

THE FORMATION OF FAMILY PEDAGOGY AS A SCIENCE.**Makhmudova Muyassar Makhmudovna**

Doctor of Pedagogical Sciences, Professor of Samarkand State Institute of Foreign Languages

ABSTRACT

This article describes in detail the formation of family pedagogy as a science and its importance in the life of every person. Family education is based on love and freedom, which are universal ideals. Harmonious personal development, carried out based on love and freedom, means that the child is in harmony with culture, nature, the people around him, and himself. The main goal of family pedagogy is to raise a child in the spirit of freedom and self-creation, to help his physical, intellectual, moral, aesthetic, and spiritual development. There is no focused goal in the family, but rather an appeal to the natural, unique child with unique interests and habits.

Key words: *family, pedagogy, mental, moral, aesthetic, spiritual, naturalness, child, freedom.*

INTRODUCTION

Family pedagogy, also known as family education or parenting science, is an interdisciplinary field that focuses on the study of parenting and the educational processes that occur within the family unit. It seeks to understand the dynamics, interactions, and influences that shape a child's development and well-being within the family context. While family pedagogy is not yet recognized as a distinct science in the traditional sense, it draws upon knowledge and research from various disciplines such as psychology, sociology, education, and child development.

LITERARY REVIEW AND METHODOLOGY

The formation of family pedagogy as a science can be attributed to several factors:

1. **Evolution of Family Studies:** Over the years, there has been a growing recognition of the importance of the family environment in a child's development. Research in fields such as child psychology and sociology has shed light on the significant impact of family dynamics, parenting styles, and the quality of parent-child relationships on children's physical, cognitive, emotional, and social development.
2. **Increasing Complexity of Family Structures:** With the changing social landscape, traditional family structures have evolved, and diverse family arrangements have become more prevalent. This includes single-parent families, same-sex parent families, blended families, and cohabiting families. These changes have prompted researchers to explore the unique challenges and opportunities associated with various family structures and their implications for child development.
3. **Focus on Evidence-Based Parenting:** There is a growing emphasis on evidence-based parenting practices, where scientific research informs parenting strategies and interventions. As researchers delve deeper into understanding effective parenting techniques, the need for a comprehensive and systematic approach to studying family dynamics and parenting behaviors has become evident.
4. **Interdisciplinary Collaboration:** Family pedagogy benefits from collaboration among different disciplines, allowing for a holistic understanding of parenting and family dynamics. Researchers from psychology, sociology, education, and other related fields contribute their expertise to the study of family pedagogy, fostering a multidimensional perspective on parenting.

While family pedagogy may not be considered a standalone scientific discipline just yet, the body of knowledge and research in this field continues to grow. The formation of family pedagogy as a science involves ongoing research, the development of theoretical frameworks, and the application of evidence-based practices to

support parents and families in promoting children's well-being and healthy development.

We know that any society consists of families. It is clear to all of us that, based on scientific literature, the family is considered a small but essential link in society. After all, the existence of society is determined by the existence of families, which include the people living in it. Accordingly, the strength of the connection between family and society is extremely important. This importance is expressed in the fact that for the social, economic, and cultural development of society, not only in educational institutions but also in the family, it is necessary to properly and effectively organize the upbringing of children. A family is a small group of blood relatives based on marriage or the social way of life of members, mutual moral responsibility, and mutual assistance[7].

Family is important in the life of every person. After all, every person comes into the world in a family, lives in the environment in which he/she has settled, grows up, and receives an education. The family also serves as the “core” in the formation of the human psyche, genetic, ethnic, and mental characteristics, moral, physical, volitional qualities, and worldview. The “Explanatory Dictionary of the Uzbek Language” says that the term “family” translated from Arabic means “child”, “household”, “seed”, or “generation”. Defined as: “A group of people living together, consisting of a couple, their children and immediate family” and mutual assistance[1]

The entire system of directions: early childhood pedagogy, correctional pedagogy, preschool pedagogy, elementary school pedagogy, high school, etc. One such branch is family pedagogy.

All branches of pedagogical science study a wide range of general and specific problems and are practically “connected” with each other. What do they have in common? General goals, objectives, methodological foundations, subject studied: the essence of education, its internal mechanisms, personality development, and its connection with external conditions of existence. But each of these areas determines the essence of education from its point of view, the age and other characteristics of students, the characteristics of interaction between teachers, students, and parents - education studies the subjects of interaction. It is known in the scientific literature that in ancient times two branches of education developed - public and family.

The science of family pedagogy is a branch of the science of pedagogy, defined on an institutional basis (the social institution of the family), in other words, it was formed as the science of education in the family - O.L. Zvereva, A.N. They are described in detail in the works of Ganicheva. He studies the features of the conditions of family education, and their possibilities, and develops scientifically based recommendations for parents on the formation of the child’s personality.

