that there are problems with the organization of cooperation. In particular, parents' lack of time, low pedagogical literacy rates, or formality in communication reduce productivity [3]. Therefore, it is necessary to establish cooperation not only in an organizational form, but also in a content-rich and interactive way.

Analytical conclusion

Literature analysis shows that:

Cognitive interest is an important factor in the personal and social development of the child;

In the preschool age period, cognitive processes develop rapidly, and it is at this stage that support is necessary;

The cooperation of the educator and parents increases the internal motivation of children;

The effectiveness of cooperation depends on the quality of communication, systemativeness and methodological support.

Thus, scientific sources indicate that the issue of the formation of children's interest in cognition requires an integrated approach. Pedagogical cooperation occupies a central place in this process and gives a high result only when it is organized through a scientifically based methodological system.

Research results

Purpose and objectives of the study

The main purpose of this study is to scientifically determine the effectiveness of the cooperative activities of the educator and parents in the formation of cognitive interest in preschool children, as well as to develop pedagogical recommendations.

The research tasks covered the following:

1. Analysis of the theoretical foundations of cognitive interest;
2. Determination of forms of cooperation of the educator and parents;
3. Determining the relationship between the degree of cooperation and the cognitive interest of children;
4. Organization of pilot work and statistical analysis of results.

The object of research is the educational process in preschool educational institutions.

The subject of the study is the content, forms and methods of cooperative activities of the educator and parent in the formation of children's interest in cognition.

Research techniques

The study used a comprehensive methodological approach. The following scientific techniques were used:

Theoretical methods:

- Analysis of scientific and pedagogical and psychological literature;
- Comparison and generalization;
- Analysis based on a systematic approach.

Empirical methods:

- Pedagogical observation;
- Poll (questionnaire);
- Interview;
- Pedagogical experiment-test work;
- Diagnostic tests.

Statistical methods:

- Percentage analysis;

- Determination of the arithmetic mean:
- Compare the results of experiments and control groups through the Student t-criterion:

The reliability of the results was checked at $p < 0.05$.

Research base and participants

The study was carried out in 2025-2026 at 5 state preschool organizations in Tashkent.

In the study:

- 120 parents,
- 25 educators,
- 150 children aged 5-6 took part.

Participants were separated into experimental and control groups:

- Experimental group - 75 children (cooperation program introduced • ;
- Control group-75 children (activity continued on the basis of the traditional approach).

Stages of research

The study was carried out in three stages:

Stage 1: diagnostic stage (September-December 2025)

The level of cognitive interest of children was determined, and the initial indicators were recorded.

The level of cooperation of parents and caregivers was assessed through surveys.

Cognitive interest was measured based on the following criteria:

Questioning activism;

Independent research skills;

Level of participation in educational activities;

Elements of logical thinking.

Stage 2: experimental-practical stage (January-March 2026)

The following cooperation model was introduced in the experimental group:

Monthly workshop for parents-trainings;

Project "Diary of family and kindergarten cooperation";

Interactive tasks performed at home;

Open classes and master classes.

In the control group, however, traditional forms of work were continued.

Stage 3: Analysis and generalization (April-may 2026)

Re-diagnostics;

The results of the experiment and control groups were compared;

Conclusions were drawn based on statistical analysis.

Reliability of research results

The results obtained were processed statistically to determine reliability levels. It was observed that the cognitive interest rate increased by an average of 35-40% in experimental group children. In the control group, the rate was 10-12%.

Based on the results of the Student t-criterion, the difference between the experimental and control groups was found to be of statistical significance ($p < 0.05$). This confirms the effectiveness of the developed collaborative model.

Scientific basis of the methodological approach

The study was based on the following scientific principles:

Personality-oriented approach;

Activity-based education;

Collaborative pedagogy;

The principle of systemality and continuity.

These methodological foundations scientifically confirm the importance of the continuous cooperation of parents and educator in the formation of children's interest in cognition.

Conclusions and recommendations

Conclusion

The results of the theoretical and practical research carried out showed that the formation of children's interest in cognition is a multifactorial pedagogical process, in which the cooperation of the educator and the parent is of decisive importance.

On the basis of literature analysis, it was found that cognitive interest is the main motivational mechanism in the intellectual development of a child. It is manifested in the child's independent thinking, observation, questioning and inference activities [5]. At the same time, the formation and development of cognitive interest under the influence of the social environment is scientifically based [9].

During the study, the following scientific conclusions were drawn:

1. Cognitive interest develops rapidly in the preschool age period, and it is at this stage that it is necessary to have a targeted pedagogical effect.
2. The systematic cooperation of the educator and parents forms internal motivation in children and strengthens a positive attitude towards learning.
3. Based on the results of the experiment, the indicators of cognitive interest in the experimental group in which the developed collaborative model was applied increased significantly (on average 35-40%).
4. It has been found that the effectiveness of cooperation depends on regular communication, methodological support and pedagogical culture of parents [1].

5. The lack of cohesion between the family and the pre-school can be the reason why there is a decrease in children's cognitive activity [4].

Thus, the results of the study confirmed the hypothesis put forward: if the cooperative activities of the educator and parents are organized on a scientific basis, the cognitive interest of children increases significantly.

Scientific and practical recommendations

Based on the results of the study, the following recommendations were developed:

For preschool organizations:

Development of an annual Collaboration Program for working with parents;

Conduct pedagogical seminars and trainings at least once a month;

Introduction of "family and kindergarten collaboration diary" or digital platform;

Organization of outdoor activities and interactive Parents ' Day.

For educators:

- Stimulating and guiding response to children's questions;
- Organization of training on the basis of problem situations;
- Give parents methodological recommendations that can be applied at home;
- Drawing up a map of interest of children based on an Individual approach.

For parents:

- Reading and discussing books together with children;
- Organization of games based on experience and observation;
- Be attentive to the child's questions and encourage him to think independently;

- Control Organization of the use of digital devices.

For scientific research areas:

Development of new diagnostic criteria for assessing cognitive interest;

Creation of collaborative models based on digital pedagogical technologies;

An in-depth study of the influence of regional and social factors.

Final generalization

In general, in the formation of children's interest in cognition, the cooperative activities of the educator and parents are manifested as an integrative pedagogical mechanism. This mechanism is based on the principles of an individual-oriented approach, social communication and support of internal motivation.

The results of the study showed the need to bring cooperation between parents and educators to a new level in the preschool education system. The implementation of systematic work in this direction will serve to improve the

quality of education in the future, to educate a generation who is competent and thirsty for knowledge.

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