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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

M AKTABGACHA VA AKTAB TA'LIMI

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VALUE REPRESENTATIONS IN THE FAMILY-SCHOOL- STUDENT SYSTEM

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Abstract: The article discusses the features of the system of interaction between the school and the family. The interaction between the school and the family is a complex and relevant task both for the school as a whole and for each teacher.

Key words: family, school, institution, state, course, process, education.

Annotatsiya: Maqolada maktab va oilaning o'zaro hamkorligi hamda ushbu hamkorlik natijasida o'quvchida o'z-o'zini anglashni kengaytirish va rivojlantirish masalalari yoritilgan. Bu masala hozirgi kunda maktab va har bir o'qituvchi uchun juda dolzarb va murakkab vazifa sanaladi.

Kalit so'zlar: oila, maktab, institut, mamlakat, kurs, jarayon, ta'lim.

Аннотация: В статье рассматриваются особенности системы взаимодействия школы и семьи. Взаимодействие школы с семьей представляет собой сложную и актуальную задачу как для школы в целом, так и для каждого учителя.

Ключевые слова: семья, школа, институт, курс, процесс, образование.

INTRODUCTION

Psychological science has long established that personality development occurs not only depending on an individual's temperament and character traits but also on the environment in which they live and the personal experiences they acquire. A situation in which a child can defend their opinion, is ready to openly express their emotions and feelings, and is receptive to external interactions is a manifestation of a harmoniously developing personality. Conversely, when a child is alienated from their peers, displays aggression, anger, or inappropriate reactions, this may indicate that they live in an unfavorable environment, regardless of their temperament and individual personality characteristics.

Given that modern schoolchildren spend a significant amount of time within an educational institution, the special importance of interaction between the family and the school should be emphasized. This cooperation is aimed at achieving common goals pursued by both parties. Both parents and school representatives, first and foremost the class teacher, should have a clear understanding of the goals to be achieved through such interaction.

LITERATURE REVIEW

It is desirable that both parties strive to implement joint actions and provide mutual assistance in achieving the objectives of the educational process effectively. It is important for the school and the class teacher to know the traditions and principles of life accepted in a particular student's family. Teachers often express the opinion that some children are "not brought up at all" in their families, that they come to school without knowing even the basic rules of politeness, and that they are unable to demonstrate high moral qualities. According to some teachers, upbringing comes exclusively from the family; however, as practice shows, even a child from a good family can become isolated and absorb negative influences from the school environment and "bring" them home.

As a result, children are the ones who suffer most, which, in general, can lead to a decline in their moral, spiritual, and aesthetic development and, in some cases, their intellectual and physical development, as well as to a general decline in morality throughout society. Unfortunately, the idea that the school and the family

should work together has not yet been sufficiently developed. In many respects, the school and the family are viewed as fundamentally different spheres of human activity. Thus, love, kindness, and other moral values are expected to be instilled in the family, while the school is often perceived as an institution responsible primarily for the acquisition of knowledge and social norms that enable a person to interact safely with others in society. However, several questions arise: Can a teacher work without love for the child, their profession, and others while demonstrating kindness and concern for those around them? Can a parent raise a child in such a way that they completely disregard the requirements of social norms?

RESEARCH METHODOLOGY

There are obvious negative answers to both questions, as such situations are impossible and unacceptable. It is also reasonable to conclude that the school and the family should combine their resources, capabilities, and abilities in order to achieve truly effective cooperation. The purpose of such cooperation is not only to shape the student's personality but also to ensure their healthy upbringing and maintain a positive emotional state. Through such interaction, the school and the family should strive to ensure that children are prepared for their future and that both parties can have a direct and positive impact on the outcomes of this future. Let us consider the factors that can have a significant impact on children today and contribute to the manifestation of various forms of deviation, that is, deviant behavior. Among the main problems, the following are most frequently identified:

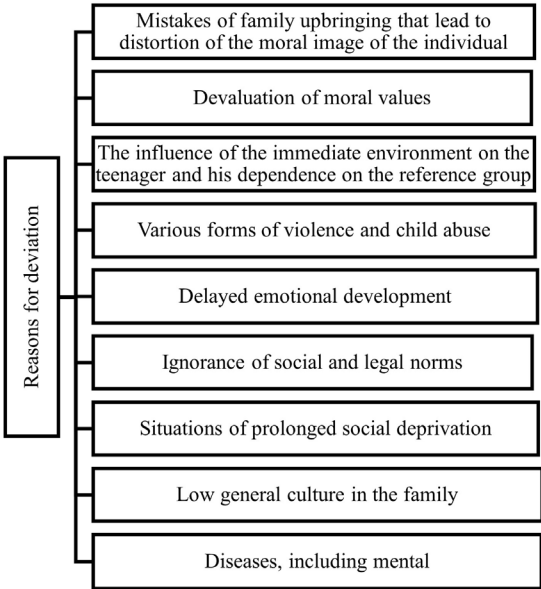


Table 1: The reasons that lead children to deviations

Most of the reasons indicated in the above diagram still arise in families experiencing a certain degree of disadvantage. Often, an entire set of factors contributes to the occurrence of deviant behavior. Within this system of factors, it is possible to trace causal relationships that have already found an evidence base in sociology, psychology, and pedagogy. Joint efforts by the family and the educational institution can minimize the negative impact of the above factors and enable children to treat other participants in the educational process with a greater degree of respect.

