



THE EDUCATIONAL POTENTIAL OF THE FAMILY AS A NECESSARY CONDITION FOR THE SOCIAL ACTIVITY OF THE GROWING PERSONALITY

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ANNOTATION

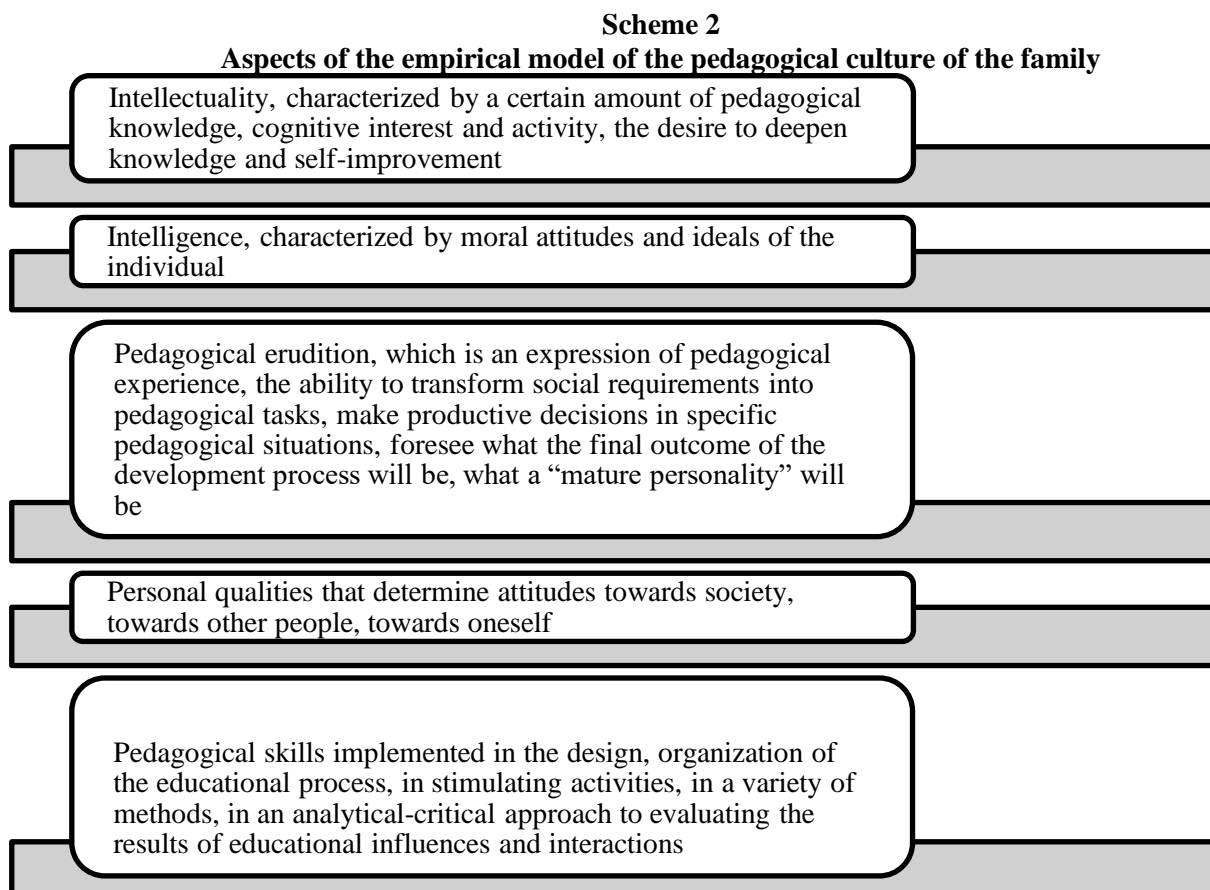
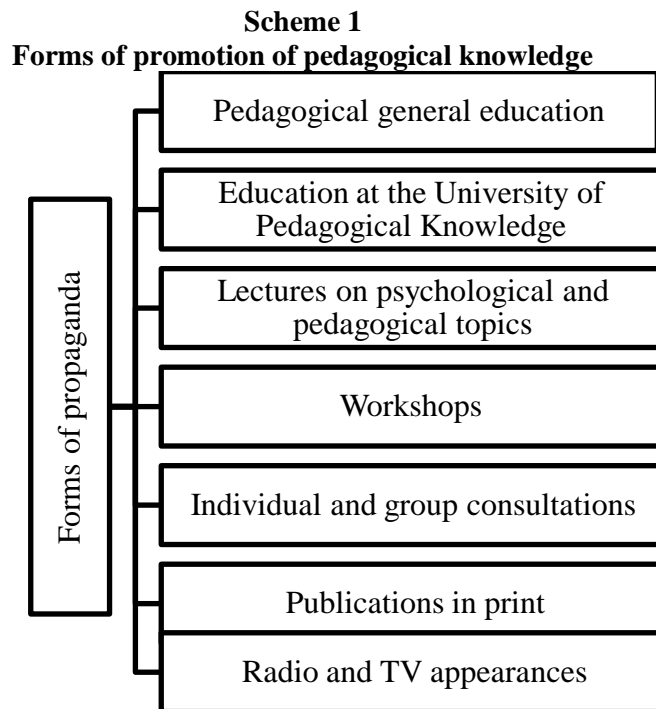
The article considers the educational potential of the family as a necessary condition for the social activity of the growing personality.

