



Organization and management of children's education based on school, family and public unity.

**Eshonqulova Parvina
Furqatovna**

Master of course 2 "management of educational institutions"

Hakamov Ulfat Ilhomovich

Scientific leader: academician Chirchik State Pedagogical
Institute of Tashkent region

ABSTRACT

This article provides information on the organization and management of children's education on the basis of school, family and public unity.

Keywords:

School, family, society, children, parents, upbringing, education

A family is a social group of people connected by blood, consanguinity (by marriage), or cohabitation. In many societies, the family is the main institution for children's socialization. Anthropologists divide families into matrilineal (mother and her children), conjugal (if she has children, it is called a nuclear family) and consanguineous (nuclear family and in-laws living together). Family is a small group based on marriage or birth. Its members are connected by unity of livelihood, mutual support and moral responsibility. The most important social tasks of the family are to continue the human race, raise children, organize the living conditions and free time of the family members effectively. Although family relations are considered a relatively independent phenomenon, they are determined by existing social, economic, and ideological relations in society and change under their influence. Accordingly, each society changes and establishes a suitable type of family, family relations. The family did not exist

in the history of society. At the first stage of the primitive community system, when people lived in groups, the relations between the sexes did not have a specific order, and all men and women in the group were considered common spouses. In the course of historical development, sexual relations began to be regulated gradually. First, sexual relations between parents and children, and then between brothers and sisters were prohibited, and a group family appeared, but in these families, married couples did not have a stable separate household. During this period, the natural factor completed its task, that is, blood relatives were excluded from sexual relations, sexual relations became only one man and one woman relationship. With the development of social production - animal husbandry and agriculture, the value of men's work increased, their share in production increased, and therefore, their social status also changed radically. The existing rules and procedures - the children belong only to the mother, the heir

to the mother's property - contradicted the new status of men. As a result, a patriarchal family based on the father's right was created. Thus, the monogamous family, the predecessor of the current individual family, was created. He keeps the good ones in his bosom and passes them on to future generations.

The family educates its children and instills them with universal values, giving them the initial social direction. By integrating their children into the larger flow of society, the family also influences the direction, economy, culture, and education of society. That is why the family has been considered a sacred fortress in the East since ancient times. In particular, the characteristics of Uzbek families are still preserved. Elderly people and parents play a big role in Uzbek families forming a certain lifestyle and gaining life experience, living frugally and wisely, and raising children to be polite and spiritually mature. Uzbek families are distinguished by their strength, orderliness, childishness, respect for kinship ties, kindness and other values.

Today, the family environment is considered the most important and initial link in child education, but it cannot fully form a person. That's when the need for school and community is felt. The child is brought up mainly in the family before he comes to school and during his studies at school. The family, as the main branch of the state, influences the outlook, behavior, and taste of children. The spiritual unity of family members is one of the first and main factors for the all-round development of young people. A child growing up in the family day by day is a blessing, first of all, the fact that this family fully adheres to the age-old values, customs and traditions, moreover, the parents themselves can be an example to their children. must All work in the field of education cannot be successfully carried out without a strong connection between the school and the family in raising children to become well-rounded people. Aesthetic, moral and educational qualities become a necessity of everyday life, they are formed and perfected through family social education. The school determines the initial influence on the organization of the content of

family education. The child retains the education received in the family during his youth throughout his life. A child spends the main part of his life in the family, no means of education can compete with the family in terms of its influence. The foundations of the child's personality are formed in the family, and the child is formed as a person when he goes to school. Family can be a factor of positive and negative influence on children. A positive influence on the child's personality is that no one in the family except the closest people to the child - parents, grandparents, brothers and sisters - loves and cares about the child as much as they do. At the same time, the family can have a negative impact on the formation of a child's personality and their upbringing.

Taking into account the unique educational importance of the family, it is necessary to increase the positive impact of the family on the child and reduce its negative impact. For this, it is necessary to clearly define the internal family socio-psychological factors of educational importance. The main thing in raising a child is to achieve emotional closeness and moral connection between parents and children. Parents should never leave the education process alone, especially the growing child. The child learns the first life experience in the family, observes and learns how to behave in different situations. What we teach the child should be reinforced with concrete, real life examples, the child should see that what adults say is the same in practice (for example: if a child hears every day from his parents that it is not allowed to lie, but if the parents unknowingly do not follow such a rule, the upbringing of the child will be broken). Every parent sees their successor in their child and of course they want their child to be the person they want to be. But in some situations, anxieties, conflicts and disputes arise in the family, and these, in turn, directly affect the child. To resolve conflict situations, the following should be observed. The first task of parents is to come to a common decision, to convince each other, if the father or mother should take into account the opinion of the other party before making any decision.

