

Family as a Sociocultural Environment for the Development of a Child-Preschooler

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Abstract

The article examines the importance of the family as a socio-cultural environment for the development of a preschooler.

Keywords

Family, upbringing, preschooler, parents, upbringing factors.

INTRODUCTION

Preschool age is a period that is very sensitive, sensitive to socio-cultural development. It all depends on how the education and upbringing of children at this age will be presented: how much it will be focused on socio-cultural development; how much his organization will take into account the specifics of this period of development depends on the formation of self-awareness in the preschooler, his first moral self-determination and the foundations of his worldview (image of the world). [4, p. 144]. Studying social roles, the child tries to obey the rules of this society, to meet its expectations, to realize the necessary functions (labor, educational, etc.) and to subordinate his actions to the requirements of adults, to take a certain position, for example, the position of a student.

MAIN PART

Carrying out socio-cultural development, the child tries to compare his actions, deeds, experiences with socio-cultural samples, which are a composition of values (truth, truth, goodness, beauty) characteristic of a certain type of culture. The first and main educators of the child are the parents. Addressing them, A. S. Makarenko said: "The important foundations of human upbringing are laid up to 5 years, and then only the processing of a person is going on" [2. from. 112]. It is the family that lays the foundation for the development of the child's moral position, thanks to the stability, duration, emotional coloring of educational influences, their comprehensiveness, and the timely use of the reinforcement mechanism. Therefore, all errors in the family's upbringing of a child can really complicate his future life when he comes into contact with other moral values and requirements. [6, p. 192]. Thus, the family is traditionally the main institution of upbringing. What the child is presented with in the family in childhood, he remembers for the rest of his life. The paramount importance of the family as an institution of upbringing is determined by the fact that the child lives in it for a significant part of his life, and in terms of the duration of its impact on the personality, none of the educational institutions can be compared with the family. The nature of education in a family is determined by a number of parameters of a particular family. These are the following parameters, there are 4 of them:

- demography - family structure;
- the socio-cultural and educational level of parents, their acceptance of participation in the life of society;
- socio-economic - property characteristics and employment of parents at work;
- technical and hygienic - living conditions, home furnishing, lifestyle features. [2, p. 98]

The relationship between children and parents has changed over the past decades, they are formed by the depth of their attachment to each other, since for even more people, children are becoming the most important value in life. But this, paradoxically, does not make family life easier, but only complicates it. There are certain reasons for this. Let's name some of them.

First, most families have one child and consist of two generations - parents and children. As a result, parents do not have the opportunity to receive the experience and support of the older generation day after day.

Secondly, while maintaining the traditional division of "male" and "female" work, the position of women has increased (hence, the leadership role in the family has increased).

Third, the relationship between children and parents has become much more complex and problematic. Children receive high status in the family early. Children often have a higher level of education, they have the opportunity to spend a significant part of their free time outside the family. Peer authority is important, and the role of parental authority today is largely not working - it should be replaced by the authority of the parents' personality.

Fourth, there is a deformation of knowledge about the implementation of family functions:

- reproductive - the birth of children;
- economic and economic;
- educational;
- moral and psychological support;
- communicative;
- recreational (leisure activities).

One of the factors of socio-cultural education, with good reason, can be considered the existence of family traditions. They contribute to the creation in the family of a sense of community of conventions, the introduction of which gives the child a sense of belonging to the world of collective values. The existence of family traditions is the fact of the dissimilarity, the uniqueness of the family, which establishes public opinion about each member of the family individually and about the family as a whole. [5, p. 253]. Due to the special educational role of the family, it is important to maximize the positive impact of parenting and minimize the negative. To do this, you need to monitor your words and actions (regardless of whether the child is nearby or not). That is, to observe intra-family social and psychological factors that have educational value. [3, p. 314].

Summing up the above, we can conclude that the main source of influence on the child in the formation of the socio-cultural foundations of the personality is the family. It is the family that creates for the child the model of life in which he is included. Each child involuntarily and unconsciously repeats his parents, imitates them, that is, the principle of "do as I do" is laid in the basis of upbringing.

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CONFLICT OF INTEREST STATEMENT:

The author declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.