

The Influence of Family Factors on The National-Spiritual Education of Students

Sherzodbek Suyunov¹

ANNOTATION

The article describes how the performance of the family's functions affects not only its internal stability, but also the stability of the activities of other social institutions in the society, and the formation of the national-spiritual image of students in the family. Through education in the family, a worldview, norms of behavior and many qualities are instilled in the child. The article discusses these aspects and the factors affecting them.

Keywords and phrases: family, student, national-spiritual potential, social, function, factors, education, parents.

INTRODUCTION

The family, as a small social group, always assigns the tasks of communication and mutual understanding to its members. Without it, the family cannot be strong. The economic function that serves the internal stability of the family also applies in the "family-society" system, and the family brings great economic benefits to the society due to its function. Since human resources are beneficial for society and the state, the family should assume a significant part of the state's functions in terms of child education and economic support of the child. The economic and emotional stability of the family is primarily in the interest of the state.

It is also important to strengthen the health of family members, organize rest and free time. The role of the family in ensuring the spiritual and psychological protection of its members is incomparable. Because nothing can replace the peace and freedom that a person gets surrounded by his family and loved ones. In this sense, the recreational function of the family is the main path leading to its stability.

ANALYSIS OF RESEARCH AND PUBLICATIONS

According to the widespread views of scientists, the family performs reproductive, educational, recreational, economic, communicative, and regulatory functions. At the same time, the important functions of the modern family, such as continuation of the family, educational, economic and mutual support, are also shown. Sociologists U.M. Sverdlov, V.A. Rjasensov, V.P. Kluchnikov [1] differentiate between the functions of continuing the human race, raising children, and the economy; S.D. Laptенок[2] organization of economic and household, repopulation, educational and recreation of family members; And N.G. Yurkevich[3] spiritual communication, bringing children into the world, cooperation in the process of upbringing, providing the necessary tools for running a household, organizing rest, mutual material and spiritual support; A.G. Kharchev [4] differentiates the functions of repopulation, socialization, economy, consumption and organization of recreation.

According to the researcher M.R. Boriyeva [5], the function of the family consists of three directions, including the democratic, social and economic function of the family. Due to the reproductive function of the family, its continuity and completeness are ensured, and this is important for the stability of the family, and its existence as a small group of people and an important social institution of society is directly related to the educational function. liq. Because the socialization of children is based on their mental, physical, and spiritual potential, and their proper education has a positive effect on the reputation of the family and strengthens the position of the family members. On the other hand, a family that cannot properly educate its members cannot be considered strong.

Discussions and Results

The control function of the family includes managing interactions between family members, as well as determining the level of primary social control, leadership, and authority. In the family, the system of control has been and remains an important factor ensuring its strength. Because the loss of control in the family can lead to the loss of family life.

The timely and successful performance of family tasks and functions affects not only its internal state, but also the social health of society. Therefore, in order to improve the health of the society, it is necessary, first of all, to establish family relations and pay attention to solving the social problems of the family.

The main relationships between people are based on interaction, that is, influencing each other through words, gestures, and actions. The family, as the core of human life, determines the content of communication, behavior and interpersonal relations. It can be said that a person goes through the elementary school of social relations in the family.

The present time is entering a complex period, from interpersonal relations to inter-state relations, which have become more complicated and intensified with the help of mutual communication and mass media. This situation is typical of the inner life of the family. The tremendous acceleration of communication and communication that people engage in every minute, the unprecedented increase of information systems, the extremely nervous state of life, the emotional stress caused by the intensity of life increase the position of the family even more. In particular, for people who are tired of the complex processes in society, the family is a reliable shelter, a place where they feel free in every way. Also, because the family itself is influenced by the relations in society, it requires a very sensitive culture of communication in relation to its members and their mutual relations.

Based on the results of the survey, it has once again been proven that the family has the greatest influence on the formation of a well-developed personality in most of the citizens of our country, as well as on the formation of human spirituality. The results of the practical sociological

¹ **Sherzodbek Suyunov**, Uzbekistan, Independent researcher of Denov Institute of Entrepreneurship and Pedagogy, SherSuyun2022@email.ru

research conducted to study the role of family upbringing in the development of the national and spiritual potential of students and youth in the general schools of the Surkhandarya, Tashkent and Samarkand regions of our republic and the public opinion on this matter confirm the above opinions. is important. In particular, the results of the survey conducted on the topic "Family and spirituality" are noteworthy.

