

## SOCIAL FACTORS AFFECTING CHILD EDUCATION

### PSYCHOLOGICAL FACTORS

Abdullaeva Dilbar Ubaidullaevna

TSPU, Associate Professor of the Department of  
Psychology, Psychology (PhD)

#### Annotation:

This article analyzes the psychological factors affecting child upbringing in the family. The role of family education in the formation of a child as a person is highlighted.

**Keywords:** family, child, person, family education, communication, social environment, attitude.

The upbringing of a mature generation is one of the most urgent issues for society at the level of state policy. All-round development of a child can be achieved by maintaining his mental, physical and emotional health. For pedagogues and psychologists, the concept of mental health is of great importance, and this concept reflects the child's emotional and cognitive health, character development and personality formation, and the child's neuro-psychic state. But sometimes, as a result of the weakening of the educational function of the family and the lack of propaganda work, the emergence of bad habits in children's behavior is a cause for concern. The world experience of providing psychological support to children and their parents shows that if it is possible to create a climate of positive communication in the family, then it is possible to solve even the most serious problems with children.

Russian psychologists (L.S. Vygotsky, S.L. Rubinstein, P.Y. Galperin, L.I. Bojovich, V.S. Mukhina, etc.) as the main aspect of personality development, the spiritual values that the child acquires throughout his childhood and see social experience. In the process of mastering this experience, children not only acquire special knowledge and skills, but in this process, their abilities develop and their personality is formed. The harmony of family relationships is important for the development of the child's personality.

Mental, physical, moral and aesthetic education of children is founded in the family. The family is responsible not only for laying the foundation of the building called



human being, but also until its last brick is laid. Forming and educating a perfect citizen of society is an important task of the modern family. Through upbringing in the family, a certain political-ideological outlook, moral standards and behavior patterns, and physical qualities are inculcated in a person. As a result of the socialization process that takes place in the family, a person learns social norms and values and enters social life.

The process of raising children in different categories of the family will have its own characteristics. Therefore, it is important to study the important factors of the educational process, to determine the general interactions of this process.

At all stages of the child's development in the family, various factors of the social environment always affect him and his parents. Some of them improve the educational functions of the family, while others have a negative effect, creating various problems for the family, its members and the environment. Knowledge of these factors allows full or partial correction of difficulties in communication with children in the family, improvement of the microenvironment of the family. V.S. Torokhtyi singles out the following among the common factors:

1. The "way of thinking" in the family. It reflects social-psychological aspects of family life and has its own characteristics. First of all, the system of all values, norms, motives and needs in the family should be aimed at the real possibilities of providing its life. The way of thinking in the family is largely determined by life circumstances. Secondly, over time, the family has developed the ability to adapt goals, values, and value orientations to external life realities that affect the psyche of each of its members. Thirdly, the readiness of both spouses for changes in professional activity and life.
2. "style of communication" in the family. It reflects social and psychological aspects of family life. It also has its own characteristics: First, interpersonal communication, which is especially important because of the highly personal nature of communication. Secondly, the openness of family communication to the social environment of life, the expression of the family's own interests. Thirdly, the informality of relations between family members. Fourth, the development of mechanisms such as empathy, identification, pedagogical reflection. Fifth, the special importance of relations with parents.
3. Relations of the social environment with the family. These relations are ambiguous and in many cases are characterized by the contradiction and sometimes inadequacy of demands and expectations.



4. Traditions of the nation, region (place) where the family lives. In a country like Uzbekistan, where representatives of many nationalities live, family members have to deal with the peculiarities of culture, morals, customs, language, and dialect of different nationalities and peoples. The traditions of the family, the area (place) where the family lives are assimilated in the form of ideas about universal human values, rules and norms of behavior. Parents and children preserve the general qualities of the culture of their nation, people, and partially absorb the values of the national social environment.

5. Family traditions. Norms and rules of behavior represent the cultural heritage and appear as one of the tools for the formation of high moral qualities of children.

6. Intellectual level of students, group, class where the child is educated.

Knowing the above-mentioned factors allows to restore the pedagogical environment of child education in the family. The conditions that arise as a result of the interaction of factors important for education are created by the educator. One of the main functions of the family is its educational function. That is, it is the duty of parents to properly educate the child. As these functions, not only certain relations between parents and their children are understood, but also their foundations, that is, a certain way of life of the family and mutual relations between its members. Ignorance of parenting, use of incorrect forms of parenting complicates family relationships and has a negative impact on the child's personality development.

There are a number of peculiarities that distinguish family education from social education. Family education is by its very nature emotional. If there is not enough harmony of feelings in the family, if the environment in the family is unhealthy, it becomes difficult for the child to develop in such a family, and family education becomes a negative factor of personality formation.

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