

RESEARCH ARTICLE

The Role of The Family in Shaping Social and Domestic Readiness

Anvarova Dilfuza Akramjanovna

Teacher, Department of Oligophrenopedagogy, National Pedagogical University of Uzbekistan named after Nizami, Uzbekistan

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Abstract

This article highlights the role of the family in the formation of socio-domestic readiness, the educational responsibility of parents, and the importance of family and school cooperation. The functions of the family as the main social environment in the formation of the child's personality are analyzed based on scientific and pedagogical sources. The article also broadly reveals the principles of moral education, the influence of the spiritual environment in the family on the child's behavior, socialization, and readiness for independent life. The views of such thinkers as Abu Ali Ibn Sina, Kaykovus, Mirzo Ulugbek on family education, as well as the scientific approaches to socialization of modern pedagogical and psychological scientists, are analyzed. The author substantiates that the presence of love, mutual respect, cooperation, and a positive psychological environment in the family are important factors in the child's successful acquisition of socio-domestic skills. The article emphasizes the great importance of the personal example of parents in the formation of moral qualities, self-confidence, initiative and social adaptation, especially in children of primary school age. It also highlights the fact that the right educational environment created in the family serves as an important pedagogical basis for children's adaptation to future society, industriousness, spiritual maturity and readiness for independent life.

KEYWORDS

socio-domestic preparation, family upbringing, moral upbringing, socialization, primary education, family environment, pedagogical cooperation, spiritual values, parental responsibility, personal development, principles of upbringing, social skills, child upbringing, pedagogical approach, family relations.

INTRODUCTION

Today, the multifaceted and complex activities of educators include such important tasks as educating the younger generation to be polite and moral, and arming them with knowledge. The implementation of these tasks depends on the pedagogical and psychological potential of the teacher. In addition, it is very important for the teacher to conduct pedagogical campaigns and establish cooperation with parents. After all, it is the family, that is, family members, that give primary school students more spiritual knowledge. This affects their behavior, character and cognitive processes,

which is considered one of the factors that plays an important role in their learning new knowledge. Therefore, qualified educators must first establish strong pedagogical and psychological ties with the children's parents.

Family education is aimed at the appropriate use of national values, compliance with pedagogical laws and regulations, effective use of scientific and technical achievements, studying successful working methods in advanced families, and developing cooperation between parents and pedagogical specialists, and solving problems related to harmonious

human nature requires constant and vital research. The views of folk sages on the problem of family and upbringing have very long historical roots. In folk oral and written monuments: proverbs, wisdom, fairy tales, sayings, special attention is paid to the issue of family, parents, family stability and mutual relations. The following meaningful words of Jawhar Zamindar are clear evidence of this. Parents will be happy, If the child is a worthy child! In addition, the family and the methods, means and factors of upbringing in it are indicated in more written treatises. We can take as an example the scientific, theoretical and practical justification of family problems in Kaykovus's "Qobusnoma", "Saodatnoma", Zahiriddin Muhammad Babur's "Babumoma", "To'ti Shokhnoma", "Odobnoma" and other works.

Abu Ali Ibn Sina also wrote a work entitled "Tadbir al-manozil" on family education issues. In it, the scientist covered the tasks of parents in raising children. The work touches on the role and duty of parents in the family and family relations, and especially expresses important ideas about teaching their children a profession and craft through the hard work of parents in the family. Ibn Sina's educational views give a wide place to family and family issues. A father in the family should be an example of correctness, fairness and sincerity in all aspects of behavior, speech etiquette, word culture, and most importantly, in practical work activities. Abu Ali Ibn Sina believed that the main means of properly raising a child in a family is to form faith in his spiritual world.

He warns them by saying that in society, parents are judged by their children's behavior. In addition, in Mirzo Ulugbek's view, the environment in which a child is brought up plays an important role in increasing the child's interest in learning. Therefore, first of all, it is necessary to properly organize the family environment in raising a child. Kaykovus also says in the poem "Qobusnoma": "Whatever you want your child to be like, be like that towards your parents, and whatever you do towards your parents, your child will do the same towards you, because a child is like a fruit, and a parent is like a fruit tree," urging young people to respect their parents, honor them, and be kind. He emphasizes that parents are ready even to die for their child. He wrote that every child, if he is intelligent and wise, will not refuse to fulfill his parents' love and affection.

Moral education is the process of forming in a person moral values, norms and rules of behavior recognized by society. For a human being to develop in all respects, it is very important, first of all, to establish such qualities as honesty,

conscientiousness, kindness, sincerity, decency and responsibility in him. Also, moral education is an educational process aimed at forming moral views, concepts, feelings, habits and beliefs in a person, preparing the child to live in accordance with the social norms of society.