The second task of parents is that the child should not see opposition in the views of his parents, it is necessary to discuss the problems separately. The child very quickly absorbs the ideas and uses them in his own way. When making decisions, parents should think about benefiting the child, not themselves, and of course, the following should be followed in the communication between adults and children.

1. The child should be accepted as he is.
2. Adults should look at problems through children's eyes and make them situations. Parents love their children no matter what they are (ugliness, joy, lack of dexterity). The child is accepted as he is. If the child conforms to the wishes and desires of the parents, that is, if he studies well, has excellent behavior, if the child does not respond to the parents' students, then the children are alienated by the parents and have a bad relationship with them. changes direction. This creates significant difficulties, the child does not trust his parents to be kind to them. In some families, the child is not accepted by the parents at all. They are indifferent to the child and push him away from them (for example: a family addicted to alcohol). But even in good and peaceful families there are cases of indifference towards the child (for example: the birth of an unexpected child, the mother is beautiful but the daughter is ugly, which makes the mother angry). If we pay attention to the mistakes that occur in raising a child in the family, they are different. Among them, one of the most common ones is the parents' excessive demands for authority and dominance. When every step of the child is controlled, the independence of his behavior is destroyed. The child loses confidence in his own strength and capabilities. Internal desires and aspirations begin with demands for obedience without being formed. Another type of error in family upbringing is related to the fact that children are male, and there is no demand for them. In this case, parents sometimes underestimate children's capabilities and do most of their work themselves. As a result, the child has independence, enthusiasm for work, assigned work. the sense of responsibility does not develop. The child can't choose his work, he

can't bring it to the end, he has no will. One of the mistakes in raising children in the family is the absence of single students in education by mother or father, grandmother, great-grandmother, etc. In such families, children try to adapt to the conflicting opinions of adults. This causes the child to develop hypocrisy, flattery, and similar negative traits. In the formation of a child's personality in the family, the good relationship between the heads of the family and the children, respect and attention to the family members, the mutual relations of the children in the family are properly brought up, the enthusiasm of the parents for the education of the children, the right established in the family It is important to have proper order and good habits, parents' right attitude to work, social life events. In raising a child, it is important for the parents to behave with each other, to be able to behave themselves, and all the rules of behavior in the family should be followed. Respect for elders, care for children, kindness to each other, especially women should become a habit and a rule. It is a father's important duty to teach children to respect and be kind to their mother. Usually, boys try to be like their fathers, and girls try to be like their mothers, imbibing their good qualities. Both father and mother contribute to the upbringing of the child. If the mother is caring, kind, cheerful, the father is strength, courage, toughness, cares for the mental and physical development of the child, the mother is behavior, behavior, feeling, concern for sophistication. Both father and mother are equally responsible for the mental, moral and physical development of the child, because their only goal is to educate the individual. A healthy family environment is of great importance in the formation of a child's personality.

Mutual respect, trust and loyalty between parents in the family has a direct impact on the happy and cheerful growth of children, their normal upbringing, and the creation of a healthy environment in the home. Family members should respect each other, sacrifice for each other, and have a good relationship. If there is always sincerity and cheerful spirit in the family, it will have a positive effect on the

mood of the family members. Where there is injustice, rudeness, anger, nervousness, there will be no happiness. Even a small quarrel in the family first affects the mental state of children, causing them to develop bad habits. When the children grow up, they also act like what they saw in the bird's nest. Parents are obliged not to disrespect each other, not to lower their reputations, to resolve family disputes in the absence of the child. A child is not born with bad or good character. In the process of its growth, the family environment, the influence of parents, relatives, and environmental relations play a decisive role. Family harmony, harmony, mutual respect and support, kindness, hard work and correctness have a positive effect on the child.

Usually, some disagreements arise between parents and children in the family. The following serves as a basis for such disagreements.

1. Ignoring the existing difference between worldviews.
2. Young people sometimes fight with their parents for independent organization of their free time, independence in choosing friends, independence in the field of emotions, dressing according to fashion and today's demands, independence in choosing a profession, independence in choosing a life partner. not welcome
3. Parents indulge in drinking or spoil their honor.
4. The fact that some children are not taught to work and as a result, they get used to living an easy life.[1]
5. Some young people forget their filial duty, etc.
6. Disagreements arising as a result of insufficient psychological and pedagogical knowledge levels of parents. As a result of the above-mentioned shortcomings in the relationship between parents and children, the family loses its sense of well-being and coldness occurs. Let alone not fulfilling the duty of children, what do you say to the fact that there are children who come to drink and raise their hands to their parents, and there are some scumbags who shame their parents? Some parents do not know the crises that

