



Involving Parents in the Educational Process of Preschool Education Organizations

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Abstract: This article examines the theoretical foundations and traditional forms of involving parents in the educational process of preschool education organizations. The involvement of parents in the preschool education process is referred to as the “internal openness of the kindergarten,” whereas the kindergarten’s interaction with social institutions, under the influence of the macrosocium, is interpreted as the “external openness of the kindergarten.” Based on a conceptual and comparative analysis of the pedagogical, psychological, and normative literature, the study identifies five traditional forms through which parents are drawn into joint educational activity with their children — frontal, intra-group, individual, direct, and visual-informational — and clarifies the structural components of teachers’ readiness (motivational, cognitive, and activity-related) to involve parents in this process. The findings indicate that effective parental involvement depends not only on the form of interaction applied but also on the deliberate development of teachers’ professional readiness through targeted methodological work.

Keywords: parental involvement, educational activity, frontal form, intra-group form, individual form, direct form, visual-informational form, teacher readiness.



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INTRODUCTION

Organizing the modern educational process with children involves updating approaches that correspond to the specific characteristics of preschool age and creating social situations that ensure parental participation in the process of raising children [1]. This is achieved through the direct involvement of parents in the educational process, including identifying the needs of the family and creating joint educational projects with the family on the basis of supporting family-based educational initiatives. The involvement of parents in the educational process is defined by the principles, tasks, and requirements for creating an educational environment. Family and collective upbringing are reflected in a number of normative legal documents (the “Concept of Preschool Education,” the “Regulation on the Preschool Education Organization,” and the State Educational Standard for Preschool Education Organizations)

At present, in addition to raising children, preschool education organizations also provide parents with various forms of psychological, educational, and advisory support concerning the upbringing and development of children. The State Educational Standard establishes the main

principles for involving the parents of preschool pupils in the educational process: cooperation between children and adults, and cooperation between the organization and the family. In accordance with the State Educational Standard of the Republic of Uzbekistan, the effective implementation of the state educational program requires the creation of appropriate psychological and pedagogical conditions, one of which is the direct involvement of families in the educational process.

The phrase “involving parents in the educational process” is relatively new. Other terms were traditionally used in preschool education, such as “working with parents” and “cooperation with parents” [2]. The forms commonly applied were aimed at providing parents with educational support and creating conditions for them, but they did not envisage the participation of parents as full-fledged subjects of the educational process. Traditionally, all educational tasks were performed by teachers and implemented within the framework of the “teacher–child” system. At present, however, a process of actively involving parents in a new format of relations is under way, and cooperation-based communication is developing within the “parent–child–teacher” system of subjects.

In analyzing the issue of involving parents in the preschool education process, it is important to clarify the concept of “educational activity.” “Educational activity” is understood as a purposeful, pedagogically grounded, and consistent process of interaction in which the tasks of teaching, developing, and raising the individual are resolved. “Interaction” is defined as “the interconnection between phenomena and mutual support” [4]. In a comprehensive explanatory dictionary of the Russian language, “interaction” is interpreted as “the interconnection between phenomena; the mutual influence of various objects and phenomena resulting in their change, as in the interaction of supply and demand” [5]. Zvereva defines the goal of parental involvement as “integrating parents into the activity of the kindergarten” and identifies the following methods of interaction: posing questions to parents, holding discussions, providing examples, modeling behavior through play, fostering reflection, and offering approval and support.

The basis of involvement is dialogue grounded in equal rights and a willingness to trust one another’s competence. In Ushakov’s “Comprehensive Explanatory Dictionary of the Russian Language,” the term “cooperation” is interpreted as “joint activity, joint labor” [6]. In a pedagogical encyclopedic dictionary, “cooperation” is explained as “the mutual relations of people in the process of activity, characterized by coordination” [7]. Such relations are necessary between the teacher and the parent in the preschool education process. This kind of cooperation is based on moral and ethical unity, mutual trust, and mutual recognition of each other’s merits. Thus, cooperation is the interaction between the teacher and the parent that helps achieve a common goal in raising and educating children.

