

THE ROLE OF THE FAMILY IN THE UPBRINGING OF PRESCHOOL CHILDREN

Tasheva Nasiba Salimovna
Lecturer at Bucheon University in Tashkent

ANNOTATION:

This article analyzes the role of family life for a person, the upbringing of a harmonious personality in a family, parental responsibilities, parental authority, parental example, upbringing based on family traditions, profession, moral and spiritual values, the formation of a feeling of mutual affection, respect, preparation for family life.

Keywords: family, personality, upbringing, upbringing style, socialization of the child, worldview, culture, family relations, family upbringing, age characteristics, thinking, values.

INTRODUCTION:

Currently, we are faced with an urgent task - the upbringing of a healthy generation of independent Uzbekistan in the national spirit, the formation of a harmoniously developed generation. No matter how well the education system works, the family remains the main institution for raising a child. The family is the first social group, the first collective in which the baby finds himself. And the upbringing of this healthy generation begins with a sacred place called the family. When a family has a spiritual asset, a healthy environment, a healthy generation is formed. Also, Sh.M. Mirziyoyev said: "Family is the fortress of love and happiness. There is a family, there is an invaluable blessing to be a child, there is human dignity and spirituality. Family happiness is the greatest happiness. As one famous song says: "Happy are those who are happy at home." After

all, the general development and success of our state largely depends on the level of the family.

Happy is a family in which morally valuable relationships have been created between adults, adults and children, where the life of the family team is so organized that everyone can, to the best of their ability, to help each other, to show all-round care. The family for a preschool child is the first and main link that connects his life with the social environment. And this is very important. Parental love is the source and guarantee of human well-being, maintaining physical and mental health.

That is why the first and main task of parents is to create confidence in the child that he is loved and cared for.

A modern family cannot exist without connection with the environment, live only its own inner, secluded life. The public interests of adults, love of work, a kind attitude towards people are the guarantee that a child already at an early age begins to join the goals, ideals, and principles of a democratic society; strives both at home and in kindergarten to follow those norms of behavior, rules of relationships that he learns from adults; think not only about yourself, but also about other people, make friends with brothers, sisters and comrades, help adults, be disciplined, honest, etc.

Preschool childhood is a very short period in a person's life, only the first 7 years, but it is of the greatest importance. This is the period when the child develops more rapidly and violently than ever. The preschool period is the period of the formation of the child's personality, and therefore, attention should be

paid to the development of the child from an early age.

An important role in the upbringing of children is played by the general way of life of the family: equality of spouses, organization of family life, correct relationships between family members, a general tone of goodwill, mutual respect and care, an atmosphere of patriotism, hard work, general order and family traditions, the unity of adults' requirements for a child. Family life should be organized in such a way that not only material needs (food, clothing, warmth, etc.), but also spiritual needs are more fully satisfied and developed.

The family performs certain functions: provides the child with all conditions for physical development; participates in the formation of his personality; lays the foundations for socially approved moral behavior; instills a love of art, thereby forming creative interests; teaches the child.

Parents must have authority in the eyes of the child; without this, education is impossible. The most authoritative are those parents who successfully combine work and social activities with family responsibilities, show interest and attention to the life of their children, skillfully and tactfully manage their life and development - all this applies equally to both mother and father. Because the child during this period communicates more with his parents than with other educators, therefore, every action and communication of the parent has a direct impact on the upbringing of the child. This effect ultimately shows its positive or negative sides even after the child grows up and becomes a person integrated into society.

If the parents have different approaches to raising a child, this leads to a conflict situation. Children quickly "grasp" what was said and quite easily maneuver between parents, seeking immediate benefits (usually in the direction of laziness, poor academic performance, disobedience, etc.).

The first task of parents is to find a common solution, to convince each other. If you have to compromise.

The second task is to make sure that the child does not see contradictions in the positions of the parents, that is, it is better to discuss these issues without him.

In every family, a definite system of upbringing is objectively formed, which is by no means always conscious of it. This refers to the understanding of the goals of upbringing, and the formulation of its tasks, and more or less purposeful application of methods and techniques of upbringing, taking into account what can and cannot be allowed in relation to the child. 4 tactics of upbringing in the family can be distinguished and 4 types of family relationships that correspond to them, which are both the prerequisite and the result of their occurrence: dictate, guardianship, "non-interference" and the system of interpersonal relations in the family, based on the recognition of the possibility and even expediency of the independent existence of adults from children, can be generated by the tactics of "laissez-faire".

The style of family education and the values adopted in the family are of great importance in the development of self-esteem. 3 styles of family education: democratic, authoritarian, conniving.

