

Modeling of Relationships between Family and School in the Conditions of Modern Primary Education

Shokirova Madinabonu

Teacher of TURON ZARMED University

Abstract: In this article, several recommendations have been made about modeling the interaction between family and school in the conditions of modern primary education. Examples and explanations of family types are given according to the nature of relations between members.

Keywords: primary education, family, school, relationship, modeling, description of families, relationship between family members, educational culture, spiritual and moral education, antisocial families, educational culture, mutual cooperation.

From the first days of Uzbekistan's independence, the restoration of national values in the life of the society and raising a mature generation based on them became a priority of the state policy. The Constitution of the Republic of Uzbekistan states that "The family is the main link of society and has the right to be protected by society and the state." The fact that they are obliged to take care of their parents is indicated in articles 64, 66.

In fact, spiritual and moral upbringing of children in the family is the guarantee of our future. That is why it depends on the family to form concepts about national customs, customs, traditions and moral culture in children from a young age. The child's pure and pure loyalty, morally high growth depends on the family's stability, peace and harmony in the family. Because the young generation raised in it will also grow up to be spiritually mature, healthy, independent-minded perfect people. Of course, the spiritual and moral upbringing of the child is fully ensured only when family harmony, its duration is realized in the spirit of the family members, when he has his own independent opinion, worldview, and truly human qualities.

Types of families according to the nature of relations between members:

Below is a description of families divided into types according to the nature of relations between family members by I.P. Podlasoy:

1. Families where children are respected. In such families, children are treated with respect and love is shown to them. Parents are interested in their children's activities and get information about their problems. Respecting children's opinions, they try to provide practical help in solving life issues. Children's interests are developed. It is also important for the upbringing of children. In such families, children grow up to be proactive, independent, friendly, and happy. Both parents and children are satisfied with the interaction of family members. The general moral image of the members is reflected in interpersonal relations in the family. Orderliness, openness, mutual trust, mutual equality in relations are the main spiritual and moral qualities characteristic of this type of family members.

2. Compassionate families. The relationship between parents and children is moderately positive. However, there is a clear distance between family members that neither parents nor children cross. Children know their place in the family and obey their parents. Parents decide what their children need. Children grow up to be attentive, caring, friendly, kind, but they rarely take the initiative. Sometimes they do not have their own opinion, they are subordinate to others. Parents are aware of

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their children's interests and needs. At the same time, children discuss their problems with their parents. The negative situation that appears in this type of family is the parents' failure to take into account the dynamics of children's development. For this reason, parents are required to show more care to their children.

3. Economically oriented families. In such families, the main attention is paid to the economic security of the family. From an early age, children are taught to take a practical (pragmatic) approach to life, to create comfort for themselves from everything. Children are encouraged to study well, but the main goal is to enter a higher education institution. The spiritual world of parents and children is poor. In family relations, children's interests are not taken into account, only "useful" initiatives are supported. Although this cannot be called socialization in the full sense, children "grow up" earlier than their peers. Parents try to understand the interests and needs of children. Although children also understand this, sometimes they cannot accept the actions of parents in this regard. The main reason for this is determined by the fact that the pedagogical culture of parents is extremely low.

4. Hostile families. Family for children is a place they don't like. Parents do not trust their children, mistrust is expressed towards them. Children are often physically punished. Children do not get along with each other, and at the same time they treat their parents badly. In the family, children cannot get along with each other and with their peers. A negative attitude towards the educational institution has been formed. In addition, children sometimes run away from their families. Relations between family members are based on such a mechanism: children's behavior and life views cause conflicts in the family, parents are always right in the process of relations. The reason for this is that the children cannot correctly assess the place and role of the parents in the development of the family due to the parents' life experience and age characteristics. In many cases, parents are justifiably upset by their children's behavior. However, this situation, on the one hand, harms children's studies, and on the other hand, causes them to have immoral behavior. In order to get out of these situations, parents should try to adequately understand the motives of their children's behavior, pay special attention to the reasons and arguments presented by them.

5. Antisocial families. For the children of this type of family, the family is considered a shelter where people who do not wait for them and do not love them live. Parents have adopted an immoral way of life. They go into conflict with each other, abuse each other and children in their relationships, and drink alcohol. Any influence of these families on children is negative. Children living in such families are often taken into state custody. M.A. Galaguzova, who has conducted a number of studies in the field of social pedagogy for many years, put forward the proposal to distinguish the following types of families from the point of view of their social status.

The priority of love in the family is the basis of spiritual and moral upbringing of the child. However, the family, according to its essence, has its own characteristics for each child. In this, mutual respect and strict order, the duties of family members, goodness and kindness towards each other, living well and decently, the safety of family, relatives and close people, neighbors. Taking care of the child's well-being plays an important role in the spiritual and moral upbringing of the child.

In order to properly organize family life from an educational point of view, teachers and the general public should help the population through the science of pedagogy and develop a system of providing educational knowledge to parents. As proven by the researches of pedagogues, the effectiveness of education will increase if family education is carried out under the following conditions:

1. If the educational institution consistently directs all of its effects to the process of family education.
2. If the team of teachers correctly organizes their ethical and pedagogical educational requirements during their cooperation with the family.

3. All departments of education and production institutions and enterprises should organize organizing parents in the educational process in cooperation.
4. If teachers start guiding family education before students enter the educational institution and this work is continued throughout their school years.

The meeting of parents plays an important role in increasing the effectiveness of educational culture. Teachers should thoroughly prepare for the parents' meeting.

Activities with parents:

Conversations with parents.

Interviews are conducted individually and collectively. A questionnaire that helps to determine the level of social awareness and activity of parents and children, which is a guarantee of the success of educating students in a spiritual and moral way during the first interview, instilling elements of spiritual and moral culture in them. can be transferred. There are two types of questionnaires, the first of which describes the general portrait of each student, has a diagnostic description, and the second type of questionnaire is related to the establishment of social education of parents and the formation of children's spiritual culture. are questionnaires that serve to determine personal relationships.

Regular meetings with parents serve as a means of improving the relationship between the school and the family and conducting consistent work. In order to improve the financial conditions in the current fast-paced process, fathers who are the head of the family stay away from schools, and only the student's mother or close relatives are involved in this matter, making it difficult to solve the problem that we want to solve. It is necessary to analyze the information about the student's learning level and behavior with parents every month. Constant growth or, on the contrary, a decrease in mastering should be shown, and work should be carried out to improve it and continue good results.

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