"In your opinion, what are the factors that have the greatest influence on the development of the national-spiritual potential of high school students in our society?" We attach the results of sociological research conducted on the subject.

T/r	An influencing factor	Surkhandarya region	Samarkand region	Tashkent region
1.	Family	82,1	80,7	78,6
2.	Neighborhood	37,8	28,4	30,5
3.	Educational institutions	48,2	41,6	44,4
4.	Social environment, peers	42,4	38,6	45,3
5.	Television	22,8	20,3	18,8
6.	Religion	34,1	31,8	40,2
7.	Literature	6,5	4,7	2,2
8.	Cinema, theater	4,8	4,2	6,1
9.	Internet and social networks	49,1	48,4	53,5

According to the results of the conducted research, it seems that there are actual problems related to the "economy-family-national values" system. According to the opinion of the participants of the survey, the reason for the priority assessment of spiritual values compared to material values is an important evidence showing that the family and the society built on it are spiritually healthy and maintain stable spiritual and moral values. In particular, almost 42.1% of respondents believe that economic difficulties are temporary, spiritual values are eternal, and 24.1% believe that "human spirituality cannot be more valuable than material wealth." Most of the respondents (58%) also said that they do not like people who are "materially rich but spiritually poor".

27.7% of those who took part in the survey understand that a strong family means the presence of children in the family. It is also worth noting that the main reason for getting married was having a child (74.2%) and the desire to ensure continuity of the generation (40.5%). These facts show that the factor of children is considered as the main link of stability in Uzbek families. It is possible to highlight important facts about the influence of spiritual and moral education on family strength. Who should be involved in the spiritual and moral upbringing of children in the family? to the question, most respondents indicated father and mother (75.5%). It is interesting to note that in the initial survey mothers were shown as the "main caregiver" in the family (16.1%), in the final survey this indicator decreased (13.1%), while the role of the father It can be seen that the role of grandparents increased from 8.9% to 12.2% and from 8.4% to 13.8%. The influence of personal traditions of the family on child upbringing (46.3%) and the importance of the spiritual worldview of the spouses in the development of the child's spirituality (35.6%) were noted. Also, according to the opinion of every third (33.8%) of those who participated in the survey, the spiritual potential of a child is a sign of the potential of parents.

It is known that raising children together by father and mother has a positive effect on child education in all aspects. This is also confirmed by the survey results. "What kind of families can raise spiritually healthy and well-rounded children?" to the question, the majority, i.e. 50.8%, indicated the joint education of father and mother. At the same time, we would like to emphasize that 20% of the survey participants highlighted the important role of the father, and 24% of the survey participants highlighted the important role of the mother in raising a child.

According to the results of the survey, there is a strong connection between the types of family and the spiritual upbringing of children.

"In what families are children with high national and spiritual potential brought up?" Based on the results of research conducted on the topic, the following is known.

(Results in %)

T/r	Types of families	Surkhandarya region	Samarkand region	Tashkent region
1.	In hardworking and honest families	53,1	58,5	54,4
2.	In nice and peaceful families	36,2	40,2	38,8
3.	In spiritually healthy families	55,2	51,4	50,4
4.	In intelligent families	29,4	37,7	38,2
5.	In families with many children	16,0	12,5	10,9
6.	In religious families	12,6	10,3	11,8
7.	I have a hard time answering	1,3	2,7	2,1

The absence of conflicts in the family is a sign of a good family and vice versa. The more conflicts, discords and disagreements increase, the stronger the family will be. Despite the fact that 56.3% of those who took part in the survey stated that there are no quarrels in their families, about half of them said that there are quarrels. It should be emphasized that this has a negative impact on child education.

It is known that quarrels in the family do not happen out of nowhere, they have certain reasons. According to the responses of those who participated in the survey, among the reasons for quarrels and sharp conflicts in families are financial difficulties (43.2%), failure of family members to fulfill their obligations (18.1%), incompatibility of worldviews (10.4%).), incompatibility of opinions on child rearing (11.8%), insistence on one's own opinion (9.7%), as well as factors such as drug addiction and alcoholism (6.8%) are priorities. Such an unhealthy environment in the family has a negative effect on the upbringing of children.

Families in which there are always conflicts and disagreements in the field of wishes, interests, and needs of all or several family members are called conflict families. In such families, spouses or

family members feel disrespect for each other, as well as a continuous unsatisfactory emotional state. Conflict is a chronic condition of such a family.

