

THE IMPORTANCE OF EDUCATIONAL METHODS AND MEANS IN RAISING CHILDREN IN THE FAMILY

Yusupova Diloromxon Sabirdjanovna

“UNIVERSITY OF ECONOMICS AND PEDAGOGY” NOTM

Associate Professor of the Department of "Social and Humanitarian Sciences"

Abstract: This article discusses the fact that the process of raising children in the family is becoming a relevant topic of society in the current technological age. Of course, this complex task begins with the parents in the family. Persons responsible for children are given complete information about what methods should be used in the process of raising children in the family and what factors should be followed in this process. Purposeful and accurate use of the types of methods used is a factor in achieving the intended goal in education.

Keywords: spiritual and educational event, family environment, spiritual and moral education, by content, by application, by level of influence, family conditions, activity, protest, incentive methods, prohibition of activity.

Introduction

The methods of upbringing used in the purposeful organization of child upbringing in the family are diverse in their direction, content and main idea. Family upbringing methods can be grouped as follows:

1. By content.
2. By application.
3. By level of influence.

In turn, each group of methods used in family upbringing is divided into separate groups. They are:

I. By content:

- 1) methods of a positive nature;
- 2) methods of a negative nature.

II. By application:

- 1) methods that are actively used;
- 2) methods that are rarely used.

III. By level of influence:

- 1) methods that express dissatisfaction with activity;
- 2) methods that stimulate activity;
- 3) Methods leading to the prohibition of activity:

The essence of some methods of a positive nature. Below are examples of methods with a positive content and their essence are explained.

The method of request is one of the most effective and frequently used forms of direct demand in the family. It is based on sincere relationships between parents and children and is a means of achieving their cooperation.

Requesting differs from other types of communication in that the child acts independently in organizing the activity. The request should be stated in such a tone that the child understands that he must perform the requested action not under compulsion, but voluntarily. It should also be noted that the request motivates mutual assistance in a comradely way.

Requesting with confidence is the most powerful educational tool. It helps the child to realize that he has a certain place in the family and to feel that it is appropriate to work in the interests of the family, to strive to justify their trust. In most cases, demanding with trust directs the child to perform a more complex, responsible, and in some cases honorable task.



In such a situation, it is worth remembering that trust is not only a specific method of demanding, but, first of all, a principle that implies the content of the attitude towards children. When applying this form of demanding in practice, it is important to remember that it is important not to adhere to the norm, to constantly emphasize trust in the child, but to consciously carry out the task by him.

Approval becomes a powerful factor in children's activity under certain conditions. Approval of a child's successful activity is one of the indicators of his further social activity. Also, if children value their parents' opinions, approval has an even more effective effect.

Sometimes adolescents feel the need for their parents to approve of their actions in performing a certain task. Approval instills in them confidence in their own strength and serves as a source of further aspirations. Approval pleases the child, and naturally, he compares this joy with his own successes. Over time, satisfaction with the success achieved in the activity itself becomes the most powerful factor in practice.

Guidance is a practical recommendation given by parents to a child to make an independent decision on a particular action or practical task. Like a request, advice does not mean that the child is obliged to perform a certain activity or action, in this situation the child has the right to choose. The use of the advice method in the process of upbringing forms a conscious attitude towards work in the child. In addition, it allows them to perceive parents as friends. The authority of parents is based on extensive knowledge, extensive life experience, and skills. At the same time, advice is not a guide that describes everything from the beginning to the end, but often consists in encouraging children to independently search for solutions.

Advice is also useful in that it teaches children to consult with their parents in certain situations, especially when certain difficulties arise. While parents appreciate such behavior in their children, they should pay special attention to developing in them the skills to help their younger peers.

Prompting is a hidden form of motivating children to certain actions and one of the most subtle means. Prompts are special conditional abbreviations of previously used, well-known, and also unspoken requirements. When using the prompting method, experienced parents, in most cases, are content with staring, moving their eyebrows, and asking a "mysterious" question. In this regard, we can cite the prompting of Yusufbek Haji to his son Otabek in the novel "Bygone Days": "Why does your mind, which has reached everything, remain focused on this?" . Under certain conditions, prompting serves as a "hidden" request or demand.

The method of conditioning is that some type of activity that is pleasant for the child acts as a motivating factor for an unpleasant or difficult activity. An appeal such as "Do your homework – you will go play" is a vivid manifestation of the method in question.