An important characteristic in the family is parental authority. Parental authority refers to the influence of father and mother on children, because children rely on the opinion of their parents and try to imitate them.

KEY WORDS: *authority, mother, father, children, family, pedagogy, model.*

An important characteristic in the family and a kind of category related to the social background of the family is parental authority. By parental authority, we mean the influence of father and mother on children, the extent to which children rely on the opinion of their parents and even try to imitate them. It is also important for the teacher to know whose authority - mother or father - is higher in the family, if any. This is required in order to adjust the programs and forms of work with a particular family in time. Forms of propaganda of pedagogical knowledge are presented in Scheme 1.

The key aspect of the study of the methods of the educator's activity is the development of some empirical model of the pedagogical culture of the family (Scheme 2.2).





In addition, certain difficulties often arise that are also associated with parental authority, and knowledge of these features of a particular family allows the teacher to form decisions on how to get out of this situation for the child in time.

The work on improving the pedagogical culture is one of the key in the field of interaction between teachers and parents, and has a serious impact on the formation of the micro-society of the school in the system "parents - student - teacher". One of the priorities of the social policy of any institution of general education is effective work with the family, since it is recognized that the family is the primary aspect of socialization.

A child entering school already has a certain formed arsenal of traditions, values and ideas about establishing contacts with the outside world, people around him and methods for solving emerging difficulties. The task of the class teacher and other teachers, school employees is to help direct and continue the positive elements in education, or to correct them in case of an unsatisfactory level of education.

Since, as discussed above, the differentiation of society has increased in our society, stratification in society is quite pronounced, this has a negative impact on all micro-societies, including the school. Many parents today are puzzled by issues of physical survival, and issues of spiritual development, as well as the emotional well-being of the child, may gradually fade into the background. Even realizing such actions, parents often simply have no choice, and in matters of upbringing they begin to act blindly, on an intuitive level. In addition, many parents show ignorance of the elementary pedagogical rules of upbringing, as a result of which children enter school with pedagogical neglect, since they do not have at least minimal knowledge about the age and individual characteristics of development at each specific age of human development.

All this almost never brings positive results, and the class teacher fails to establish contact in the "student - parent - school" system. In addition, the school environment, which also often consists of children from dysfunctional families, can become an authority for a student in a new environment for him. This contributes to child neglect and homelessness, and also develops such negative phenomena as deviant and delinquent behavior.

Thus, the educational process in educational institutions is the most important task and the real practical implementation of pedagogical resources in the field of interaction with the family. According to Kapralova, any school and class teachers should strive to promote effective communication and interaction between school representatives and the parents of the child, strive to get to know the character of the student and, if possible, get closer to his living conditions and the climate of the micro-society of the family. This will help in overcoming possible negative actions and problems associated with deviation.

In order for an effective form of cooperation between the school and the family of the student to arise, it is important in an educational institution to represent the school team as a whole, as a second family, in which not only new knowledge is acquired, but also interesting acquaintances, which lives an interesting full life. But this is possible only when the joint activity of teachers, children and parents is manifested. Therefore, in order to increase the effectiveness of interaction between students, parents and teachers, the latter need to come to some agreement, consensus in order to achieve the main goal of interaction without prejudice to the interests of other parties - to create conditions for self-development and self-realization of the student.

The experience of educational institutions, both basic and additional, shows that the most important role in this process is played by free creativity, which is produced on the basis of an independent choice of occupations. In addition to the fact that parents and teachers care about the health and emotional well-being of the student, it is also required to create an atmosphere and achieve well-being in the school environment. Unfortunately, parents do not always respond with joy and interest to the teacher's desire to create joint projects and be involved in the school life of their child. In this regard, such professional qualities as patience and purposeful search in the application of various pedagogical technologies will be important for the teacher.