Conflicts in the family mainly arise from parents' mutual needs not being met. Most of the conflicts between husband and wife:

that the spouses are not compatible in terms of outlook;

lack of fulfillment of the need for dignity and attention from the spouse to realize the importance of one's "I";

failure to satisfy the need for positive emotions (care, caressing, attention and mutual understanding);

too much attention of one of the spouses to satisfy their own needs (alcohol, drugs, spending material resources only for themselves, etc.);

non-satisfaction of the need for mutual assistance, mutual cooperation in household chores, raising children, paying attention to parents;

noted that it originates from differences in the needs of recreation or interests.

Chronic non-fulfillment of the above-mentioned needs has a negative effect on the mental and physical condition of a person. There are various factors that cause divorce. But the majority of those who divorce, the reason for the divorce is the incompatibility of characters, the interference of another person, rudeness, financial difficulties, addiction to alcohol, uncomfortable living conditions, inappropriate parents. interference and other reasons.

In the family, the separation of the spouses, that is, the annulment of the marriage, first of all affects the composition of the family, that is, the family turns from a complete family to an incomplete family. The number of children in the family will decrease to a certain extent. This, in turn, negatively affects the creation of a generation that will continue the family, smooth upbringing of children, and the demographic development of the family [6].

In our opinion, there are the following factors that affect family stability:

1) Child; 2) Compatibility of marriage subjects: a) social compatibility; b) psychological compatibility; 3) Marriage age; 4) The role of a woman and a man in the family; 5) Reciprocity of characters; 6) Social protection of the family by the state; 7) The role of law in the family; 8) Relations between family members; 9) Social behavior of family members (subjects) (for example, drug use, alcoholism); 10) Groundless or reasonable jealousy; 11) Health level of family members; 12) Financial security in the family; 13) The presence of representatives of the older generation in the family; 14) Level of education of family subjects. This, in turn, affects the education of children, including the education of a socially active person.

In the course of our research, the level of education, moral potential, and the level of cooperation of families with the school of the students of high school (grades 9-11) were comparatively studied. The results showed that there were 484 students with learning disabilities in 12 secondary schools selected for the study, 68% of them were high school students.

When studying the situation in the same family of 330 teenagers, the following was found (taking into account the total number of parents: 660):

113 people, i.e. 17% of parents are in migration (official and unofficial);

59 people, i.e. 9% of parents died;

80 people, i.e. 12%, father or mother divorced (incomplete family);

184 people, i.e. 28% of parents do not have a regular job (unemployed) and therefore these minors are employed;

198 parents, i.e. 30%, are sales or service workers, and other family members are often responsible for raising children at home;

26 parents, i.e. 4%, belong to a turbulent family that has a negative impact on the upbringing of children.

Of the 330 teenagers in the research process, 9 went to a foreign country, 29 regularly missed classes, 35 were on the IIB nrophyllactic list, including all of them were taken under internal control of the school, 14 violations and crimes with their participation in the last 2 years (o We would like to point out that 26 parents were charged with administrative responsibility under Article 47 of the Code of Administrative Responsibility of the Republic of Uzbekistan.

It is not true to say that this situation does not occur in other educational institutions. There are students who deliberately violate the rules of etiquette and established procedures of every educational institution. In this regard, responsible employees of educational institutions emphasize that they lack family support in these cases.

We have seen that it is difficult to find a family that cooperates with the general education school with the teenagers who were taken as the object of our research. Because although all these teenagers are attached to the clubs organized in the general education school, it was found that only 76 of them (23%) come to the clubs voluntarily. It was revealed that parents do not have a place in this regard, and the level of participation of parents in meetings related to their child's education is 32% (106).

Based on the above analysis, it can be said that we are experiencing losses in the development of national-spiritual potential due to the following problems related to family upbringing of students and young people:

First, unmet needs. Crime is usually motivated by the family's inability or unwillingness to meet normal needs in a legal way, not the unusualness of the child's needs.

Second, psychophysiological deviations. In some juvenile offenders, organic lesions of the central nervous system are manifested as a result of congenital or acquired injuries or diseases. Nevertheless, the reason for the violations committed by the student-youth is not in the psychophysiological deviations themselves, but in the neglect of these factors in the process of education.