ANALYSIS AND RESULTS

The role of the class teacher and other teachers largely consists of providing competent advisory support and, in some cases, psychological support, that is, providing assistance when needed. On the part of the family and parents, interaction mainly consists of supporting their children in their aspirations, demonstrating tolerance and sensitivity, and taking responsibility for the child's upbringing and not only their physical but also their psychological and emotional well-being. It should not be assumed that parents should stop raising their children once they reach adolescence. Young people aged 15–17, while still minors, continue to need the support of adults and mature individuals, including teachers. At this age, ideals, values, and perceptions of the world are actively formed. During adolescence, preparations are made for eventual separation from the family, as well as for building a future personal and family life. An important factor influencing the emotional state of young people at this age is the degree of certainty regarding their future profession.

At this age, a person usually has numerous aspirations and ambitions, which may not always be realistic or correspond to reality and may therefore lead to early disappointments. This is characteristic of the period when a person's personality, in its fullest manifestations and aspirations toward creativity and social activity, may encounter various obstacles. However, overcoming these obstacles contributes to personal development and the formation of one's own "I". By experiencing negative outcomes in interpersonal interactions or activities, a young person gains an opportunity to understand the "laws" of the world and to recognize the relationship between their personal needs and abilities and the opportunities available in the external environment. The value-based attitude of senior school students toward the family is a system of representations that includes the following elements.

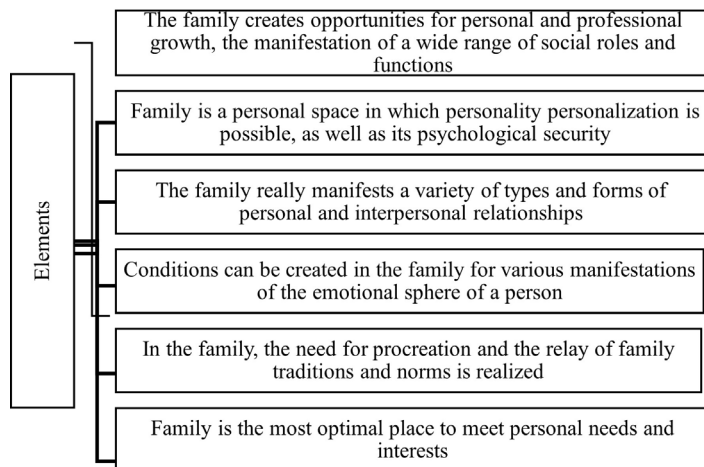


Table 2: Elements of the system of value representations

Self-actualization motives are of particular importance for individuals in adolescence and early adulthood. According to many researchers, the achievement of self-realization is evidence of maturity, self-sufficiency, and the complexity and versatility of the personality. The concept of self-realization discussed above by K. Rogers largely supports these ideas, as the researcher argues that an ideal person is one who "fully functions". Youthful maximalism is largely a consequence of such idealization and gradually fades into the background as a person grows older. The following conditions are necessary for the formation of a value-based attitude toward the family among high school students:

