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THE PEDAGOGICAL ROLE OF THE COMMUNITY IN PROMOTING ABILITIES OF STUDENTS

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Abstract: Educators have increasingly taken up responsibility for children's education, shifting it away from families and communities. As society becomes more diverse and social cohesion is crucial for knowledge-based societies, education professionals recognize that educating children is now a complex process that cannot be managed by a single group. To effectively address this new challenge, schools should collaborate with families and communities to enhance children's education.

Key words: community, education, schooling, students, curriculum, ability, support, parenting.

Annotatsiya: O'qituvchilar bolalar ta'limi uchun mas'uliyatni o'z zimmasiga olishmoqda va uni oilalar hamda jamoalardan uzoqlashtirmoqda. Jamiyat tobora xilma-xil bo'lib borayotgani va bilimga asoslangan jamiyatlar uchun ijtimoiy hamjihatlik hal qiluvchi ahamiyatga ega bo'lgani sababli, ta'lim sohasidagi mutaxassislar bugungi kunda bolalarga ta'lim berish murakkab jarayon ekanligini tan olmoqda – bu jarayonni bir guruh odamlar yolg'iz uddalay olmaydi. Ushbu yangi muammoni samarali hal qilish uchun maktablar bolalar ta'limini yaxshilash maqsadida oilalar va jamoa bilan hamkorlik qilishi zarur.

Kalit so'zlar: jamoa, ta'lim, maktab, o'quvchilar, o'quv dasturi, qobiliyat, yordam, ota-onalik.

Аннотация: Педагоги всё чаще берут на себя ответственность за образование детей, отдавая его от семей и сообществ. Поскольку общество становится всё более разнообразным, а социальная сплочённость имеет решающее значение для обществ, основанных на знаниях, специалисты в области образования признают, что сегодня образование детей – это сложный процесс, с которым не может справиться одна группа людей. Чтобы эффективно решать эту новую задачу, школы должны сотрудничать с семьями и сообществом для улучшения образования детей.

Ключевые слова: сообщество, образование, обучение, учащиеся, учебная программа, способности, поддержка, воспитание.

INTRODUCTION

Education is a fundamental human right that enables individuals to expand their skills and knowledge, achieve their goals, and contribute meaningfully to society. While governments play a vital role in ensuring access to education, communities also have a significant role in promoting and supporting educational development. This essay briefly explores how communities contribute to education and the benefits that result from their involvement. Communities can support education in a variety of ways. First, one of the most important roles communities play is providing direct support to students. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), community involvement is crucial for improving student outcomes (UNESCO, 2020). This support can take many forms, including volunteering at schools, mentoring students, and offering financial assistance to those in need. Furthermore, communities can design educational programs tailored to the needs of their members. For instance, after-school programs can be developed to provide students with additional academic support. These programs may offer tutoring, homework assistance, and extracurricular activities that help students cultivate their talents and interests.

Additionally, communities can enhance education by collaborating with schools and teachers. Through partnerships, communities and schools can identify and address the challenges students face. For example, communities can help schools create a safe and inclusive learning environment that fosters positive relationships among students, educators, and community members.

LITERATURE REVIEW

When communities collaborate to promote education, they yield various benefits. For instance, community involvement in education leads to improved student outcomes. According to research by the National Center for Education Statistics (NCES), students who receive community support in education tend to outperform their peers academically. They are more likely to complete high school and pursue further education, resulting in enhanced employment prospects and economic opportunities. Moreover, community involvement fosters a sense of ownership over local education systems. This sense of responsibility encourages greater participation in school activities, creating a healthier and more inclusive learning environment. It also ensures accountability, leading to improved governance and management within schools.

Additionally, community engagement in education helps close the achievement gap. Students from underprivileged backgrounds often face barriers such as limited resources and lack of social support. By providing additional assistance, communities can help level the playing field and ensure equitable access to quality education for all. It is evident that communities play a vital role in promoting education. Through initiatives such as mentoring, tutoring, and educational programming, they can support children's academic success. The benefits of such involvement include higher student performance, increased community engagement, and a reduction in educational inequality. Therefore, it is essential for communities to work closely with schools and educators.

RESEARCH METHODOLOGY

Globalization has driven rapid and transformative changes in recent years. The world is becoming increasingly interconnected and diverse. Schools now face significant challenges in addressing the needs of students from diverse cultural, ethnic, socioeconomic, and religious backgrounds. They are tasked with preparing these students for an unpredictable and evolving future—an endeavor no single discipline can tackle alone. To respond effectively, schools must be reimagined as learning communities for both children and adults [5, p. 43].

Epstein argues that the responsibility of educating children should not rest solely on schools; families and communities must work collaboratively. Education should be a collective responsibility, involving experts, educators, and families to achieve the best outcomes for future generations. To address the complexities of modern education, schools should adopt both learning and action-oriented theoretical approaches. Green et al. found that education is a powerful tool for enhancing social cohesion. Although formal education plays a central role in a child's development, it is not the sole determinant of academic success. Studies indicate that multiple factors—such as family background, cultural and socioeconomic status, financial conditions, and community context—profoundly influence children's development and academic performance [3, p. 67].

ANALYSIS AND RESULTS

Schools often struggle to manage diversity and may seek strategic partnerships with the community to improve outcomes. Communities can take many forms, including neighborhoods, social groups, schools, and more. Ferdinand Tönnies, a German sociologist and philosopher, distinguished between two types of community: *Gesellschaft*, which is based on self-interest, and *Gemeinschaft*, which is rooted in shared goals, loyalties, and sentiments. According to Watkins, communities have the capacity to establish a sense of belonging, foster cohesion, and appreciate diversity. A variety of processes can be implemented within a community to achieve these outcomes. Communities promote collaborative activities, relationship-building, cooperation, and open dialogue to share ideas and perspectives.

According to Schuler, a community is composed of several components, including strong democracy, education, health and wellness, economic equality and sustainability, information and communication, and conviviality and culture. Collaboration expands professional experience and allows for a more comprehensive approach to addressing challenges. Schools prioritize helping those in need and promoting transformative practices that enable all students to reach their full potential, regardless of background, culture, or socioeconomic status. Schools and community organizations aim to empower children and families, promote social capital, and reduce societal marginalization through quality education [6, 12p].

Gathering parents' perspectives on curriculum and education was a key aspect of community involvement, demonstrating a collaborative approach between parents and school staff. Workshops were held to help parents understand and support their children's learning, as well as to discuss bullying and effective problem-solving strategies. Meetings were organized to encourage students to express their aspirations and concerns at school. Parents were also increasingly involved as a human resource in the school. The school made efforts to increase family engagement by organizing events after school hours. This was challenging due to bureaucratic barriers the administration faced when attempting to use school facilities outside of regular



hours, as well as a lack of human resources. Nevertheless, the extra effort paid off, as participation rates increased. Family involvement in the classroom was mostly limited to an annual session during the Writing Program. Community members also contributed in various ways. One Local Council committee member led students on cultural walks through the village, highlighting important landmarks and local history.

CONCLUSION

This study illustrates how a school improved academic performance and promoted social harmony by collaborating with community partners. Partnerships offer the advantage of accomplishing goals that would be unattainable for a single institution acting alone. In the face of global crises and limited financial resources, schools must increasingly depend on their own assets. Communities can help shoulder the burden of their local schools, enabling them to dream bigger and achieve goals despite financial limitations.

Social cohesion goes beyond economic considerations. The principles of solidarity and genuine partnership, which form the foundation of community involvement in schools, are invaluable.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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