



On the Issue of the Problems of Family Education

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ABSTRACT

The article reviewed widespread problems of family education and their reasons. The author considers that family education is the process of parents-child cooperation, which leads to a formation of a definite evolutionary level. The process of family education should be thoroughly realized and analyzed in order to make positive educational results.

Keywords:

Family; education; child; personality.

Introduction.

Parenting is the most important process that affects the development of a child. The process itself is a system that forms the unity of moral, labor, mental, aesthetic, physical education. The main goal of upbringing is to form and understand the essence of the personality, which is realized in social relations, in the spheres in which a person forms himself in a comprehensive way. When defining upbringing, we rely on the opinion of N.K.Krupskaya and I.E. a concept in a narrow sense, as a deliberate and systematic influence of adults on the behavior of children and adolescents. By upbringing in the broad sense of the word, NK Krupskaya understood the influence of the environment and conditions, setting, public institutions, social system, all life, meaning not only children, but also adults. [2] Thus, in a narrow sense, this is the whole process of upbringing a person, and in a broad sense, it is a process of organized influence on children. It should be noted that both a narrow

and a broad understanding of this concept are equally widespread.

Relevance.

At the moment, the study of the problems of upbringing in the family is relevant, knowing the possible causes of problems in upbringing, there is a possibility of their prevention and elimination.

The purpose of this article is to highlight the main problems of parenting in the family and their impact on the child.

Tasks:

- to study thematic pedagogical literature, where the problems of upbringing in the family are considered.
- analyze this literature
- to identify common, frequently occurring problems when raising a child in a family.

Scientific novelty.

Identified common emerging problems in the upbringing of a child, and their impact on him.

In modern science, the problems of upbringing are studied quite widely. Today we are faced with the following problems in the field of education: the formation of a culture of interethnic communication, interethnic tolerance, the problem of family education and some others. In our opinion, the problem of family education comes to the fore. The institution of the family plays a huge role in the development of a child. It is in the family that the child receives the first social experience, is formed as a person. Moreover, the institution of the family bears moral and legal responsibility for the personality of the educated person, his behavior and deeds. [one] In his works, A. V. Mudrik points out that the knowledge and skills acquired in the family of interaction with family members in the future will be used in the new "own" family that has already been built. [6]

Family and family upbringing are two complex mechanisms that include a number of problems necessary for solving. [3] The first problem of family upbringing is the parents' concern only for the physical condition of the child. [7] With this method of education, the spiritual and emotional development of the child is overlooked. It has been proven that with this approach, the harmonious development of the child suffers. First of all, with the appearance of a baby in a family, parents should present an algorithm for raising a child, read additional literature, listen to the recommendations of specialists, in this case educators, spend most of the time with the child, establishing live communication, and teach the child to interact with the world. At birth, a child has only a complex of physiological and psychological characteristics; under the influence of the environment and upbringing, they are transformed into personal qualities, needs, abilities, character traits. [7] The task of parents is to endow the child with spiritual and moral values, to help him realize his potential, creative, sports and intellectual potential. The second problem is the inability of

parents to choose a style and tone of communication that will help establish contact between parents and the child, and in the future, the child with society. Sometimes parents do not control their speech and communicate rudely with children, or speak with children in their own language, use foul language. This model of communication is assimilated by the child, instilled and implemented in life. A child can use this interaction system when communicating with friends, with teachers at school, in public places, and in the future with their children. Thus, family education should educate the child and reinforce a certain kind of norms of behavior and communication: with friends, with adults, with the elderly, etc. After all, it is family education that solves problems aimed at the all-round development of the child. From the first days of his existence, a child enters into communication with his parents, knowing his parents, the child learns himself and society, enriches himself with various information, copies the emotional attitude to the world, thoughts, gestures, actions.

The third problem of family education is the formation of the wrong way of life for the child.

At times, parents are socially passive or unhealthy. The way of life of parents, their interests and concerns, everyday life, things around the child are most often copied by him. In a family where parents regularly read books, exchange opinions about what they have read, take an active part in various events, promotions, children will show interest in books, newspapers, take part in class and school activities. If the family shows concern, emotional responsiveness to the sadness and joy of other people, then the child will also develop the skill to understand the world of emotions and experiences, first of the parents, and then of other people, to enjoy the fact that his sensitivity and responsiveness cause positive emotions in those around him. ... The fourth problem is the unfavorable climate in the family.

AS Makarenko noted: "The main foundation for the formation of a growing personality, which ensures a high coefficient in

the family, is the educational climate." It is formed by such components as: relationships between family members, communication, personal example of parents, family traditions. [4]

The family atmosphere is a family life style, a system of values, its social attitudes, relationships with people around, the ability to tactfully build relationships in the family. [5] Parental relationships form the pedagogical atmosphere, and the culture of relationships between spouses is an essential part of the family climate. Human dignity can be affirmed only in an atmosphere of family harmony. Often there is a phenomenon when children are in no hurry to go home, prefer to be on the street or in the company of friends, this problem arises precisely because children do not feel a favorable family climate, warmth, do not feel love and joy in the family. The child feels his uselessness in the family, he begins to study poorly, to show aggression and negative emotions in communication with his parents, addictions appear. The fifth problem is the lack of a benevolent attitude towards the child, the lack of interest on the part of the parents in his mood, moral state. [8] Lack of affection, care, prolonged emotional isolation give rise to the child's isolation in himself.

Parents who do not express positive emotions, a benevolent, welcoming attitude towards their children, contribute to unbalanced, impulsive behavior, the formation of fears and complexes in the child.

The sixth problem is overprotection. Today we often encounter such a phenomenon in families as overprotection. Overprotection is excessive care for the child and total control, as a result of which the independence of the individual is limited. [7] Such behavior of parents gives rise to mental disorders in the child, self-doubt, and insolvency. In the future, the overprotected child will not be able to independently make a choice, make decisions on his own. Such a model of upbringing gives rise to weak-willedness and infantilism in the future member of society. Another possible scenario due to overprotection is the child's departure from the family. As soon as the child feels such an opportunity, he will use it. He can

simply run away, or get married as soon as possible, and deliberately enter a university in another city, or simply leave for another city in search of a better fate. In such cases, it happens that the child subsequently almost completely stops communicating with the parents. One way or another, it is difficult for children who grew up in a family with overprotection to live. It is hard for them to believe in themselves, make a career, start a family. All their lives they have to overcome the inferiority and unluckiness complex, which was hammered into their heads by their "loving" parents.

Conclusion.

Thus, upbringing in a family is a process of interaction between children and parents, as a result of which a certain level is formed: intellectual, physical, value-oriented development. The family can be both a positive and a negative factor in upbringing. In order for the result of raising a child in a family to be positive, the process of upbringing must be conscious and analyzed. It is important that the theoretical foundations that parents teach the child are supported by examples, theory should not diverge from practice. An integral part of upbringing in a family is constant psychological contact between parents and their child. The main task of parents is to create conditions in which the child could discover and develop himself. It is possible to form a mature and interesting personality of a child if you help him in disclosing his creative potential: innate skills, inclinations and talents. It is these hidden abilities, transforming in the future into hobbies, interests and preferences, that will make up the personality of your son or daughter, emphasize its originality. Individuality and originality. In addition, you should give the child freedom, respect his own opinion, learn to trust him, and also teach him to be responsible for his actions. Only when such conditions are created, one can count on mutual understanding between each other and on open, honest, respectable, partnership relations.

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