There are five principles of moral education, and they include the following:

1. Individuality - education should be gradual and continuous.
2. Individualization - an educational approach is selected that is appropriate for the age and temperament of each child.
3. Proximity to life - educational issues should be taken from the child's life, everyday experience.
4. Demonstration of upbringing - moral behavior is formed by setting an example for the child.
5. Family-school cooperation - the success of moral education is effective if it is carried out in cooperation with the family. As we noted above, the primary education stage is the first and most important stage in the formation of children as individuals. It is during this period that the child's moral outlook, attitude to values, and ability to distinguish between good and evil are laid. Therefore, the teacher's pedagogical skills, methodological approach, and educational methods play a major role in this process.

Among the various functions of the family - educational, economic, emotional-moral, therapeutic, reproductive - the socialization function is especially important for us: "the family is the primary cell of socialization, the new generation replacing the old is able to learn social roles in the process of socialization" (V.I. Dobrenkov)

Analyzing upbringing in the family as a methodically organized process of socialization, we rely on the ideas of E. Durkheim, P.F. Kapterev, B.P. Lensky, M.M. Rubinstein (early 20th century) about the interrelation of the processes of socialization and upbringing. E. Durkheim considered the family to be an important factor in the socialization of the child. The influence occurs through normative influence, which is carried out through behavioral models and family rituals. If the child acts in accordance with the norms, he is approved by adults, and he perceives the family picture as real. Psychologists P.F. Kapterev, B.P. Lensky, M.M. Rubinstein studied and proved the importance of the family and family environment in the mental development of a child.

L.I. Bozhovich, dealing with the problem of the role of adult

behavior and attitudes in the moral development of a child, notes the age dynamics of changes in models and identifies the specific features of their assimilation by children: the mandatory real practice of following models, familiarization with moral norms is based only on the moral qualities and habits already formed in the child. In preschool age, the first period - internal moral instances - appears, which arise as a result of the child's desire to comply with the requirements and expectations of adults. The first system is characterized by diffuse emotional experiences and ungeneralized moral knowledge, generalization and hierarchy of moral knowledge, which allows a person to consciously control his behavior and is the basis of the moral stability of the individual. D.B. Elkonin and D.I. Feldstein developed the periodization of personality development, paying special attention to the social component. Based on this, D.B. Elkonin, when defining age periods, distinguishes two periods of childhood: the first - preschool childhood (3-7 years old), which begins with the main assimilation of the tasks, motives and norms of human activity, and then attention is paid to the development of the motivational-needs sphere.

The second period is childhood of primary school age (7-11 years), during which the main mastery of methods of working with objects creates the basis for the development of the operational-technical sphere. D.I. Feldstein developed a periodization of the social development of the individual:

- the first stage - childhood itself (0-10 years) includes two stages: the first stage (0-3 years), the second stage (3-10 years).

- the second stage consists of preschool age (3-6 years), during which the child takes the position of "I and society", which allows him to realize himself as a subject of social relations, master the norms of human relations (the process of individualization prevails) and primary school age (6-9-10 years), which is characterized by the position of the child "I in society", ensuring the development of the subject-practical side of activity and satisfying the need to know the objects of the outside world (the process of socialization prevails).

Family is the first stable community in the life of a small person. The family plays a key role in the process of personality formation. It is in the family, before going to school, that the main character traits and habits of the child are formed. What a child will be like depends on the relationships between family members. Family life is colorful. There is no family without problems and difficulties. I would

like to talk about the role of the family in raising children.

The family is both a living environment and an educational environment for the child at the same time. The first thing that characterizes the family as an educational factor is its educational environment, in which the child's life and activities are naturally organized.

Parents create the educational environment to a greater or lesser extent, and how it is organized depends on the methods of influencing the child and their effectiveness for his development. The family also acts as an educational factor, since it organizes various types of activities of the child. In the family, the child begins to be involved in activities such as cognition, play, work, study, as well as communication. In this case, the child ceases to be proactive, is afraid of doing something wrong, and feels insecure in himself and his abilities. On the contrary, if parents approve of their child's actions and act together, the child feels confident in himself, is not afraid to take the initiative, and at the same time learns to control his actions and behavior in accordance with moral standards. On the contrary, if parents approve of their child's actions and act together, the child feels confident in himself, is not afraid to take the initiative, and at the same time learns to control his actions and behavior in accordance with moral standards.

It is clear that the role of the family in the formation of a child's personality is so important that parents must understand the important task assigned to them, realize that how happy their child will be in adult life depends on their ordinary everyday life, communication, internal culture and the atmosphere at home. In short, the development and socialization of the personality in the family go hand in hand. At each age stage, parents should use certain methods of upbringing and communication, which will help to establish trusting relationships and develop the right qualities in the child. At the beginning of any educational measures should always be love and care, understanding and unconditional acceptance of children as they are.

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