The classics of Russian pedagogy spoke about the need for a scientific substantiation of family education. According to K.D. Ushinsky, an empty theory, based on nothing, turns out to be the same useless thing as reality or experience, from which no idea can arise, before which there was no experience, and then there is no idea. P.F. Kapterev said that parents can believe in success in raising children when they know exactly what they want to achieve and when they set specific pedagogical goals for themselves. P.F. Lesgaft, the founder of Russian family education, wrote that the “gap” of a child is the result of the family education system.

Thus, family education is one of the forms of education for the younger generation in society, and the purposeful actions of parents are determined by the objective effects of family life (i.e.).

According to G. M. Kojaspirova, family education is the purposeful interaction of older family members with younger ones, based on love and respect for the personal values and dignity of children, psychological and pedagogical support, protection of the personality of children, their formation and formation taking them into

account. abilities and by family and social values.

A.V. Mudrik defines family education as more or less conscious efforts by older family members to teach younger family members what a child, teenager, or young man should be and should be, aimed at ensuring compliance with the requirements.

S.N. Kurovskaya identifies the following factors of family pedagogy:

- family structure;
- his living conditions;
- material support;
- living conditions;
- cultural potential;
- general culture of life;
- level of spiritual and moral culture of parents;
- older family members;
- level of healthy needs;
- healthy lifestyle;
- moral and civic position of parents;
- attitude towards work and social activities;
- educational status of the family;
- parents' responsibility in raising children;
- level of activity of parents in psychological and pedagogical activities;
- self-improvement as a teacher.

Family education is based on love and freedom, which are universal ideals. Harmonious personal development, carried out based on love and freedom, means that the child is in harmony with culture, nature, the people around him, and himself. The main goal of family pedagogy is to raise a child in the spirit of freedom and self-creation, to help his physical, intellectual, moral, aesthetic, and spiritual development.

Public education refers to education carried out in the “person-person” system, i.e. through direct human connections, as well as public institutions, charitable foundations, organizations, societies, associations, etc., specially created for this purpose.

Depending on the type of education, the goals, content, and structure of the educational process in a particular social institution (family or community) differ.

They have many similarities and differences. Below we will look at them separately.

Objectives of Education

They depend on the characteristics of the life of each person in society at a certain stage of development; the relationship between the emotional and rational components (the emotional predominates in the family, the rational in society). Thus, as M.M. Rubinstein noted, “folk education lacks the warmth and naturalness of family education, but there is always a share of rationality and coldness in it.”[11]

DISCUSSION AND RESULTS

The social goal is objective in nature, since it is subject to the “order” of society to educate the members

it needs. The purpose of upbringing in a family is characterized by a certain subjectivity, since it reflects the ideas of each specific family about how they want to raise their children. This takes into account the child's real and imaginary abilities, as well as his individual abilities. Goals can be conflicting and sometimes contradictory.

The purpose, principles and content of education in educational institutions have a scientific basis and are described in program documents; hidden (unformed) in the family, which changes depending on many reasons (value orientations, level of education, general and psychological-pedagogical culture of parents; ethnic origin; level of responsibility for the future of children; cohesion of the family community) character, etc.).

There is no focused goal in the family, rather it is about reaching out to the unique child with naturalness, unique interests and habits. Thus, Johann Heinrich Pestalozzi said that "the teaching taught by the family is not a fictitious surrogate matter, but a vital, vital necessity, not in words, but in deeds. And the word is an addition to the soil where life is swamped. This produces a completely different impression than what was heard from the teacher's lips."

In every family, says psychologist A.V. Petrovsky is developing his education system. This is a) not very scientific; b) is formed empirically, and contains many pedagogical errors and discoveries. In families concerned with raising children, the education system is subject to reflective assessment and analysis. Parents have a clear goal of education and implement it.

Thus, we can come to the following conclusion: public education, compared to family education, is characterized by greater scientific validity, purposefulness, and planning, but does not ensure the priority of public education in the formation of a child's personality. This is especially evident in the first years of life.

Science and practice are convinced: that family education plays the main role. The reason is fundamental differences like the dominant relationships between the subjects of upbringing in the family.

In family education, relationships between subjects (parents, grandparents, etc.) are informal and built based on personal communication. In a family, there is no fixed system of vertical relationships, a fixed power structure with predetermined status and roles.

CONCLUSION

We can say as a concluding word, public education plays an institutional role, i.e. it is determined mainly by the functional responsibilities of the teacher, although it can be "softened" or "hard" depending on personal qualities.

Family education has been less studied. It is due to several reasons:

1. In our country, the role of the family as a social institution has been declining for many years, focusing on public education.
2. The family has many functions. Therefore, the study of the characteristics of family education cannot be carried out independently; a disciplinary integrated approach is necessary.
3. Family life is a "secret with seven seals."
4. Family research requires the use of methods other than the traditional ones used in the study of upbringing in educational institutions.

Thus, community and family education have common features and basic differences. The need for both branches of education today is beyond any doubt.

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