

DEVELOPING THE SOCIAL ACTIVITY OF YOUNG SCHOOL-AGE CHILDREN IN THE FAMILY

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Abstract: *This article provides information about the role of parents in the family in such matters as the morality and education of preschool children.*

Keywords: *social education, competence, Comenius, duties, school preparation, family.*

INTRODUCTION

Various competitions with different content are being held in the country in order to spiritually and morally educate the younger generation. The “Family Code” adopted at the XI session of the Oliy Majlis of the Republic of Uzbekistan serves as an important legal basis formed on the unity of Eastern and universal moral norms, aimed at protecting the interests of prosperous families. According to the Constitution, “Motherhood and childhood are protected by the state” (Article 65).

Providing proper upbringing in the family is one of the primary tasks and responsibilities of parents from the early stages of a child’s life. For parents, this is both a duty and a responsibility. The family influences the child and helps them adapt to the surrounding life. In society, upbringing is not just a private matter for the parents, but a social responsibility as well. There are serious requirements for general and specialized school readiness, so continuous preparation for school is necessary. This preparation does not happen automatically—it requires a goal-oriented, long-term educational process that ensures the child is well prepared for school.

There are varying opinions among adults about when and how much a child should be prepared for school. Many parents and educators believe that preparation should intensify from the age of 3 until one year before school. Others argue that preparation should take place only during the year before school. Some parents think school preparation begins as soon as a child enters kindergarten.

Developing well-rounded, morally upright, and well-mannered students at the early school age is one of today’s most important tasks. This is directly related to increasing the effectiveness of education and upbringing during the revival of national values and spiritual identity. In addressing this issue, it is essential to consider the individual characteristics of students and organize primary education on a scientific basis. Educational activity at an early school age not only promotes cognitive development but also the development of personal traits.

The socialization of children in early school years is a critical process through which they integrate into the social environment by adopting knowledge systems, behavioral patterns, and social norms, and learning generational values—allowing them to become full members of modern society. Preschool education institutions set as their main goal the full development of each child's personality and preparation for the next stage of development, including the creation of a positive psychological microclimate and conditions within the institution.

Understanding their own “self” in the family is very important for preschool children. Educators and psychologists have studied family traditions and customs and the influence of the family in the development of a child’s personality in many research works. A child is not just a product of their parents' educational influence. They perceive and interpret their family in their own way, determining their role in the family through interactions and understanding themselves as individuals within the family context.

Children evaluate family events differently from adults. Only when we learn to see the world through the eyes of a child can we truly understand them, share in their emotions, and support them in their joys and sorrows. In today's preschool pedagogy, topics such as how children are perceived as individuals in the family, the impact of social traits, the development of role understanding within family relationships, and the formation of communication skills through imitation of adults are being actively studied.

Discussion and Results:

Who should prepare a child for school? Preschool educators understand that preparation must take place throughout the child's time in kindergarten and carry it out according to curriculum requirements. However, they pay special attention to the year before school, working to correct speech defects, organize knowledge, and develop fine motor skills, among others.

The family, however, is the first social environment in which a child lives after birth. In the family, the child acquires their first social experiences and skills, is educated through the example of parents and adults, and learns to value family relationships. Therefore, the role of the family in preparing a child for school is vital and decisive.

Most parents believe that cooperation between the kindergarten and the family is necessary for preparing a child for school. However, some parents place full responsibility on the kindergarten, while others take it entirely upon themselves.

Y.A. Komensky (Comenius), in his book “School of Mothers,” emphasizes that any task people perform requires proper preparation. Therefore, parents should consider this and prepare their children accordingly. Apart from general school readiness, Comenius outlines the following parental responsibilities:

Instill joy in children when reading and playing with peers at school.

Explain the essence of education at school and introduce them to types of school activities.

Develop a sense of respect and trust toward future teachers.

Currently, many parents see general personality development as one of the conditions for successful schooling. Still, most believe intellectual development is paramount, focusing on activities that develop knowledge, speech, thinking, and memory. Secondly, they focus on reading and writing skills, encourage memorization, conversation, and logical games, and occasionally engage in labor, sports, singing, or dance.

Studying the family where the child lives is an effective way to establish close relationships with parents and offer them support and advice. Educators visit families not as inspectors but as consultants and helpers in the child’s upbringing. The main goal of home visits is to observe the child’s living conditions and, if necessary, support the parents. These visits should be conducted with a high level of pedagogical culture. In conversations with parents, educators should highlight the child’s best qualities, which helps earn the parents’ trust and respect.

Educators should not only record their observations during home visits but also analyze them and discuss the positive and negative aspects of family upbringing during parent meetings. Recommendations can also be shared through tests that reflect positive practices. Impressions from home visits should be recorded in a dedicated section for consideration in future educational activities. At least two home visits per year are recommended, as these visits help improve the pedagogical culture of parents.

Individual Conversations with Parents:

The most common method of personal communication with families is through brief conversations during drop-off and pick-up times. These help foster closeness and trust between parents and educators. Such conversations are typically short but greatly contribute to creating a positive atmosphere and trust toward the educator. If there are any behavioral or educational concerns, more detailed conversations should be held with professional advice and recommendations for improvement.

CONCLUSION

If an educator sees that multiple parents are interested in a specific issue, group consultations are arranged. The educator prepares in advance, selecting relevant materials and informing parents of the meeting time. These consultations may be held occasionally or on a regular basis. Group parent meetings are usually held once a quarter as needed. These meetings aim to inform parents about specific educational issues, discuss matters related to the group, and talk about participation in celebrations or events.

To summarize, cooperation between preschool educators and parents in preparing children for school yields positive outcomes.

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