

THE RELATIONSHIP OF PARENTS AND CHILDREN IN THE FAMILY: PHILOSOPHICAL, PSYCHOLOGICAL, SOCIAL AND PEDAGOGICAL ASPECTS OF THE PROBLEM

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ABSTRACT

The article is devoted to the problem of the relationship between parents and children. The authors consider the main philosophical and psychological approaches to the issue of the relationship of the child and parents in the family, analyze the specifics of the relationship between parents and children in the modern family.

Keywords: Generation, upbringing, socialization, psychology of family relations, culture, culture of family relations.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In human life, the family plays a decisive role. It is in family relationships and communication that human needs are realized, namely: the need for human connections, which gives a feeling of belonging to a certain group; the need for self-affirmation, which gives sensations and real evidence of its significance to other people; the need for affection, which makes it possible to feel mutual warmth; the need for self-awareness, which forms a sense of one's own uniqueness, individuality; the need for orientation, which gives a role model.

Since ancient times, people have accumulated and crystallized the experience of relationships in the family, raising children. The purpose of this article is to highlight the main philosophical and psychological-pedagogical approaches to the issue of relations between the child and parents in the family, in the analysis of the problems of raising children in modern families.

A number of theoretical approaches to understanding the meaning and content of parent-child relationships have been formed in philosophical and psychological literature. In the classical psychoanalysis of Z. Freud, the central place is given to the influence of parents on the mental development of the child. Parents (especially mother) are those people with whom the child has the very first and most important early experiences. Familiar everyday parental care for a child creates a significant psychological effect. The completeness and method of satisfying the urgent needs of the baby becomes the basis of attachment, trust, activity for life [2].

The representative of the psychoanalytic approach E. Erickson, analyzing the process of personality formation throughout life, came to the conclusion that it is necessary for each individual to solve not psychosexual, but psychosocial conflicts. The basis for the formation of a healthy personality - autonomy (a sense of self-control, independence), a basic sense of trust in the world (inner certainty), initiative (the ability to solve problems in order to maintain one's own activity - social and motor) - is laid down in an environment of adequate parental position (reliability, confidence, encouragement independence), an increase in the space controlled by the child [3].

The representative of psychoanalytic pedagogy K. Butner examines the correlation of family and institutional education, in particular the ever-increasing influence of video films, the gaming industry, and toys. The latest research in this area relates to the influence of the Internet on the formation of personality, Internet addiction. These questions require detailed elaboration; their formulation today is very relevant; in a number of their previous works, the authors addressed this problem [1].

From these postulates two main principles of TA practice follow: the contract method and openness. The foundation is a personality model based on the "I" states (a set of interconnected thoughts, feelings and behavioral manifestations): Child, Adult, Parent. All three principles of personality develop gradually in interaction with significant people. Communicating with each other, family members can be in three types of interaction: complementary transactions in which communication occurs at the same level, cross transactions in which the state of the parties does not correspond to each other, and cross transactions in which information is transmitted in a hidden form (psychological games)

The central problem of the concept of social learning is socialization as a process of moving towards a social state from a biological one. That is, the acquisition of social behavior, the transfer of norms, values, motives, emotional reactions occurs as a result of learning.

The representative of behaviorism B. Skinner developed the questions of the possibility of learning normative behavior, recognized two main types of behavior: respondent (as a response to a familiar stimulus) and operant, which is determined and controlled by the result. He developed a method of successive approximations, or formations, based on reinforcing behavior when it approaches the desired [3].

One of the most famous approaches to the formation of personality in the family was developed by A. Adler. The scientist was a social psychiatrist and was more interested in prevention than in treating patients. A. Adler, in general, considered his patients to be persons who have lost faith in their own strengths, and therefore the main emphasis was on encouraging them and restoring faith in their own ability to overcome life's difficulties. His personality theory emphasizes that each person has an innate sense of community, or social interest (a natural desire for cooperation), as well as a desire for excellence, in which a person's uniqueness is realized [1].

In the family-household, economic, socio-political, spiritual and moral, cultural and informational and other spheres of society's life and activity, the value crisis leads to the transformation of ideas, images, roles, statuses, behavior patterns of women and men, which is reflected in constructing the relationship of parents to the birth of a child. As you know, "values play the role of semantic universals, generalizing the experience of man and humanity."