International research corroborates the importance of this line of inquiry: extensive reviews report that greater parental involvement in early childhood education is associated with improved academic performance, stronger early numeracy and literacy skills, and better social-emotional outcomes for children [8]. A recent systematic review of family involvement measurement similarly confirms that this body of evidence has grown rapidly since 2010 [9]. Barriers to involvement, such as limited time, language differences, and unclear communication channels, have also been documented as constraints on parents’ participation [10]. Longitudinal evidence further indicates that early parental involvement in preschool predicts more favorable

achievement trajectories well beyond the preschool years [12]. Evidence from large-scale center-based programs further links parental engagement to stronger kindergarten readiness outcomes [15]. At the same time, family involvement in early childhood settings remains a heterogeneous construct, and recent systematic reviews emphasize that its measurement and operationalization still vary considerably across studies and instruments [14].

Despite this growing international evidence base, the issue of involving parents in the preschool education process has not been sufficiently elaborated in the local pedagogical literature. The available materials on involving parents in the educational process are mostly presented as practical experience and, although described scientifically, are not sufficiently grounded in theoretical and applied terms. This gap defines the purpose of the present study: to clarify, on the basis of a systematic analysis of the existing pedagogical, psychological, and normative literature, the traditional forms of parental involvement in the preschool educational process and the structural components of teachers' readiness to implement them.

Method

Research design

The study employs a qualitative, theoretical-analytical design based on a systematic review and conceptual analysis of the scholarly, pedagogical, and normative literature devoted to parental involvement in preschool education. No empirical data collection (e.g., surveys, observations, or experiments) was carried out; rather, the research is oriented toward synthesizing and systematizing existing theoretical positions, definitions, and classifications into a coherent conceptual framework.

Sources and selection criteria

The source base consists of three categories of material: (1) national normative legal documents regulating preschool education in the Republic of Uzbekistan, including the "Concept of Preschool Education," the "Regulation on the Preschool Education Organization," and the State Educational Standard for Preschool Education Organizations [1]; (2) classical and contemporary works on family-kindergarten cooperation and parental readiness [2], together with international peer-reviewed studies on parental and family involvement in early childhood education [8]; and (3) explanatory and encyclopedic dictionaries used to clarify the key terminological categories of the study ("educational activity," "interaction," and "cooperation") [5]. Sources were selected on the basis of thematic relevance to parental involvement in preschool education and family-kindergarten interaction, prioritizing peer-reviewed articles, monographs, and official normative documents over non-scholarly material.

Procedure of analysis

The analysis was conducted in three stages. In the first stage, the key terminological categories of the study were identified and compared across multiple dictionary and scholarly definitions in order to establish a working conceptual basis. In the second stage, the traditional forms of parental involvement described in the literature were classified according to four criteria: the nature of the activity, the place where it is carried out, the time at which it is carried out, and the number of participants; this classification was further refined into five practical forms of involvement (frontal, intra-group, individual, direct, and visual-informational). In the third stage, the structural components of teachers' readiness to involve parents in the educational process were identified and grouped into motivational, cognitive, and activity-related

components, drawing on the conceptual apparatus developed in the pedagogical literature on professional readiness, and contextualized against the wider international evidence on parental involvement and its outcomes.

Results

Forms of involving parents in the educational process

The analysis shows that involvement does not mean only active participation in kindergarten events, but also participation, together with the child, in educational activity as such. Three types of teachers' readiness to work with parents can be distinguished [16]:

- parents strive to cooperate with the teacher, understand his or her position, and are ready to assist in carrying out pedagogical processes;
- parents are indifferent to the teacher's activity;
- parents are unwilling to cooperate with the teacher and consistently enter into conflict situations.

At the present stage, parental participation in events is based on the "family-kindergarten" principle. Involving parents in the preschool education process is referred to as the "internal openness of the kindergarten." The kindergarten's interaction with social institutions, in turn, is interpreted, under the influence of the macrosocium, as the "external openness of the kindergarten" [1].

