

PEDAGOGICAL AND PSYCHOLOGICAL FOUNDATIONS OF CHILD REARING IN THE FAMILY

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Abstract: This article examines the pedagogical and psychological foundations of parenting and child upbringing. It analyzes the role of the family in personal development, parental educational responsibility, and the importance of considering children’s age-related and individual psychological characteristics. In addition, the significance of love, communication, appropriate demands, and encouragement in the educational process is substantiated. The article reveals that parents’ pedagogical literacy and psychological approach are crucial factors in raising a well-rounded generation.

Keywords: family, parents, child upbringing, pedagogical foundations, psychological factors, personal development, communication, affection, educational process.

Today’s globalization processes bring new requirements and challenges to family upbringing. The widespread use of technology, deep penetration of mobile devices into children’s lives, parents’ employment, and the strong psychological influence of social networks significantly complicate educational management within the family. Moreover, socio-economic changes occurring in society and diverse forms of family relationships emerge as factors affecting a child’s psychological stability. Under these conditions, establishing quality communication with children, understanding their emotional needs, organizing time consciously, and teaching proper management of digital technologies become important pedagogical tasks for parents.

In general, the specific characteristics of child upbringing in the family are shaped by the complex interaction of psychological, moral, social, and cultural developmental factors. The essence of upbringing is embodied in mutual respect, affection, communication culture among family members, and parents’ personal

example, serving as a key factor ensuring the child's development as a well-rounded individual. Therefore, each family's conscious organization of the educational process and the creation of conditions for children's moral, ethical, and intellectual development, considering their individual characteristics, are among the most important prerequisites for social progress. Before understanding the nature of parental attitudes toward children, it is essential to examine the role of the family in a child's life.

The family, as a specific social group, has attracted the attention of philosophers, historians, sociologists, educators, and psychologists throughout all periods. However, even today, modern science lacks a single universally accepted definition of the concept of "family." Although great thinkers such as Aristotle, Hegel, Kant, and Plato attempted to define it over centuries, the concept continues to be interpreted in various ways. According to a psychological dictionary for parents, the family is a small group formed on the basis of marriage or kinship, united by a common way of life, mutual moral responsibility, and support. Marital and family relationships are connected with gender differences and sexual needs, which manifest themselves through moral and psychological relations.

According to L.D. Stolyarenko and S.I. Samygin, the family is a socio-pedagogical group that optimally satisfies the needs of each member for self-preservation (continuation of the family line) and self-affirmation (self-respect).

Researchers of the family (I.M. Balinskiy, A.I. Zakharov, I.A. Sikorskiy, and others) argue that the family can be both a positive and negative factor in child upbringing. The positive influence lies in the fact that no one understands, loves, and cares for a child more than close family members. At the same time, in terms of the potential to harm a child's upbringing, the family cannot be equated with any other social institution.

According to L.D. Stolyarenko and S.I. Samygin, family upbringing is a system of education and training formed within a particular family and implemented by parents and relatives. Family upbringing is a complex system that must be built

on clear principles and possess specific content aimed at developing all aspects of the child's personality. These principles include:

- humanism and compassion toward the growing individual;
- involving children as equal participants in family activities;
- establishing open and trusting relationships with children;
- maintaining an optimistic mood and positive family atmosphere;
- consistency of demands (not requiring more than the child's capabilities);
- providing assistance appropriate to the child's abilities and being ready to answer their questions.

The practical implementation of these principles depends on the parenting style chosen by the parents.

Authoritarian style — all decisions concerning the child are made solely by parents. The child's independence is restricted, demands are not explained, and strict control, rigid prohibitions, reprimands, and physical punishment are applied. This style often leads to conflicts, resistance, and hostility during adolescence. Active and strong children tend to become aggressive, while shy and insecure children become submissive and unable to express their opinions.

Democratic style — decisions are made jointly by parents and children. Parents support children's independence and responsibility according to their age. Demands are explained, assistance is provided, while discipline and consistency are maintained. This style fosters socially responsible behavior and proper conduct.

Chaotic style — educational management lacks consistency: sometimes authoritarian, sometimes democratic, and sometimes liberal. Unclear demands, contradictions between parents, and lack of harmony disrupt the child's need for stability, leading to anxiety and inner insecurity.

Permissive (neglectful) style — the child is not properly guided, prohibitions are minimal, and parents are either unable or unwilling to manage the child's behavior.

Overprotective and dependent style — parents excessively control and protect

the child, solve all problems on their behalf, limit independence, and show constant anxiety.

Researchers such as A.S. Makarenko, A.V. Petrovskiy, A.I. Zakharov, and A.B. Dobrovich emphasize that interpersonal relationships form the basis of the family microenvironment and determine the overall family climate.

According to E.M. Volkova, a child's future personality development can be predicted through parental attitudes toward the child.

A.Ya. Varga and V.V. Stolin define parent-child relationships as a system of emotions toward the child, behavioral stereotypes manifested in daily communication, and specific ways of perceiving, accepting, and understanding the child's personality and behavior.

P.F. Lesgaft identifies six parental positions that directly influence children's behavior:

1. parental neglect and humiliation — children often grow up deceitful and hypocritical, with delayed intellectual development;
2. excessive admiration and idealization — children tend to be arrogant, superficial, and overly self-confident;
3. harmonious relationships based on love and respect — children grow up kind, intellectually capable, and motivated to learn;
4. constant parental dissatisfaction and criticism — children become irritable and emotionally unstable;
5. excessive indulgence and protection — children may become lazy and socially passive;
6. parental behavior influenced by financial difficulties — if it negatively affects upbringing, the child becomes pessimistic; otherwise, modest and balanced.

A.B. Dobrovich describes family roles assigned to children by parents, such as “family idol,” “mother's priceless treasure,” “quiet child,” “sickly child,” “frightening child,” and “Cinderella.”

According to studies conducted by A.Ya. Varga and V.V. Stolin, parental

attitudes toward children are assessed using the following criteria:

1. Acceptance – Rejection: acceptance means perceiving the child as they are; rejection involves anger and dissatisfaction toward the child's personality.
2. Cooperation: parents show interest in the child's activities, assist them, and value their intellectual and creative abilities.
3. Symbiosis: parents experience constant anxiety and do not allow the child independence.
4. Authoritarian hypersocialization: demanding complete obedience, imposing parental will, and strict discipline control.
5. "Little loser": perceiving the child as weak and unsuccessful, excessively protecting them from life difficulties.

The analysis of the literature shows that despite differing interpretations of the concept of parental attitudes, all approaches emphasize its inherently contradictory nature.

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