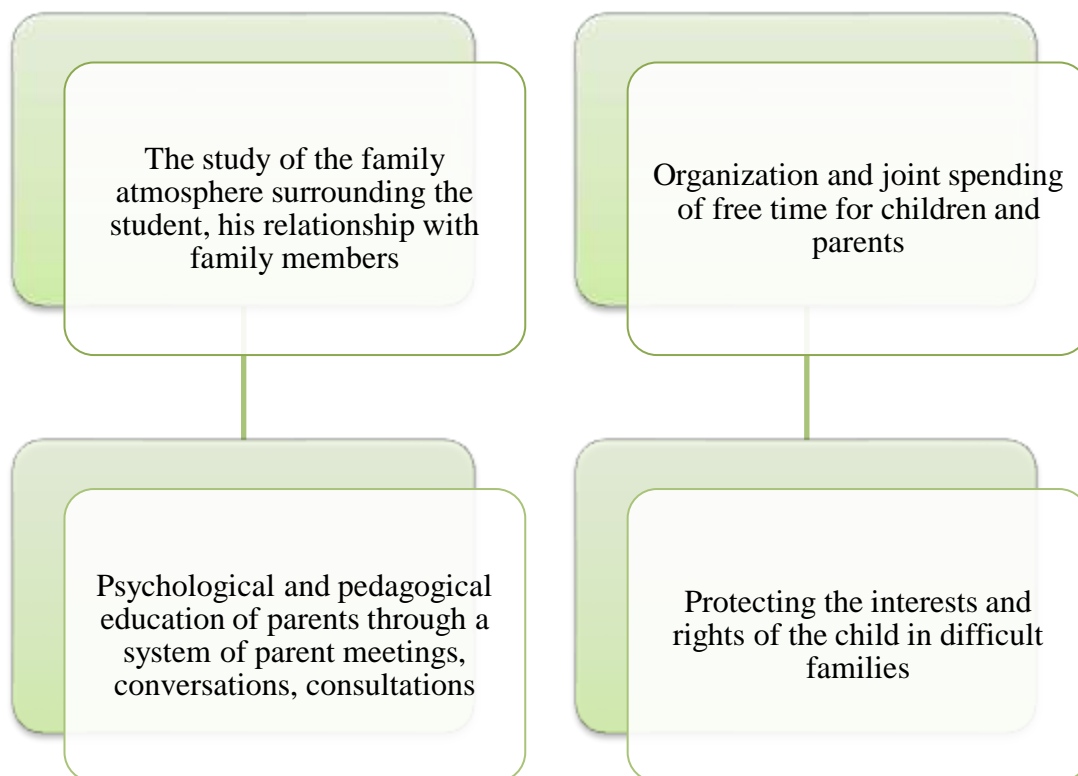


In order to enhance the role of the family, the teacher is required to consult in the field of knowledge of family law, in particular, the implementation of the right of children to education. Thus, the role of parents and families in the education of children is activated, and parents can gradually be involved in joint creative activities.

The life of an educational institution, therefore, is not only the acquisition and further reproduction of the acquired knowledge, but a full-fledged educational space where students are the central link. The teacher must attract and activate joint creativity and adults who educate the student.

As already mentioned, the above processes are influenced by the environment and lifestyle of the child himself. Material well-being is very important here, but some elements of the child's traditions and lifestyle are also important (diagram 3).

