

# Parental Pedagogical Culture As An Individual Of The Family Institute

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**Annotation:** The article analyzes that the pedagogical culture of parents is an integral part of the family institution. Concepts such as pedagogical culture, virtual culture, etc., were also highlighted, and a new form of message delivery was discussed, despite the fact that the information structure of the Internet is close to that of the media. The means of recognition and presentation of family values, systematic psychological, pedagogical and socio-economic assistance to the family, promotion of traditional educational values, development and implementation of a multifaceted program for the development of parental pedagogical culture are studied separately in the proposed conditions.

**Keywords:** Parent, family institution, information society, school, neighborhood, upbringing, pedagogical culture, virtual space, information, computer, internet, teacher, literacy, spiritual-moral context, children, cultural environment, techno-social environment.

## Introduction.

The global information society offers new opportunities for the formation of the individual and at the same time puts forward more serious demands on the individual. The ratio of the formation of internal and external individualization of man allows to express the degree of compatibility in the context of the constant transformation of the information techno-environment and to reflect the impact of more stable positive and negative trends of the new techno-social environment on man. Paradoxes arise due to the internal and external division of the formation of human individualization. In particular, the compatibility of the scope of information provided by the media and technology leads to the emergence of new knowledge. The information space in modern society does not motivate activity to develop a new way of perceiving the easy acquisition of knowledge from sources provided.

As the scale of knowledge increases, their acquisition suggests that the inner world of the individual is not ready for external tasks and does not have the ability to assess the volume, scope and quality of information received.

As the amount of alternatives increases, the decision-making process deepens. When a person falls into a whirlpool of doubt and suspicion, he relinquishes responsibility and accountability. As a result, he makes the wrong decisions; over-idealizes technical means of decision-making. In this regard, it is necessary to pay attention to the opinion of President Sh. Mirziyoyev: "We must never forget one thing. If we say that the threat of "popular culture" comes only from abroad - from the West, we are seriously mistaken. This calamity, unfortunately, can come from ourselves, from among ourselves. I am not saying this from heaven. It is natural for any sane person to come to this conclusion after watching some newspapers and magazines, books, some music videos and movies, songs and dances that are being broadcast in our country. "

## Literature review and methodology.

The Internet and the emerging network communities play a special role in this process. The global Internet brings new lines to the process of information exchange. First, despite the proximity of the information structure of the Internet to the media, it is worth talking about a new form of message transmission that it delivers. The time and distance boundary between users of information connections on the Internet and network resources is being removed. Thus, it is possible to interpret the change in the format of data and reception. Second, the Internet and its

networking communities are providing new communication opportunities, which is reflected in the strengthening of connections.

In the increasingly complex modern context of the institution of the family, parental pedagogical culture is a complex phenomenon based on a complex pedagogical context. Defining parental pedagogical culture as a system of parental activity determines the level of competence and creative activity of mother and father in the process of child culture and initial socialization, which takes place in the family environment. In the work of IV Grebennikov, the problem of insufficient pedagogical culture of the main part of parents was revealed, which negatively affects the results of their educational activities, which is reflected in the low level of knowledge of the younger generation, which facilitates. Constantly re-evaluating values, breaking stereotypes in people's minds, is characterized by drastic changes in the living conditions of most families.

The solution of the problems of upbringing and socialization of children in the family, which are the criteria for realizing the potential of the pedagogical culture of parents, is directly related to the social problems that arise in modern society. These problems include the socialization of the younger generation, the spiritual and moral upbringing of children and changing the direction of values, changing the methods of intergenerational interaction, the formation of their moral guidelines, taking into account the impact on the interests of the information society. The list provided is the material basis of parental culture. Today in society there is a pressing problem of socialization of the younger generation. Given the existing instability in society, its social reorganization, increasing level of stratification, diversity of lifestyles and values of individuals and different groups, the conflict between generations, many parents are not able to fully perform the necessary functions. This is due to the fact that most parents are not ready to solve educational problems and their parental pedagogical culture is low.

### **Discussion.**

The first and foremost institution of socialization is the family, through which the child acquires basic social knowledge, moral skills and abilities, forms values, ideals that help him to socialize in society. The family cultivates an attitude to the spiritual and moral values of society, which are realized every day: in everyday life and in the home, in the conduct of holidays, in the organization of leisure time, in relationships with family members, friends and acquaintances.

The decline in the educational potential and pedagogical power of the family is reflected in the weakness, negligence or inaction of parents in the upbringing of children. VI Slobodchikov considers the destruction of intergenerational ties as a problem of the current situation, which prevents the family and the education system from fulfilling the function of transmitting traditional culture; alienation and conflict in the family, school, society; lack of viable parent communities; related to the lack of formalization of socio-cultural, national and enlightenment values and meanings.

In recent decades, the development of science and technology, the globalization of world processes have contributed to the irreversible severance of ties between generations. The child himself was able to find answers to important questions through a virtual being. Increasingly, parents are forced to learn from the younger generation how to get information through virtual education, the Internet. IF Dementeva notes, "Today, there is a generally atypical situation in the age-old practice of intergenerational relations, in which parents turn to minors for advice on life issues. The younger generation is more adaptable because of their willingness to perceive everything new, and the family remains the bearer of the modern values of society."