inevitably occur in children at the age of 3, 6, 13-14. At these age stages, new psychological connections occur in the psyche of the child. [2] This is evident in their relationships with adults, including parents. Some parents who do not notice this think that "my child has become extremely stubborn and deaf" and complain. Parents and children cannot understand each other as a result of their own measures against this. There are cases where the child is tired of the parents. [2]. In family-educational propaganda, it is the best way to influence the example of the best families. The school, as a perfect organization, should organize all educational activities according to the purpose. Only the school administration, which is able to organize its students' community, direct the public to the education of children, and knows their parents well, can achieve educational achievements. A teacher cannot ensure children's well-being without the active support of parents. It should not be forgotten that the teacher should educate himself. A self-demanding teacher, in cooperation with parents, has the moral right to impose strict requirements on students in order to develop independent thinking, sense of novelty, initiative and creativity. [3] The tool that connects the school with the family is the teacher. Working with students, shaping their scientific worldview, and developing ways to influence parents by ensuring their social activity is appropriate. In this regard, it is impossible to deny the role of parents' meetings, which provide communication between school and family, and solving problems related to children's education as a team. In particular, conversations on topics such as "Do you know how your child studies?", "Let's talk about your child's manners.", "On the threshold of independent life" cause parents to worry about their children and their future. will be

Lessons taught at school, their content and, most importantly, the behavior, clothing, and even every behavior of the teacher who delivers this information to the student are factors influencing the formation of a child's worldview. The child learns human qualities: goodness, humanity, both good and bad, first of

all, from the behavior of adults in the family, teachers. Together with parents, educators should earn the respect of children by their behavior and set an example in their life path. Only a child brought up in such an environment will grow up to be a person who respects his parents and his teachers, respects the younger ones and respects the elders in the neighborhood. Every educator should be an artist of education. This is the art of loving children. To work with the parents of children with difficult upbringing, to take them to community councils, to involve them in useful work, to participate in clubs, to provide training in handicrafts, to attach community activists to each child with difficult upbringing, time - it is necessary to listen to their reports from time to time. At the same time, in the classroom or outside the classroom, every teacher should create a positive atmosphere by interacting with the students. This, in turn, includes the teacher's communicative ability. According to A.S. Makarenko, the teacher's communication should be in the form of a relationship based on respect and demand. V.D. Sukhomlinsky states that "... every word spoken in the school yard should be carefully thought out, full of intelligence and reasoning, directed to a specific educational goal." [5]

Conclusion:

According to the scientist, every word of the teacher should be directed not only to the ear of the student, but also to his heart. In general, in the opinion of advanced teachers, education and upbringing are built only in the process of communication based on the position of mutual cooperation between the teacher and the student. The communication styles used by teachers as leaders in class team management are described as follows:

1. Teachers acting in an authoritarian style.
 - independently determines the directions of the group's activities; himself gives instructions and orders to students; assumes responsibility for the educational process; demands unquestioning obedience from students; works on the basis of strict discipline; requires full completion of assignments; does not like the student who retorts, expresses an

opinion; his thanks also come out as a command, his words are harsh and rude; asks students without fully explaining a problem. Management of the teacher's communication in this way leads to disunity of the class team and disruption of cohesion. [4]

2. Teachers working in a democratic style.

- organizes educational activities based on feedback from the class team in pedagogical activities; approves and develops the initiative of the class team, provides an opportunity for students to express their opinions freely; takes into account the opinions of students during the communication process and uses them in his pedagogical activities; main forms of communication: request, advice, friendly treatment.

3. Teachers operating in a liberal style.

- conducts pedagogical activities without initiative, in the old style; does not interfere with the educational activities of the class team; looks superficially at educational problems; does not have an independent opinion, avoids responsibility; is not interested in the results of assignments given to students; students carelessly look at their future and destiny; he has a cold attitude towards his pedagogical activity. In order for the teacher's communication with the students to be effective, it is necessary to make the interlocutor inclined towards him. In order to achieve mutual inclination, a number of uncomplicated pedagogical influencing methods are used in practice. The most important of these are ways to gain the reader's trust and influence and approval.

References:

1. R. Mavlonova, K. Khaliqberdiyev, "Pedagogy". Tashkent "Teacher Publishing House". 2002 [1]
2. Methodology of mother tongue teaching / K. Kasimova, S. Matchonov, Kh. Gulomova, Sh. Yoldosheva, Sh. Sariyev. - Tashkent "PUBLISHER", - 2009 [2]
3. Goziev E.G. General psychology. Tashkent. 2002. 1-2 books. [3]
4. Druzhinina V.. "Psychology". Textbook. "Peter", 2003. [4]
5. www.ziyonet.uz [5]