



THE ROLE OF THE SENIOR GENERATION OF THE FAMILY IN THE REARING OF PRESCHOOL CHILDREN

Ashurova Aziza Erkinovna

Master in Termez State University, Uzbekistan

ashurova_aziza@mail.ru +998 (93) 634-47-74

ABSTARCT

The article is a study of the problem of pedagogical features of the formation of moral qualities in preschool children on the basis of scientifictheoretical, methodological, socio-political sources, analysis of the current situation in practice. The definition and substantiation of the relationship between the concept of moral qualities of preschool children and the pedagogical and social moral characteristics of children is given.

Key words: moral education, moral qualities, moral imagination and knowledge, the formation of cultural behavior and positive attitudes, the encouragement of moral feelings and attitudes, norms and rules of behavior.

The perfection of a person is determined by his spiritual world. A good upbringing is a precious treasure. The spirituality of the Uzbek people requires instilling such human qualities as truthfulness and justice, preventing ignorance and cruelty, humanity, kindness, enlightenment, friendship, courage, brotherhood, hospitality, purity, kindness, honesty, patriotism.

The customs, way of life, education and cultural traditions of the Uzbek people are rooted in the depths of centuries. The present and future generations must know and follow the Uzbek national spirituality. Only then will the society be prosperous, people will live a peaceful and cultural life. This has always been recognized by all generations. Moral education is an important component of the all-round development of a personality. This is a process aimed at instilling in children a moral imagination and knowledge, instilling in them moral feelings and personality traits, a culture of positive attitude and behavior.

The study of the experience of raising children in preschool educational institutions and observing the upbringing of preschoolers in a family environment shows that both parents and representatives of the older generation of the family (grandparents) find it difficult to organize the pedagogically expedient upbringing of children in changing socio-cultural conditions.

When studying the opinion of parents about the participation of the older generation of the family in raising children, it was found that the young family considers the relationship of the child with the older generation as part of the necessary assistance in performing the functions of supervision, care, upbringing and education, which they themselves are not able to perform in full. At the same time, the criteria for assessing the contribution of the older generation to the upbringing of a child, first of all, are the upbringing priorities of the parents themselves, which boil down to the implementation of the immediate upbringing tasks.



An analysis of family education in Russian families shows that the degree of participation of representatives of the older generation lags behind the real needs and modern requirements of society. Attempts to bring up children, jointly by parents and the older generation of the family, are not effective enough. The valuable experience accumulated by the older generation is ignored or simplified.

In view of the insufficient theoretical elaboration of the problem, the participation of representatives of the older generation of the family in the upbringing of preschoolers remains a spontaneous, poorly controlled process. In this regard, it becomes necessary to search for reserves for increasing the educational potential of a multigenerational family, scientifically grounded ways of interaction between the older generation of the family in the upbringing of preschool children, which determined the pedagogical relevance of the study.

An analysis of the available research has revealed a contradiction between the needs of society in strengthening the influence of a multi-generational family on the upbringing of preschoolers and insufficient theoretical elaboration in pedagogy of the problem of interaction between the older generation of the family and preschool children.

The subject of the research is the pedagogical conditions of interaction between the older generation of the family and preschool children.

To implement the above tasks, a set of complementary methods was used in the study: theoretical (logical analysis of psychological and pedagogical, sociological, scientific and methodological, reference and encyclopedic literature on the research problem), diagnostic (conversations with children, drawing techniques, survey (questionnaire of parents and educators), pedagogical supervision, etc.); analysis of mass and advanced teaching practice; designing a model and methodology for upbringing preschoolers; pedagogical experiment (ascertaining, forming, control), mathematical processing of results, calculation of average values.

The personal participation of the applicant in research and obtaining scientific results is expressed in the study of the theoretical and practical state of the problem; highlighting the main indicators and criteria in the development of the content and methods of work with teachers and members of a multigenerational family, in the organization of experimental work to check the effectiveness of the implementation of the model of interaction of the older generation of the family with preschool children; in the implementation of research results in pedagogical practice; analysis of research results.

The scientific novelty of the research lies in the fact that:

- The meaning of the interaction of the older generation of the family with children of preschool age is revealed, its content is determined;
- The reasons leading to the mismatch of the views of parents and representatives of the older generation of the family on the upbringing of the child and on the role of grandmothers in this process have been identified.
- The pedagogical conditions for the interaction of the older generation of the family with children of preschool age have been determined.



The theoretical significance of the study is as follows:

- The existing theoretical ideas about the essence of the educational interaction of the older generation of the family with preschool children have been expanded;
- The criteria for educational interaction of the older generation of the family with preschool children have been determined;
- The structural components of the model of interaction of the older generation of the family with preschool children (cognitive, emotional-motivational, activity) have been developed.

The practical significance of the research lies in the development of content and methods aimed at harmonizing the interaction of the older generation of the family with preschool children, which can be used in the work of preschool institutions; in determining a long-term plan of work with the teaching staff of a preschool institution to improve their skills in working with a multi-generational family. On the basis of empirical research, the features of the participation of the older generation of the family in the upbringing of preschoolers were determined.

In the course of the ascertaining experiment, we found that, although representatives of the older generation take an active part in the upbringing of preschool grandchildren, nevertheless, they do not implement the transfer of family traditions and family history to the next generation. In addition, among the educational priorities of parents of preschoolers, the qualities that contribute to the optimization of relations between children and older people do not take a high enough place. It was also found that the ideas of preschool educational institutions about possible forms of inclusion of representatives of the older generation in the process of raising grandchildren are vague.

List of used literature

1. Resolution of the President of the Republic of Uzbekistan dated June 27, 2018 No. PP-3808 "The concept of strengthening the family in the Republic of Uzbekistan".
2. Resolution of the President of the Republic of Uzbekistan dated May 8, 2019 No. PP-4312 "Concept for the development of the preschool education system in the Republic of Uzbekistan until 2030".
3. Resolution of the President of the Republic of Uzbekistan dated December 29, 2016 No. PP-2707 "On measures to further improve the preschool education system in 2017-2021". - "Collection of legislation of the Republic of Uzbekistan", January 9, 2017, No. 1, article 11.
4. Abdurauf Fitrat "Family or family management" - T "Manaviyat"
5. Abdullah Avloni "Turkish Golestan or Moral", teacher 1992.
6. Rahimov S. Abu Ali ibn Sino on education and upbringing.
7. M. Davletshin. G. Shumarov "Modern Uzbek family and its psychological characteristics."
8. M.O.Norbosheva "The importance of pedagogical and psyochemical literasy of parents in preparing children for shcool education". 2021
9. Н.А.Дорохина Теорические основа взаимодействия старшего поколения семьи с детьми дошкольного возраста. Диссертация 2009 г.