A traditional approach may be used to identify the forms of involving parents in educational activity, classified as follows: by the nature of the activity; by the place where it is carried out; by the time at which it is carried out; and by the number of participants.

The traditional forms of involving parents in the educational process include the following: becoming acquainted with the family (introductory meetings, studying families through questionnaires); informing parents about the progress of the educational process (individual and group consultations, preparing albums, folders, and stands, and inviting parents to competitions and concerts); and joint activity (involving parents in organizing competitions and concerts and in children's research and project activity) [3].

There are also indirect and direct traditional forms of involving parents. Direct forms include general and group parent meetings, conferences, round-table discussions, and tours around the kindergarten. Individual forms of work include pedagogical conversations, thematic consultations, remote consultations, and forms such as a "suggestion box." Indirect forms are mainly manifested as visual-informational means: audio or video recordings of conversations with children, video clips on organizing various types of activity, and routine processes. The traditional methods and techniques of interaction between the teacher and the parent can be classified as follows: assigning tasks, discussing results, and encouraging parents [3].

Work on involving parents in the educational process must be planned in nature. The calendar plan is implemented through various methods, with certain tasks assigned to parents. The involvement of parents may take the following forms: one of the parents conducts an educational, recreational, or play activity with the children, presents educational information through video, or narrates a real-life event; a parent prepares the child to perform a specific task (for example, conducting an experiment); a parent independently, or together with the child, prepares the necessary materials (an album, a model, or a video).

In order to effectively involve parents in the educational process, it is necessary to use forms that draw parents into joint activity with the children:

Frontal form – interaction with a large number of parents within a group (joint events, morning gatherings, recreational events, competitions);

Intra-group form – interaction with a smaller number of parents within a group (preparing wall newspapers, exhibitions, and group corners);

Individual form – working with specific parents on the performance of a particular task;

Direct form – involving direct contact between the teacher and the parents.

Visual-informational form – indirect communication between teachers and parents (the use of visual and publishing media such as booklets and articles) [3].

The modern approach to involving parents in the educational process implies that parents should cooperate actively with teachers. The teacher should identify the tasks that can be performed by the child with the parents' participation. The tasks may be of an exploratory nature (experiments, trials, logical problems, model-building, and the like). The models for completing tasks may vary: for instance, part of the work may be performed only by the parents, the work may be performed only by the children, or the children and the parents may perform the work together. In the course of completing the work, various modern sources of information may be used, such as gadgets, tablets, computers, and audio players. Readiness, in this context, is the willingness to do something and the desire to assist with something [18].

Components of teachers' readiness to involve parents

In pedagogy, readiness denotes a complete, integrated quality of personality that expresses the mobilization, based on a choice made at the moment of engaging in a given direction of activity, of the individual's emotional-cognitive and volitional characteristics and predictive capacities [18]. The teacher must be ready to involve parents in the educational process, because readiness and skill in applying various methods and techniques for involving parents in children's educational activity are linked to successful performance. In accordance with current requirements, most teachers lack the relevant experience needed to resolve a number of emerging tasks. Implementing this requirement constitutes an innovative direction for teachers and demands appropriate preparation. For this reason, one of the important tasks in the methodological work of a head of an institution is to develop teachers' readiness to involve the parents of their pupils in the educational process [17].

The concept of "teachers' readiness to involve the parents of their pupils in educational activity" denotes a state in which the teacher is interested in successful communication (the motivational component); is confident in his or her own competence (professionalism); possesses professional knowledge and skills (the cognitive component); and possesses the skills needed to establish effective cooperation with parents (the activity component). Moreover, the concept represents a stable system of personal formations that enables the successful implementation of this activity in various situations [16].

The "motivational component" is one of the principal components of a teacher's methodological culture and denotes the following: the teacher's awareness of the axiological function of pedagogical activity, an orientation toward overcoming difficulties, a desire to achieve scientific results, and the teacher's striving to develop personal abilities and engage in self-improvement. This component includes the following:

- awareness of the significance of the activity;
- a positive attitude toward pedagogical activity;
- recognizing the importance of the activity and demonstrating responsibility for its results;
- demonstrating responsibility and initiative in involving the parents of pupils in educational activity;
- recognizing one's own problems and understanding the necessity of self-education and self-development in the work of involving the parents of pupils in educational activity;
- the psycho-energetic potential that motivates the teacher to improve the educational process;
- the process of internal motivation that directs the teacher toward activity aimed at achieving scientific and educational goals;
- the system of incentivizing forces (motives) that helps the teacher accomplish a particular educational or scientific task [16].