Thirdly, pedagogical neglect. If a child is deprived of proper care and upbringing in his family due to the parents' illegal actions, failure to fulfill their duties, or lack of pedagogical knowledge, such a child differs from his peers in terms of physical and mental development, qualities of will, and culture. may lag behind in growth, fail to acquire the basic knowledge and skills necessary for successful study,

communication in a team, and self-service. Such children suffer from stigmatization/discrimination, because they simply do not know the rules or can't behave properly, because they can't satisfy their needs in other ways, they can break discipline and commit illegal actions.

Fourthly, wrong, wrong ideas and beliefs. False, irrational ideas that are contrary to the existence, moral standards and common in certain groups can lead to violations of the law.

Fifth, unresolved personal problems, family and interpersonal conflicts. Due to the fact that such problems are not solved, the teenager defends his interests in the conflict, demonstrates the importance of his personality in front of himself and others, focuses on himself, funds (for example, cash) to solve these problems, (valuables) may commit illegal actions to transfer aggression to other persons or objects.

Improving the national educational cooperation of the school, family and neighborhood, directing students' free time from classes to these goals is more relevant today than ever [8]. In the process of national-spiritual education, the duty of every parent is to form in their child the set of positive qualities that independent Uzbekistan expects from every Uzbek schoolboy.

At this point, we would like to think about some factors and reasons that cause educational disorders in high school students.

1. One of the main reasons for the occurrence of educational disorders is the emergence of a negative attitude towards studying in children and adolescents. Usually, other reasons can influence the emergence of such a relationship. For example, the method of educational activity, satisfaction with the acquisition of relative knowledge due to the lack of a full content of skills, the slow development of the ability to learn, having difficulty in making judgments and conclusions in certain situations, not giving an objective assessment to the student by teachers, insufficient attention of the teacher to the individual-psychological and intellectual potential of the child, low level of teaching, uninteresting lessons, etc.

2. The negative influence of family conditions causes the formation of teenagers with difficult upbringing. Due to the lack of necessary opportunities for the child in some families, he has to struggle alone with the unpleasant situation. Such a situation can lead to the feeling of dissatisfaction with the family situation in the world of the teenager growing day by day and turning into an internal rebellion

3. The state of support of the behavior of children and adolescents with disturbed upbringing by family members. In this case, family members and relatives show a positive or indifferent attitude towards the ill-educated and illegal behavior of children and teenagers. Instead of saying, "Don't do that," "What you're doing or saying is ill-mannered," parents or people around them approve or ignore their behavior. As a result, the child, feeling the approval of his abnormal behavior, commits to another act of lack of education. As a result, negative behavior covers the whole activity and mind of a teenager.

4. The state of concentrated (concentrated) influence of negative influences in the social environment on children and adolescents with unhealthy behavior compared to children and adolescents with healthy behavior. That is, the negative effects of the social environment accumulate and affect a teenager with a disordered behavior or upbringing. In other words, falling into an illegal and immoral psychological environment of a teenager affects him in every way, i.e. spiritually, mentally, physically, and visually. This creates a favorable social environment and conditions for the emergence of educational disorders and even criminal behavior in teenagers. In children and adolescents with healthy behavior, the absence of an environment of negative influence from all sides prevents the emergence of abnormal behavior in them.

5. The fact that children and adolescents with a disordered education often fall into conflict situations compared to healthy children and adolescents. In this case, a teenager with a difficult upbringing often finds himself in an environment of conflict situations. The reason for this is, firstly, it depends on the unhealthy social environment in which he lives and works, and secondly, the psychopathological changes in the behavior of children and adolescents with disabilities and the characteristics of their youth lead to many conflict situations. 'causes more to occur. In children and adolescents with healthy behavior, the health of the social environment in which they live and work prevents conflict situations, and therefore they rarely face conflict situations. The constant occurrence of conflict situations creates the basis for negative changes in the child's behavior.

6. Inattention of adults and parents to the behavior of children and adolescents with impaired upbringing. In this case, the teenager, feeling that his abnormal actions will not be answered and approved by adults, chooses an immoral way to end conflict situations. Because he knows that he will not receive punishment from his parents and those around him, and will not hear gossip. This opens the door to new immoral actions for the teenager. Healthy children and adolescents refrain from committing immoral acts because they know that they will be punished. Because in their environment, in their family, there will be a psychology of condemning immoral actions.