Scheme 3
Elements of the child's tradition and lifestyle

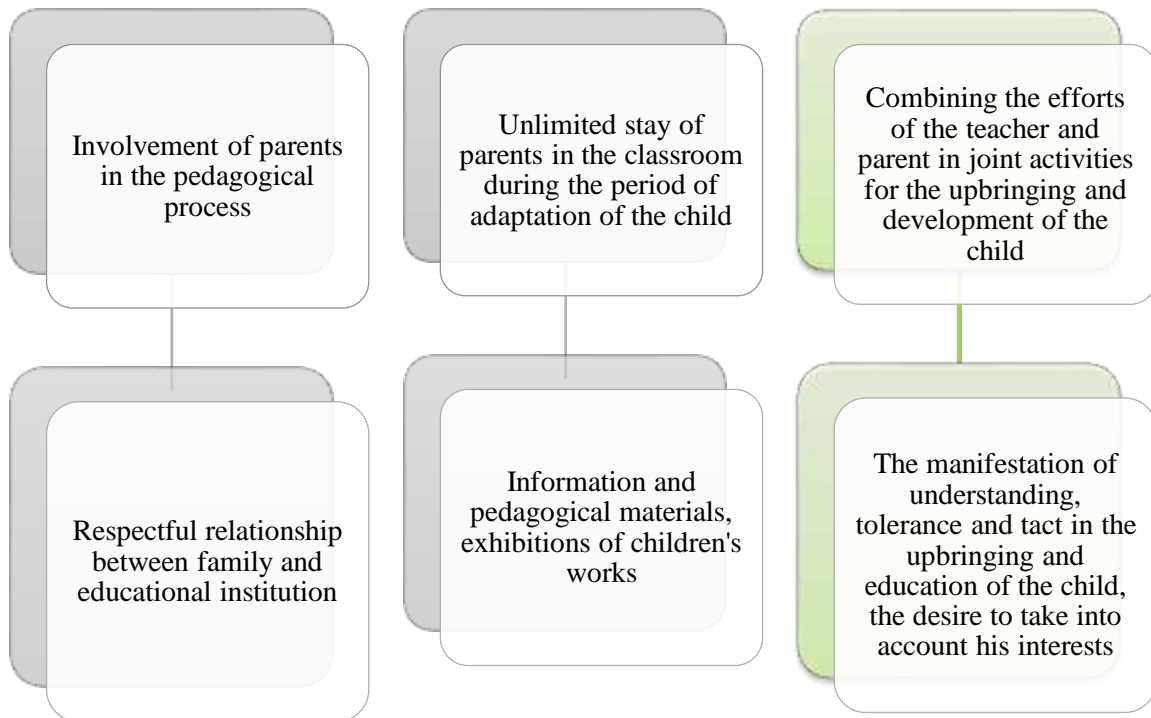


Thus, the role of the teacher is to directly and indirectly influence the educational process through the expression of his pedagogical position. The teacher can carry out not only information, but also an educational function, which is possible through the provision of competent qualified consultations, timely detection of learning difficulties and emotional state. The teacher can provide all possible assistance in organizing the mode of life and educational activities. In general, its task is to unite school workers and families of students into a single team.

The interaction between teachers and parents of children is carried out mainly through the following forms (Scheme 4).



Scheme 4
Forms of interaction between teachers and parents



Thus, in the process of education, the subjects are not only students and teachers, but also parents (family) as an important link in the educational system.

Before proceeding to consider the interaction between the family and the general education school, let's define the concept of the family in the concept of those aspects that we are considering.

A family is a small social group based on marriage, consanguinity or the individual needs of people in union with each other. The family is distinguished by a single economic basis, common life, mutually dependent way of life of its older and younger members, a certain structure of roles and norms of interaction, emotional and moral ties, relationships of help, support and protection.

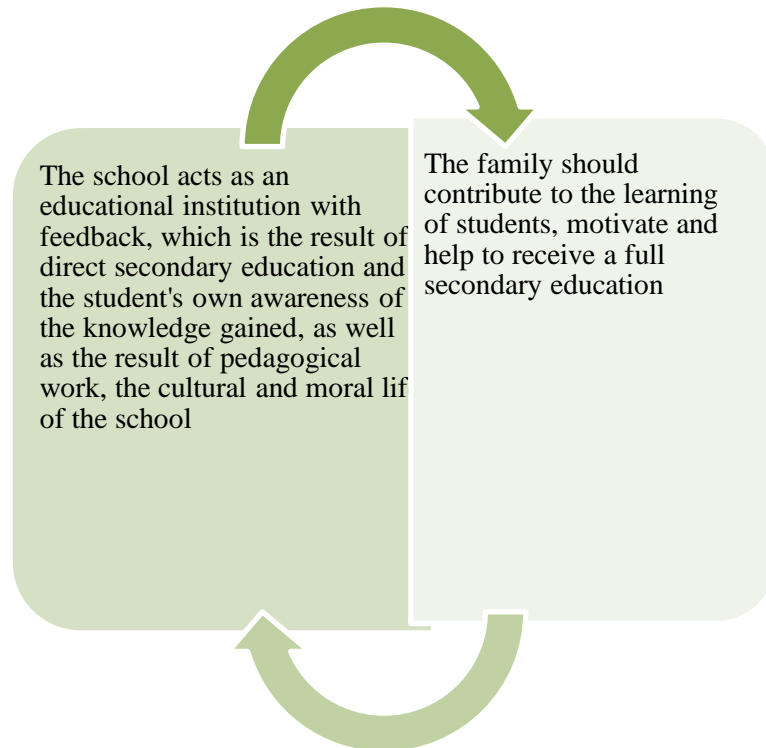
Interaction with the family is a complex, relevant work for both the school as a whole and for each teacher.

