

# Formation of Virtues and Skills in Children in Family Education by Parents

**Baydjanova Iroda Abdullaevna**

Urgench State University, Faculty of Foreign Philology  
Lecturer at the Department of English Language and Literature

Tel: 998992501050

email: [irodabdullayevna@gmail.com](mailto:irodabdullayevna@gmail.com)

**Annotation:** This article analyzes difficult moments in the life of children, when they must be sure of the support and understanding of their parents. Parents should be the closest friends for their children, understanding the complexity and inconsistency of their inner world, and building their relationships with children on the basis of this understanding.

**Keywords:** Mother, child, respect, care, rude words and actions, words of a parent, parental love, consciousness of a student, education of a child, developmental features of a child teacher, abilities.

## Introduction.

One of the basic principles of family education is the respect and demand for such children. Children should be respected at any age and under any circumstances. Their identity and dignity must not be compromised. It is strictly forbidden to mock children, insult them, discriminate against them, ridicule, deceive, treat children rudely, use mental and physical violence, force them to apologize to others.

Adults in the family should be guided by love. In such cases, children follow in the footsteps of their parents and rarely speak rudely to each other. In many families, where constant orders are given, harsh words are heard, severe punishments are applied, and educational work is not done properly. Harsh words harden the behavior of children and wound their hearts, and these wounds are very difficult to heal. Strict discipline, along with harsh punishments for the slightest mistake, keeps the child in constant fear. In this upbringing, first of all, the spiritual qualities of parents, kinship, neighborhood are manifested, without which it is impossible to fully imagine family upbringing. Family education is formed by family relationships. Queue,

Children feel the slightest injustice, and some are so pessimistic that they ignore the loud, nervous voice commanding them and are not afraid of punishment. It is very dangerous to criticize children too sharply for small mistakes. Excessive criticism and rigid rules lead to disrespect for all rules, and children brought up in such conditions will soon show disrespect for all laws. Parents form right character only if they treat their children with respect, leading a decent life and showing restraint.

If the mother respects the child, takes care of him, avoids rude words and actions towards him, the little words of the parent affect the child, he admits his mistake, tries to behave well. These ideas are based on parental love and how parents organize their personal relationships. In this sense, there should be no disagreements between parents in the process of education, they should not contradict each other. Fathers and mothers should never argue with their children, criticizing each other's plans and opinions. If parents cannot agree, they should not discuss their problems with their children.

## Literature Review

Although peoples are different, high respect for the master, regardless of language, religion, race, will forever shine in the hearts of all mankind. The famous Russian teacher and writer Konstantin Dmitrievich Ushinsky put forward very valuable thoughts about the teacher. Ushinsky emphasizes that the teacher is the most important person in the school, in general in education:

“Everyone has a place in the body of public education. However, the most important member of this body is undoubtedly the teacher, the educator... The educator in front of the child has in himself all the possibilities of education.

Konstantin Dmitrievich emphasizes that the personality of a teacher in education means everything: it can both educate and upset a student. Ushinsky makes great demands on the teacher, given the great role of the educator in the upbringing of children; these requirements apply both to the academic degree of the teacher and to his ethical qualities.

Ushinsky sharply criticized teachers who knew nothing but practical pedagogical work and refused to improve their pedagogical theoretical knowledge. As Zoroaster said: “A bad teacher blinds the mind. It doesn't mean a word. It stops the development of the mind, making education confusing. As a result, the natural course and beauty of life is disturbed. I complain about such teachers.”[2]

“The clearer the topic is in the head of the teacher, the clearer it is in the head of the student. If the information in the head of the teacher is fuzzy, there will be complete darkness in the minds of the students,” Ushinsky said.

### Research Methodology

A teacher directly involved in the upbringing of children should know psychology, which helps to explore the characteristics of the development and abilities of the child. “The educator must know all the strengths and weaknesses of a person, his daily, small needs, as well as his great spiritual needs. He must teach the child at any age, in all classes, in any situation. In joy and sorrow, in ups and downs falls, only then will he be able to learn the means of education from human nature itself. There are many such instruments.”

As noted by the famous Soviet teacher-innovator, writer, academician of pedagogical sciences Vasily Aleksandrovich Sukhomlinsky, education is primarily anthropology. Just as the head doctor of a hospital cannot be a real doctor without his patients, so the director of a school cannot lead caregivers without the children he has raised (I note that Sukhomlinsky worked as a director of a school for a long time). He rises together from the day the child enters school until he receives a certificate of maturity, directly takes care of the mental, moral, aesthetic, emotional, physical development of the child, in which he causes a general spiritual interest [4].

Childhood is the most important period of a person's life, not a preparation for the future, but a real, bright, unique, unique life. The character, thinking and speech of a person are formed in preschool and primary school age. In this world, a child takes difficult steps from birth to the opening of his book...

Semenovich says: “Because a child grows up in the game, when he grows up, we know that games play a big role in children's lives. In a well-organized game, the whole body of the child develops, he is well prepared for work, life, and the upbringing of the personality, first of all, in the process of play. With this idea, Makarenko develops the heritage of Russian classics. P.F. Lesgaft wrote: “Play is action; With the help of this tool, the child prepares for life... Through play, the child learns to influences that form the basis of his habits and habits” [5].

Makarenko's requirements for managing the first stage of children's games (preschool) are very important: “It's not good for a child to buy too many toys, if he has one or two mechanical toys, then it's enough” [6]. Later he wrote: “...Let the child not get lost in the abundance of toys. Give him some toys, but try to play with fewer toys. It is necessary to make sure that the child really plays, creates, builds, installs” [7]. To do this, Makarenko offers to observe the child without trying to intervene immediately. For example, a child plays with a toy horse, trying to tie it to a stroller. create it. In this regard, one of the requirements is to give the child as much freedom as possible in the game and guide him when necessary.