7. Some parents' interactions with their children in the family can be the cause of immoral behavior in children and adolescents. Anger-based parenting in the family makes children bored at home. Boredom, lack of recognition of the family environment leads to the derailment of adaptation to the family environment in adolescents. As a result, a teenager prefers an unhealthy street environment apart from the family. The street environment can sometimes have an immoral content. As a result, an opportunity is created for the origin of educational disorders in a teenager who falls into an environment of immoral behavior. Sometimes, the fact that some parents love their children too much, caress them, do not speak harshly, and do not admonish them can be the reason for the origin of immoral behavior. So, in this regard, it should not be forgotten that it is appropriate to observe the standard limit.

8. The attitude of some parents based on anger leads to the formation of negative character traits in children and adolescents, in particular, such as timidity, dependence, nervousness, sensitivity to emotions and lack of independent thinking. Cowardly, submissive children and teenagers tend to join various immoral groups as a result of someone's whims and coercion. Their nervousness, excitability and sensitivity to emotions often lead to conflict situations. Also, their weak ability to think independently leads to entanglement of conflict situations and incorrect use of ways out of problematic situations. As a result, in such situations, a teenager may engage in illegal activities due to his youth

and lack of life experience. Giving children too much freedom in the family leads them to act as they know, not to understand whether what they are doing is right or wrong. A teenager who is left out of parental control and inquiry, knows himself freely and starts doing whatever he wants.

9. The fact that parents are not interested in their children's life and activities, leaving them without supervision, often leads to the teenager joining the ranks of children and adolescents with illegal behavior. Therefore, it is appropriate for parents to constantly monitor their children's activities, especially during their teenage years, and what they do in their free time. In addition, psychophysiological changes and transitional characteristics during adolescence are a period of age that requires special attention of young parents and adults. In the family, the neglect of parents towards adolescents of this age, their view that education should be given in this way creates an opportunity for the emergence of immoral behavior in children and adolescents. Also, it is observed that the authoritarian, excessively strict attitude in the family is the cause of behavior deviation in children and adolescents.

10. One of the factors related to family education, which causes the origin of immoral behavior in children and adolescents, is the use of primitive (outdated, undesirable) methods in family education. In such a way of upbringing, upbringing is sometimes carried out on the basis of extreme strictness, authoritarianism, disregarding the opinions and views of children. Today, life itself shows that it is wrong to raise children in this way. Because today's youth are intellectually mature, have their own views, and strive for independent thinking. We must not forget that counting with such young people, listening to their thoughts and opinions, and not sparing the necessary advice in the right places will give good results.

11. The use of methods such as rudeness, indifference, insults, threats and physical punishment in family upbringing often lead to children and adolescents running away from home, doing something because they are afraid of their parents. It causes him to wander around and spend the night somewhere. The social and psychological adjustment of such children to the family environment is disturbed. As a result, he adopts a non-family group or street environment that suits him. This environment, depending on its character, can have a negative or positive effect on the child. Unfortunately, street environments with unhealthy environmental psychology often have a negative impact on children.

12. The lack of theoretical and practical knowledge and information about children's education among parents causes defects in family education. Among the factors related to family education that affect the origin of behavior deviations and educational disorders in children and adolescents, the situation of insufficient knowledge of children's education among parents is clearly visible.

In the family, parents often try to educate their children by severely punishing them, restricting their freedom and keeping them out of the house if they do something bad. If their child does something they like, they praise and reward him excessively. They do not understand which of the methods they are using are correct and which are incorrect. They think that this is how education is given in their own way. As a result, they unknowingly have a negative impact on their children's education. Therefore, it is necessary for parents, first of all, to have theoretical and practical knowledge of raising children in the family. For this, they need to read more pedagogical and psychological books, newspapers and magazines about education.

It can be seen from these that the lack of education knowledge among parents leads to the origin of various behavior deviations from our national values, traditions and customs during the education process. A young man or woman who receives a poor education does not benefit or harm himself, his parents, his family, and worst of all, his people, his country. He cannot find his place in life. Either he will be a criminal, or he will be a person who walks over the heavy and under the light. If he goes anywhere, he will be unable to support himself and his family. Who wants their child to be like that? So, every Uzbek parent, if he has expectations from his child, should acquire pedagogical knowledge before loving him. Loving a child without knowledge (without standards) turns him into a disaster [7].

According to the results of our research, it is known that the absence of the representatives of the older generation in the upbringing of children in the family has a negative effect on the upbringing of children. After all, it is not for nothing that it is said in our nation, "A house with an old man has a fairy." First of all, the fact that the elderly are almost at home leads to constant communication with children and constant monitoring of their activities.