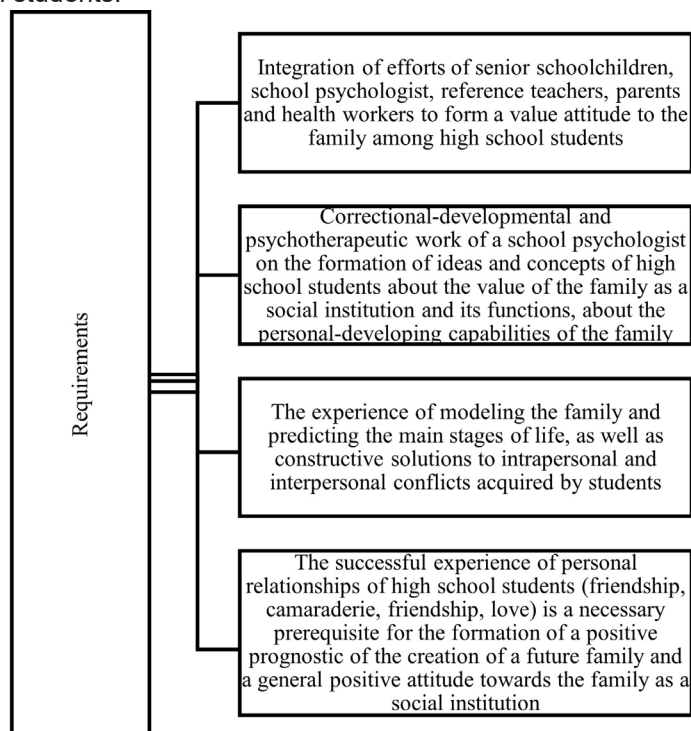


Table 3: Requirements for the formation of a value attitude to the family among high school students

Social activity is a person's need to change or maintain the foundations of human life in accordance with their worldview, value orientations, and moral and social attitudes. The teacher needs to work closely with parents and address tasks together with them. At the same time, it should be remembered that the interaction between the school and the family is not a replacement of family upbringing with public education, or vice versa, but rather their complementarity in shaping the child's personality. This interaction and cooperation should be manifested in all types of activities. At the same time, each family is a unit of society in which its own values and traditions are established. Meanwhile, all families can be classified into several

Demographic	• Family structure (large, including other relatives) or nuclear, including only parents and children • Full or incomplete • Childless, one-child, small or large
Socio-cultural	• Educational level of parents • Participation of parents in the life of society
Socio-economic	• Property characteristics • Parents' employment at work
Technical and hygienic	• level of accommodation • Equipment of the dwelling • Lifestyle features

Table 4: Settings of the personal life environment of children, adolescents, and young men

Regardless of the type or category to which a particular “cell” belongs, the family is the primary institution of socialization. However, some of the changes taking place in the world around us today, in many ways, confuse not only young people but also the older generation, which inevitably affects the process of educating the younger generation. Uncertainty about the future and preoccupation with accumulated worries and problems are certainly not the best factors for creating a favorable emotional atmosphere within the family. When characterizing the modern Karakalpak family, we can highlight its main features:

The predominance of secular, civil marriages
Freedom to conclude and dissolve marriages
Equality of women and men in marriage
Mostly one- and two-child families, large families - 37%

Table 5: Features of the modern Karakalpak family

In this type of family, there are mainly two generations: parents and children, while other relatives do not live with the family. Of course, a disadvantage of this type of family is the loss of connections with previous generations; consequently, the younger generation does not have the opportunity to adopt any positive or negative experiences from older relatives. There are families with two or three children in which relationships with elderly relatives are not maintained for various reasons. In modern Uzbek society, the employment patterns of parents are also changing. As a result, the role of women in the family and, more generally, their position in society as full-fledged members of it have become increasingly complex. Since the current situation of many families in our country remains quite difficult and a large proportion of the population belongs to low-income groups, material prosperity and material values continue to play a significant role. In this regard, women, in addition to

performing their maternal responsibilities, most often also have to work full-time, on an equal basis with men, in order to ensure a decent income for their families. Housewives who do not work outside the home may be in a more advantageous position in terms of raising children because they can devote considerably more time to them. Modern research shows that in families where mothers pay great attention to the upbringing of their children and, in particular, are not employed outside the home, children tend to achieve better results in learning.

However, on the other hand, a vicious circle may arise for the woman herself: her goals and interests in life may become focused solely on raising another person, while her own identity and aspirations may become confined to household responsibilities. In turn, such a situation may lead to a mother losing authority in the eyes of her children as a full-fledged and active member of society. In addition, her children may develop an inaccurate perception of the role of women in society in comparison with men. The situation may be further aggravated by the so-called “crisis of fathers”, when fathers fail to pay sufficient attention to the upbringing of their children, do not act as advisers and role models for their adolescent children, do not spend enough time communicating with them, and, in some cases, do not know what their adolescent children are interested in, whom they spend their free time with, or what kind of social circle they have. The social environment developing in Uzbek society today certainly affects the pace at which the modern family adapts to changing circumstances. Modern realities are leading to a systemic crisis in Uzbek families, which can be manifested in the following characteristics:

The decline in the standard of living of low-income families
The emergence of teenage deviations and the growth of crimes
Increase in the number of street children
Introducing children to alcohol, drugs, prostitution
Increased vagrancy
The increase in the number of suicides
The fall of the authority of parents

Table 6: **Manifestation of the crisis of the modern Karakalpak family**

CONCLUSION

There is a paradoxical situation in our society: the proportion of low-income families is increasing, while the incomes of those who already had relatively high incomes are growing even further. This clear social stratification and differentiation cannot but affect the younger generation. As a result of social stratification, hostility and even conflicts may arise among children whose families are in different financial circumstances.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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