The learning process is a complex work of the school, the student and his family (diagram 5).



Scheme 5

The system of interaction between the school, students and families

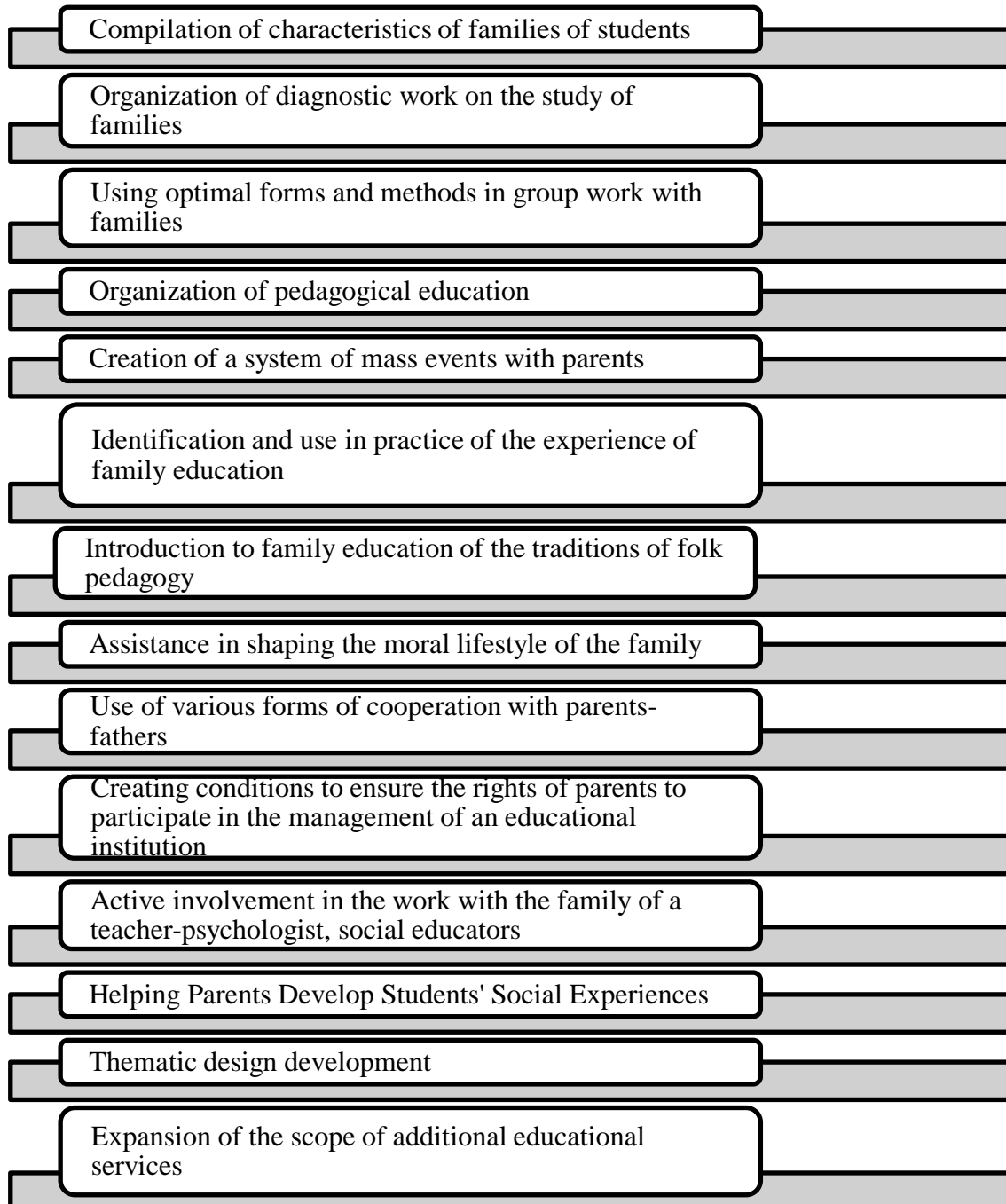


If we outline in more detail the directions of organizing work with the family, they will look like this (Scheme 6). The goals of any of these events are to involve the parents of students in public school life, to activate cohesion, to educate about the methods of educating students, to increase the pedagogical literacy and competence of parents.



Scheme 6

Areas of work with the family of a student of a comprehensive school





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