When using a condition, the connection between the activity offered as a "reward" in exchange for the effort (physical or mental) spent on organizing the activity that must be performed is emphasized. Otherwise, children may have a desire to use the condition for their own benefit. In such a situation, the demand is not made by the parents, but by the children, that is, "If you let us play football, we will clean the house," etc.

Setting a condition implies a good knowledge of the behavior of children, their interests and inclinations, taking into account the level of their individual abilities and capabilities. This method, like other methods, should not be abused.

A condition in the form of a game is usually used in order to achieve efficiency in the process of working with young children, when it is necessary to organize activities that are not interesting for children, but rather boring.

2. The essence of some methods of a negative nature. Below are examples of methods with a negative content and their essence are explained.



It is important to use the method of condemnation in order to negatively assess one or another child's actions, eliminate his negative habits and prevent harmful behavior. With its help, positive behavior is encouraged. It is necessary to approach him politely.

The method of condemnation should not be used continuously, especially in relation to a specific child. After all, in this case, this method can lose its effectiveness or create a basis for the child to develop a lack of confidence in his own abilities. In accordance with the requirements of pedagogical techniques, the method of condemnation can be used in the range from mild reproaches and resentment to the appearance of anger and rage.

Expressing distrust is an indirect form of demand and is used in situations where the use of other, less effective methods has not worked. This method is appropriate only if the trust expressed by the parents has been partially undermined, and negative habits are manifested in the child's behavior. At the same time, it is necessary that the expression of distrust does not rise to the level of the criterion for the relationship being established with the children. Otherwise, irreparable mistakes will occur in their relationship with their parents. In particular, after eating and reciting the Fatiha, the table was not cleared. The next day, it is appropriate for the mother to seriously say in a conversation with the children: "You cannot do anything on your own. ... I trust you!" This form of indirect demand should always allow children to justify themselves, to prove with their actions that their parents can trust them. If the expression of distrust does not encourage the child's positive actions and behavior, it is better not to use it in upbringing practice.

Intimidation is one of the methods of upbringing, which has a negative content. When using it, the motivating factor for the necessary actions of children is a warning about engaging in a pleasant type of activity, depriving them of some rights. For example, a father says to a child who has repeatedly failed to complete the assigned tasks at home: "If you do this again, now you will complete the task under my supervision."

Intimidation is one of the last methods of upbringing, after which punishment is used. An important rule for the effective use of this method is the consistency of parental actions. If the requirement is not fulfilled, intimidation is used in practice. Along with distrust and condemnation, intimidation belongs to such forms of pedagogical demand that their strength and effect are inversely proportional to the speed of their application.

Observation of the activities of more than 40 families and parents confirmed that they use various forms of positive or negative methods in establishing relationships with children. Family life and the experience of parents as educators have confirmed that today, Uzbek families are increasingly resorting to the following methods:

3. Demand and its educational effectiveness. Demand is considered one of the effective methods that serves to ensure that children in the family have a certain character, as well as the commission of certain actions by them. In essence, demand is aimed at implementing the following two goals. In particular:

1) encouraging the organization of socially useful activities of children. In this case, demand ensures the achievement of unity of life goals of parents and the child, creates the basis for the reflection of the reflection of moral and ethical norms recognized by society in the behavior, actions, as well as in the process of social activity of children;

2) encouraging children to perform certain actions in the interests of the family or to fulfill the wishes of their parents.

In this situation, most of the demands of parents do not correspond to the age, psychological and personal capabilities of children. As a result, although the demands have a positive content, they do not provide the expected effectiveness. On the contrary, it causes serious dissatisfaction with them in children.

The demand is divided into two types: direct and indirect. At the same time, it is appropriate to describe the essence of the main types of demand.



The choice of one or another type of demand depends on the pedagogical situation. In a pedagogical situation that serves as a necessary factor for the imposition of direct demands, the following two conditions arise and create an opportunity for the full fulfillment of the demand:

- 1) the attitude of the pupil towards the subject making a specific demand;
- 2) the attitude of the pupil towards the activity that is required to be performed.

Existing attitudes can be divided into groups such as positive, neutral and negative. However, in the practice of educational activity, many manifestations of such attitudes are observed.

A direct demand is an appeal from parents expressed using the general formula “You just do this,” which is expressed in a firm, bold tone and is based on a clear instruction. In this case, the motivating factor for children to act is the demand itself. Thus, the effective use of upbringing methods in the family environment, training children in socially useful work, occupies a special place. Therefore, in order to establish good relations with children, it is necessary to use more positive methods and less negative methods.

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