The child needs to be forced to take care of the toys. The parent or kindergarten teacher should not allow toys to break or break. On the contrary, the child should love the toy and try to keep it from spoiling. Makarenko advises parents. always take steps to fix a broken toy. Never let them throw it away prematurely. “... If the father is always angry at home, making noise about every empty thing, sticking to the wrong stick or stick, giving a rude answer to every question, this

is a reputation built on pressure. Such a reputation leads to nothing. He only teaches children to stay away from a terrible father...

Parents must respect and care for the personality of the child. Makarenko: "From the very beginning, you need to organize the work so that the children themselves tell you everything about their work, they want to tell you everything, you know that. It won't take long, just focus on the children, on their lives. If you pay attention and learn from the events in a child's life, the child will definitely feel it. Children love that kind of attention and respect. This creates a warm relationship between children and parents. In the most difficult moments, the child consults with his father and mother, trusts them with his secret, does not hide his feelings from them.

The parent must win the child's trust, and if the child reveals the secret, he must be protected; If the parent is consulted, this should not be disclosed. It is not recommended to embarrass the child, often remind him of his bad deeds. In some cases, the child lies to avoid embarrassment.

In the family, children should be trusted: sweets, fruits, etc. should be opened. This will create conditions for the correct development of the material needs of the child, in such conditions the children will grow up "satisfied". He has overall control in the family in this regard.

When a child takes something arbitrarily or, for example, breaks a jar and hides it from a parent, it is necessary to first study the circumstances of the incident and clarify some aspects of what happened, it is recommended to ask the question unexpectedly. his upbringing. Much depends on the question. Suppose a child hides a jar from their parents. In this case, the parent can ask the child the following question to determine who broke the jar; — Did you break the hive? The same question can be expressed in another way: "Did you break the aquarium?"

There is a big difference between these two questions. In the first case, the question asked by the parent indicates that he or she does not know what has happened. Therefore, children usually ask such questions in a negative way and do not confess their sins. In the second case, the mother (father) asks the same question. he knows the truth. However, he wants to clarify some details (in our example, the jug fell out of the child's hands or from the table).

It follows that the parent should ask the child the question as if he or she knew the truth. "Did you hit Hassan?" "Who took your confetti?" "Did you take the money?" Children often do not answer such questions correctly. Ask the child: "Why did you hit Hassan?", "Where did you get so many confetti?", "Did you find the money?" you have to ask and so on. Children often answer these questions correctly.

One of the most important elements of the family is family education. Family education is an important process of parental influence on the formation of certain qualities and skills in parents. Family upbringing depends on the personality of the parents. In the family, parents instill in their children the spiritual food they receive. Parenting styles are especially important when considering parenting. According to psychological and pedagogical research, there are different methods of education in the family. Some of them, especially authoritarian, democratic and liberal teaching methods, are widely described both in pedagogy and psychology. However, the chaotic and defensive styles of the parents are not widely described.

1. Authoritarian parenting style. With this method of education, all decisions are made by parents, especially fathers. They believe that children should obey their parents in everything. Therefore, the freedoms of children in the family are limited. Parents do not consider it necessary to justify their decisions. Their children were severely restrained and even subjected to corporal punishment. An authoritarian parenting style destroys the sincerity of family relationships.

2. Democratic style of education. Parents provide and encourage the personal responsibility and freedom of their children. In families where democratic upbringing prevails, children also participate in the discussion of family issues.

3. Liberal parenting style - with this method of education, children are not guided by their parents. There are almost no prohibitions or prohibitions imposed by the parents or they do not follow the instructions of the parents.

4. Chaotic learning style - this style is characterized by the lack of a unified approach to learning. This method of education is characterized by the absence of clear and specific

requirements in relation to the child. The unpredictability of parental reactions deprives the child of a sense of stability and makes him extremely anxious, insecure, impulsive, aggressive, adaptive in difficult situations. Such upbringing does not form a sense of self-control and responsibility, low self-esteem, maturity in reasoning.

5. Guardian style. The parenting style means that there is always a tendency to be with the child and the problem is solved by the parent, not the child. Parents carefully monitor the behavior of the child, limit his free behavior, constantly worry that something will happen to the children. Despite external care, the style of protection, on the one hand, leads to an exaggeration of the special significance of the child, on the other hand, does not lead to the formation of excitement, helplessness, and social maturity.

## Conclusion

Family education is a very complex process. There are no clear rules for education. A method of education that is acceptable to one may not be acceptable to another. In the process of education, it is necessary to take into account the individual and psychological characteristics of the child. One of the difficulties in the work of education is the belated appearance of its results.

## References.

1. Feeling of home. - Tashkent: Uzbekistan, 1996. S. 82.
2. Avesta / translation by V. S. Sokolov, editing by I. A. Smirnov. - 2nd edition. - St. Petersburg: Faculty of Philology of St. Petersburg State University, 2013. - 541 p.
3. Ushinsky K.D. Russian school. - Moscow: Institute of Russian Civilization, 2015. - 678 p..
4. Sukhomlinsky V.A. One hundred tips for the teacher. - Moscow: Soviet textbooks, 2021. - 270 p.
5. Lesgaft P.F. Family education of the child and its meaning / P. F. Lesgaft. - Ed. 8th. - Moscow: House of Books "LIBROKOM", 2010. - 215 p.
6. Makarenko A.S. School of life, work, education: a textbook on the history, theory and practice of education / A.S. S. Makarenko; [comp. and comment. A. A. Frolov, E. Yu. Ilaltdinova]. - 2017. - 398 p.
7. Makarenko A.S. pedagogical poem. - Moscow: AST, 2021. - 703 p.