In a democratic style, first of all, the interests of the child are taken into account. Consent style. In an authoritarian style, parents impose their opinion on the child. Suppression style. In a conniving style, the child is left to himself.

A preschooler sees himself through the eyes of close adults raising him. If the assessments and expectations in the family do not correspond to the age and individual characteristics of the child, his / her self-image appears to be distorted. M.I. Lisina traced the development of self-awareness of preschoolers, depending on the characteristics of family

education. Children with an accurate idea of themselves are brought up in families where parents devote a lot of time to them; positively assess their physical and mental characteristics, but do not consider their level of development to be higher than that of most peers; predict good school performance. These children are often encouraged, but not given gifts; punish mainly by refusing to communicate. Children with an underestimated self-image grow up in families in which they are not taught, but require obedience; they are rated low, often reproached, punished, sometimes in front of strangers; do not expect them to succeed in school and make significant achievements in later life.

In addition, the family lays the foundation for moral behavior. From childhood, each of us knows "what is good and what is bad." And all this thanks to parents and other close relatives.

Building curiosity and creative interests Every child is curious. In preschool children, curiosity manifests itself in the form of endless questions about the world around them, answering which parents stimulate the cognitive interest of their child.

But family education does not always bring positive results and has a beneficial effect on the development of the child's personality. Sometimes relationships with parents turn out to be traumatic and, over the years, are remembered by an adult as a kind of sad experience. Much depends on the style of family education.

One of the reasons for wanting to go to school is to get older. That is why parents should keep their child's sense of proportion when interacting with him. The formation of a child's ideas about school is also different, for some these ideas are positive, for others they may be negative. Accordingly, parents should strive to ensure that, as much as possible, a good idea of the school is formed in children. It turns out that

it is common in adolescence to think of love and marriage as one thing, and the concept of family life is characterized by its simplicity and romance. Also of no small importance is a kind of "sense of size" that occurs in adolescence. It goes without saying that this peculiar "sense of size" engenders the pursuit of an object. And such a desire to take an example from the surrounding adults creates a situation of imitation of the model. This state of affairs means, firstly, that the way they behave, characteristic of adults, is not essential, but artificial, and secondly, that the traits, habits and skills inherent in the model-standard are reproduced by the adolescent and begin to become his personality characteristics. The most important psychological condition in this case is the adolescent's repetition of the lifestyle chosen as an example. To improve the quality of the impact on children in the family, the requirements for the child by adult family members, as well as the educational impact on them, should be part of the verbal work. The lack of such unity in the family can negatively affect the child's behavior.

The authoritarian or indifferent attitude of parents towards their children, purely negative emotions, such as a child's distrust of the future, low assessment, discrimination, a psychological distance, a frivolous attitude to their interests and experiences, thoughts and feelings, lead to the fact that they form self-doubt, low self-esteem, underdevelopment of abilities, lack of the formation of positive personality traits, which leads to isolation in society. Overcoming this problem requires a differentiated approach to children, taking into account their age-related individual psychological characteristics.

The main part of a person's life is formed in the family. In the family, the morality of the child, his behavior, beliefs and worldview are formed and reflected in society. Under the influence of the traditions, customs,

ceremonies and rituals existing in the family, the child grows up and develops. The main means of the correct upbringing of a child in a family is the formation of beliefs in his universe. In order for the relationship between parents and children to be positive, parents must observe pedagogical etiquette when entering into a relationship with their children. An important role in the formation of ideas about family and family life is played by interpersonal and emotional relationships in the family.

These relationships determine whether the concept of family is positive or negative, broad and narrow. Such emotional interpersonal relationships determine a person's perception of ideas about family life as motives of behavior and perception in a particular case. Excessive demands of the parents towards the child cause distrust in the child. The support of the child from the parents helps to gain self-confidence, to overcome life difficulties with a significant person for him.

In conclusion, it should be said that every parent dreams of their child to be a mature, comprehensively mature person. The most important factor in increasing the spirituality of the family is the personal example of the parents.

LIST OF USED LITERATURE:

- 1) Karimova B. Psychology of the family. Tashkent, 2007.
- 2) Safarov O. Spirituality of the family. Tashkent. Spirituality 2009.
- 3) Kuronov M. If you want your child to be happy. Tashkent. Spirituality 2013.
- 4) A. Mukhina. Family pedagogy. Tashkent. 2016 year.
- 5) Khasanbaeva O. and so on. Raising a harmonious generation in the family. Tashkent. Science and technology. 2010 year.