The study of the pedagogical culture of parents included a questionnaire in which a list of tasks to be solved by parents in the process of raising a child was suggested and respondents had to sort out the educational tasks by importance. The first place in the priorities of upbringing was given by the majority of respondents to the tasks in the field of health, which involves taking care of the life and health of the child. In the second place were the educational tasks related to economic support of the child's development and normative socialization.

Among the priorities of family upbringing, the respondents set the following tasks: to encourage the child's openness and honesty of spiritual and moral education, to cultivate diligence and love for the Fatherland, to cultivate patriotism.

The main components of parental culture are:

- value-semantic context - understanding and acceptance of family meaningful values, such as marriage, birth and upbringing of children, creative self-awareness of parents, motherhood and fatherhood, selectivity and cultural compatibility in shaping the cultural environment. Parenting, readiness and ability to help the child in the active development of basic life values, the ability to resist the effects of negative information and communication, etc .;

- pedagogical context - the active educational position of parents in mastering the basics of pedagogical culture and conveying to children, the formation of skills to realize the educational potential in various activities in accordance with the age and interests of the child. family education and upbringing, the ability to organize leisure time together, the use of family correction opportunities;

- Socio-psychological - the formation of conscious ideas of parents about the psychological, pedagogical and socio-pedagogical basis of raising a child in the family; availability of knowledge about the characteristics of age and the laws of child development; to understand the basic needs of children of different ages and ways to meet these needs, to understand the possibilities, principles and methods of family education;

- The content of legal literacy is to update the regulatory framework that defines the responsibility of parents for the upbringing of children, to promote the formation of responsible parents as a social phenomenon by expanding the powers of parents in matters of development.

implementation of a system of measures for the upbringing of the child, the development of parental pedagogical culture;

- spiritual and moral context - active motivation of parents for the birth and upbringing of children, understanding of life, positive attitude of parents to their fatherly (motherly) roles, benevolent attitude to their child in acceptance, love, understanding and its development and behavior with a proper attitude to its specific features; activation of individual and family educational potential and striving for creative development, etc.

### **Result.**

One of the main conditions for the development of parental pedagogical culture of the modern family is the actualization of the axiological component of family education. In this sense, responsible upbringing refers to a holistic psychological upbringing of a person, including a set of values, attitudes and expectations, parental feelings, attitudes and beliefs of the subject who behaves as a parent.

The most promising strategy for the development of parental pedagogical culture in the domestic society is a focus on the values of internal civilization, the priority tactic is to introduce the modern family into cultural and pedagogical practice through the active development and integration of traditional development potential. Traditions are the main mechanism for organizing the space of parental culture, which is mastered by parents through acquaintance with the ideals of values and meaning that make up the life of modern society. The result of this process is a new impetus for development in the process of interpreting traditional values in modern conditions by the potential of the parental pedagogical culture. Preservation of traditional values helps to unite society, ensure the unity of values of the family, the nation, the realization of moral, spiritual and cultural self-determination of citizens of Uzbekistan. It should be noted that the mechanisms of family integration, in particular, the relationships between its members, play a major role in the educational process. Their violation can lead to serious negative consequences. Many parents are unaware of their children's emotional needs and do not have the skills necessary to communicate emotionally effectively with their children. However, the vast majority of parents are not professional teachers. They have no special knowledge in the field of upbringing and face difficulties in dealing with their children. Together, teachers and parents are trying to find the

most effective ways to solve this problem, to determine the content and forms of pedagogical education. In addition, parents often do not understand their children because they do not spend much time with their children. As a result, problems arise that cannot be solved on their own without the help of specialists, difficulties in parent-child relationships, as well as emotional misunderstandings in children, requiring help.

Recognition and presentation of family values in the proposed environment, systematic psychological, pedagogical and socio-economic support to the family, promotion of traditional educational values, serves as a tool for developing and implementing a multifaceted program of parenting culture. It is important to bring up children in the family and in educational institutions on a regular and purposeful basis, to implement various educational and social projects of intergenerational interaction, to unite the educational potential of the family, educational institutions, traditional religious organizations and the community.

Today, one of the most pressing issues is the need for scientific research to study effective tools for the development of pedagogical culture of parents in Uzbek families. In this context, additional and general education can combine different forms of public institutions, actions and unique requirements of the family, school, community and community. In such a situation, it is necessary to combine family, non-formal and general education. At the same time, non-formal education has a number of advantages that help shape the culture of parents.

### Conclusion.

This means that the family is part of a society with its own development prospects, in which life should be built on a positive foundation, sensitivity and assertiveness, love and a sincere attitude towards each other, especially their children. Today, however, most parents are preoccupied with solving economic problems, even though they later realize the importance of raising children and organizing their personal development within the family. Cooperation between the community, pedagogical communities, and the parent community today has a positive impact on the spiritual and moral norms and traditions of the family structure, the mental and physical health of the younger generation, as well as the development of parental pedagogical culture. However, we can see that the rapid development of the socio-cultural situation in the country, the rise of family values, changes in the technology of interaction with parents, the organization of their pedagogical enlightenment and education are the most important components of improving pedagogical culture.

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