Discussion

The results confirm that the involvement of parents in preschool education has evolved from a one-directional model, in which the kindergarten served primarily as a source of pedagogical support and information for the family, toward a triadic, cooperation-based model built on the “parent–child–teacher” system of subjects. This shift is consistent with the distinction drawn between earlier terms such as “working with parents” and the more recent and conceptually broader notion of “involvement,” which presupposes parents acting as full-fledged subjects of the educational process rather than as passive recipients of pedagogical guidance [2]. This local conceptual shift parallels developments in the international literature, where family involvement is increasingly treated as a multidimensional construct rather than a single behavior, encompassing involvement at home, at the institution, and in home–school communication [11].

The five forms of involvement identified in this study — frontal, intra-group, individual, direct, and visual-informational — should not be regarded as mutually exclusive alternatives, but rather as complementary components of a single, integrated system of family–kindergarten cooperation. The frontal and intra-group forms primarily address the collective dimension of involvement, allowing the institution to reach a broad cross-section of families through joint events and group-level initiatives, whereas the individual and direct forms allow for differentiated engagement with specific families according to their needs, attitudes, and degree of readiness to cooperate [16]. The visual-informational form, in turn, functions as a connective layer that sustains communication between teachers and parents even outside direct contact, particularly through booklets, articles, and other publishing media — a function that closely resembles the communication and content-sharing channels examined in studies of digital platforms designed to promote parent–educator interaction in kindergarten settings [11].

The finding that teachers' readiness to involve parents comprises motivational, cognitive, and activity-related components carries practical implications for the management of preschool institutions. If, as the analysis suggests, most teachers currently lack sufficient experience in applying the available forms and methods of involvement, then the development of this readiness cannot be left to spontaneous professional growth; it requires deliberate methodological intervention [17]. This conclusion is reinforced by the international evidence

reviewed here, which consistently links structured parental involvement to measurable benefits for children's academic, social, and emotional development [8], an association that has also been traced through school-readiness outcomes in second grade following early childhood program participation [13], suggesting that the motivational and practical investment required of teachers is likely to be matched by tangible developmental gains for children when involvement is implemented systematically rather than incidentally.

At the same time, the present analysis has certain limitations. As a theoretical-analytical study based on existing literature and normative documents, it does not provide empirical evidence on the actual prevalence or comparative effectiveness of the five identified forms of involvement in contemporary preschool practice, nor does it measure teachers' readiness using validated diagnostic instruments. The international literature itself notes considerable variation in how parental and family involvement are measured and operationalized [14], which further underscores the need for caution when generalizing across contexts. Future research could usefully complement these theoretical findings with empirical studies — for example, surveys or structured observations of teachers and parents in preschool education organizations — in order to verify how the forms of involvement described here are implemented in practice and to assess the relationship between teachers' readiness and the actual quality of family–kindergarten cooperation.

Conclusion

Involving parents in the educational process of preschool education organizations is not limited to parents' attendance at kindergarten events; it requires their genuine, purposeful participation, alongside the child, in educational activity itself. The transition from the traditional "teacher–child" system to a cooperation-based "parent–child–teacher" system of subjects reflects a substantive shift in how parental involvement is conceptualized in contemporary preschool pedagogy. The frontal, intra-group, individual, direct, and visual-informational forms of involvement, together with teachers' motivational, cognitive, and activity-related readiness, constitute the practical and theoretical foundation on which effective family–kindergarten cooperation can be built. Strengthening this readiness among teachers, through targeted methodological work, remains an essential task for improving the quality of preschool education and for ensuring the full-fledged participation of families in the upbringing and education of children.

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