The upbringing of children in a modern family is a process that is objectively determined by the social status of each particular family and the family as a social institution. At the same time, the dynamism and variability of the life of a modern family also determines the special position of the child, his development and upbringing, in turn, whether it is ensured by specific social and pedagogical conditions, the content and psychological, personal and ethnical qualities of the participants in the educational process of parents and children.

The mode of production in which a modern family is formed and develops has a huge impact on moral standards and principles of its relations with the surrounding social environment,

improvement of family-domestic relations, economic independence of family members, ethnic self-identification, creation of opportunities for everyone's spiritual development.

The family is the environment in which the child learns the essential rules of behavior, learns to act correctly in the surrounding subject and social world according to the forms and methods of objective operations developed in society. This is achieved primarily in the process of communication.

The culture of parent-child relationships forms the most important subsystem of interpersonal relationships. In domestic and foreign philosophical, sociological, psychological and pedagogical literature, the culture of interpersonal relations is considered as a specific way of human existence, determines the spiritual and practical activity of people, their possible relationships with the outside world, among themselves, that is, as a set of conditions of the material life of society.

In our opinion, the signs of a culture of relations between parents and children are: firstly, the culture of communication between parents and children, especially the culture of behavior and culture of speech in interpersonal relationships; secondly, the nature of the emotional connection, the culture of its manifestation (emotional culture): on the part of the parents - the emotional perception of the child, that is, parental love; on the part of the child - affection and emotional attitude to parents; thirdly, the culture of solving problematic and conflict situations, the peculiarities of the culture of mutual understanding of parents and children, the interaction of maternal and paternal evaluative attitudes to the child, the culture of presenting requirements and prohibitions to the child; fourthly, the culture of family education of schoolchildren in a modern family and school.

The main characteristic of family communication, in addition to the culture of communication, is its style. There are two most alternative models of parental attitudes towards their children. The first model of behavior clearly traces authoritarian features. Parents demand unquestioning obedience from their children and do not consider it necessary to explain their point of view to him. Parents may not correctly control all spheres of life of their children, sometimes interfering in the most secret. In such families, children become isolated and their relationships with parents become less trusting. Children raised in such conditions can be considered mentally disabled. Children deprived of parental love, demanding attention and care from parents, receive either empty excuses or punishments, often corporal, since the child cannot find an approach to his parents, afraid to anger them, and are silent about their problems, fighting them alone.

An alternative model is excessive parental love. This is a very necessary and necessary condition for the correct development of the child, but it happens that parents take too much care of the children, depriving them of their independent choice.

For example, excessive care for the child, excessive control throughout his life, which is focused on close contact between parents and the child. This type of relationship can lead to a child's passivity, unwillingness to develop, learn, work. Parents of such children do not notice that their "sick" love does not benefit their children; in the future, such children need to break away from the constant supervision and help of their parents.

In the future, children who grew up in "greenhouse conditions" have a difficult time, since they, not accustomed to independence, are very different from other children, they are more lazy and

less disciplined. The changes that have taken place in society carry a negative tendency for interaction between adults and children in the family, and their communication becomes noticeable. The reason for this is called by parents an accelerated mode of life, work, work, homework, and, as a result of this, lack of free time.

In most families, priority is given to the material support of children. The time for communication with children is insignificant, mainly superficially, contact with the child is lost, which leads to serious problems in raising a child: "Instead of your own individual experience accompanying the acquisition of a new experience, its passive-informational assimilation comes, which in turn leads to the rapid depreciation of any new experience." Often this niche is filled with the negative influence of others, both adults and peers, as well as the media. Vacuum in communication with family members fills communication with a computer. As a result of this - the presence of psychological barriers to communication, the limitations of its content, conflict; parents lose credibility and positive influence on the child. Thus, chronologically, the first and most significant medium in human development is family education, which incorporates the elements of the spatial organization of the home, the socio-economic characteristics and physical potential of family members, the characteristics of traditions and algorithms for interpersonal communication, and the upbringing and educational context. The issues of family education are increasingly attracting the attention of teachers, psychologists, sociologists, and practitioners. However, there is no generalized conceptual theory that comprehensively considers the processes of education and socialization of the child in the family. Sincere relations between children and adults, direct feelings towards each other, positive emotional communication is a source of formation of a harmonious, self-sufficient personality of the child.

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