In our opinion, in recent years, it seems that the qualities of kindness, tolerance, helping the needy and the sick, characteristic of our people, are being forgotten for some reason these days. Among our youth, vices such as greed, carelessness, indifference, vanity, self-interest, greed, and vanity are increasing.

According to our observations, it is evident that certain ineffective methods are used in the relations between parents and children in families. In particular, parents sometimes love their children too much. They preserve and honor them. They try not to infect them. They try to achieve what they say or want. At first glance, you will say, what did the parents do? But this attitude of parents to children leads to the formation of negative traits in children. As a result of this attitude shown by parents, the child develops negative qualities such as arrogance, contempt for others, cunningness, lack of value for work, and impatience.

Children with such qualities do not develop the qualities of hard work, nobility, respect and admiration for others, and appreciation of work. They also have the habit of boasting, laughing at others, and pretending to be helpless. Children brought up in such a spirit have difficulties in thinking independently in problematic situations and coming to certain decisions. Such people are distinguished by the fact that they cannot get along with their peers, and because of the narrowness of their circle of friends, they are often isolated from their peers.

13. Another of the defects in education that exists in the Uzbek family today is the method of education based on rejection, prohibition, and non-permission by parents. In this type of education, children's wishes, thoughts, dreams and aspirations, thoughts and opinions are not taken into account. In addition, this method of upbringing limits children's ability to openly express their opinions, come to independent decisions and express their point of view on certain situations. In such a method of

upbringing, children's behavior is sometimes controlled by methods of forced prohibition. At home, you can touch this thing, you can't touch that thing, you can wear this clothes, you can't wear that. A child's interest, freedom, wearing the clothes he likes, doing what he likes, reading the book he is interested in, and playing the sport he likes is done at the discretion of the parents. In the family, what the father or mother says means what they say. In children brought up in such a way, negative qualities such as slow development of the ability to think independently, shyness, inability to express their opinions, subordination, cowardice and lack of courage are evident. A timid, submissive, shy child lacks activity and self-confidence. They also have slow speech development. Such children live in dependence on others throughout their lives. They have poorly developed leadership and management skills. They are quick to listen to other people's words. They often get into conflict situations due to the poorly developed ability to distinguish deception, pretense, and deception. Such people find it difficult to make the right decisions in conflict situations. They can commit various violations as a result of the influence, desire or coercion of others.

14. One of the defects of upbringing in Uzbek families is the insufficient use of our national-spiritual heritage, i.e. fairy tales, proverbs, narrations and hadiths. According to the results of the research, only a quarter of the parents who participated in our research remember that they told their children fairy tales, narratives and proverbs when they were young. After all, it is clear to everyone that our values, masterpieces of folklore, narrations and the science of hadith serve the formation of goodness, nobility, and good manners in children. Nevertheless, today there is a lack of attention to this issue in the upbringing of children. This neglect, giving in to the belief that tomorrow they will be brought up when they grow up, will have a negative impact on the development of our children into well-rounded and well-behaved people.

15. One of the shortcomings of parents in raising children in Uzbek families is neglecting children's education from a young age. After all, there is a wonderful proverb in our people: "If you were not at nine, you will not be at ninety." The earlier you teach and educate a child, the faster he adapts and learns. Unfortunately, many parents think that when they are young, it is enough for their child to have a full belly and an idol. At the age of 16-17, when they graduate from school, they think about their child. Many parents do not realize that by this time it is too late to think about the child's upbringing and his future. As a result, we suffer the pain of a missed opportunity in education. As if this is not enough, we destroy the child's future, future, prosperous and happy life. In such cases, we often blame the children. We cannot recognize or see our own guilt.

Most of us are used to giving the same upbringing to all children in the family. We know that children by nature have different looks, different characters, gifted or weak, difficult, restrained or active. It is necessary not to forget that it is appropriate to choose the method of approaching children, interacting with them and educating them according to these aspects.

CONCLUSIONS

In conclusion, it should be noted that family pedagogy has the following tasks to protect young people from destructive ideas:

creating a family education program for inculcating political and national ideological values in the thinking of boys and girls;

strengthening ideological and methodological preparation of young parents for ideological education;

to achieve practical cooperation of family pedagogy with the sciences of philosophy, political science, history, sociology, social psychology, spirituality, jurisprudence, the idea of national independence;

the foundation of the national ideological education direction on the topics of scientific research on family education;

summarizing the national and universal achievements of ideological education in the family;

it is necessary to develop and implement a clear, perfect, most important - practical social pedagogical program of ideological education in the neighborhoods.

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