

# SOCIAL PEDAGOGUE'S RESPONSIBILITIES IN COOPERATION WITH A FAMILY TO INCREASE CHILD SOCIABILITY

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**Abstract:** this article focuses on teaching children to think independently, the importance of a family atmosphere in their being an active member of society, the responsibilities of a social pedagogue pertaining to families and the significance of upbringing.

**Keywords:** upbringing, family atmosphere, mature person, social activeness, sociability, upbringing methods – liberal, authoritarian, democratic, chaotic, hyper-care.

“There is an issue that never loses its importance; it is the task to develop our children as people who are independent, modern knowledgeable and prominent, possessing independent life position and real patriots” [1].

A family plays an important role to develop child's independent thinking in early sociability processes. Parents have always been the first teachers of their children and will be onwards. Child upbringing is considered to be one of the most complicated social pedagogic processes and a family atmosphere engenders the formation of their personalities. Parents cherish and pet their children, worry about them and protect from challenges. Additionally, parents' personality itself has very significant impact on child's upbringing. That is to say, a child always has an interest to imitate his parents and always envies them. Without having any knowledge and experience, a child repeats what adults do. Sometimes the experience gained in a family would be the only measure towards the world and people around. Quite honestly, child education might be spoiled when parents are indifferent to the process of upbringing or in the case of immoral lifestyle and lack of pedagogic knowledge and good manners. Clearly, the existence of parents is not enough to educate a model child, but also it is required to have convenient moral-psychological conditions and healthy relationships among the family members. There is a wide range of family atmospheres and their effects on children are also various, in turn. Therefore, children's preparation to social life requires different approaches. In the book named “Social Pedagogy” written by Mavlonova and Vohidova (2009) families are categorised like:

*Model family.* This family has a good financial status and is considered to be intact family (the family containing both mother and father), possessing pedagogic knowledge together with satisfactory moral conditions.

*Half-orphaned family.* This family is a result of a missing mother or father and a child is brought up by relatives.

*Argumentative family.* There are strong conflicts between parents or children in this family and the aura is full of disagreements, lack of beliefs, anger, belligerence and quarrels. Obviously, this results a lack of both independent thinking and activeness in a child.

*Immoral family.* The behaviour of parents is completely immoral and the lifestyle is very unsatisfactory because of licentiousness, alcohol, sponge, gamble, and others. Thus, creating a model family form considerably increases the sociability in a child.

Family upbringing is divided to the following types according to the atmosphere in it:

1. Authoritarian
2. Liberal
3. Chaotic
4. Hyper-care
5. Democratic

**Authoritarian:** this type is characterised with its strict rules. All of the decisions are made only by parents and no opportunity for further discussion at all. Children must obey these decisions. Such family includes the features like:

- Demanding very high results from children;
- Strict punishment towards children for their failure;
- Strong control;
- Aggression against a child's own interests and opportunities;

- Ignorance of his own thoughts;
- Educating children under the motto of “What I said must be done!” or “I am a parent, so I am completely right!

In this environment a lack of confidence, beliefs, obedience and stress hinders the personal development in a child. The result in the future would be that the child will be inclined to dominate in society and violently reach what he wants. Their studies at school will not be satisfactory as they think that they have priorities over the teachers and so he will not listen to them. In this case freedom, but at the same time, a sense of lie, indifference, ignorance, impudence, indiscipline, lack of love are appeared inside him.

**Liberal:** being different from authoritarian family, the most important is child care. Parents of such families do not require many things from their kids and they grow up without any restrictions. Liberal parents are very affectionate, attentive and careful. Their main purpose is independent development of the child's abilities and personality, and his feeling of happiness.

**Chaotic:** this one is also considered to be one of the negative types and is a result of a conflict between parents in terms of upbringing. The thought of two sides do not match at all, anyway they continue to hold only their own opinions. Hence, the children in these families always hesitate about what is true or wrong in fact. If the mother allows to do what the father disagrees or vice versa, the child gets used to act in his own favour looking at the case. Additionally, chaotic upbringing might appear from wrong emotions. For example, it happens when the mother tells off her son and soon pets him embracing, weeps, hits or apologises and so on.

**Hyper-care:** in this category, there is often a single or unhealthy child, therefore the parents are ready to do whatever he asks. They even try to restrict his freedom and independence as they are always overly concerned about him and only focus on his safety. Thus, this child will encounter many obstacles to find his own place in society and cannot be independent person in the future.

**Democratic:** this method of upbringing is mainly based on respect for children's personality. Unlike the authoritarian family, the children are given the right for activeness and expressing personal views in a family. Democratic parents are loving, careful and attentive. The difference from liberal families is that there is an establishment of discipline and a control over its accomplishment in democratic families. However, their approach is not by forcing or threatening, but they do it by explaining in a gentle way. Parents spent most of their time on talking with their children. The children brought up in democratic families are more active compared to other categories. They possess such virtues like:

- Independent decision making and self-responsibility skills;
- Creativity and being determined;
- Ability to establish warm relationships with others.

The most essential function of a family is deemed to educate worthy children for the future. The main responsibility in this case lies with parents. The children of democratic families will grow up as prominent specialists who are determined, sociable and vigorous. Among all other types democratic family serves to form perfect irreproachable descendants.

But it seems like there is a lacking role of social pedagogues in raising children's social activeness. This is because preparing children to mature life is related to their active place in society, ability to contribute to the development of society, to think independently and make decisions in challenging situations. Yet parents lack the knowledge of social pedagogy and make a range of mistakes in turn. In family conditions, being rude to children, pushing them, threatening them, limiting in everything and leaving their questions not responded get their active role in the process of socialising broken. These conditions make children be in passive states such as not to behave freely, losing independent thinking, running away from groups, and even from the society if need be.

In this turn, in order to make the process of children's successful socializing in a family it is useful to develop the cooperation between parents and a social pedagogue as the following:

- Organizing pedagogical lectures related to children's socializing, in other words upbringing them as active members of society, during the parental meetings at school;
- Organizing tests and trainings among parents, on the topic of “Do you know your child?”
- Informing parents about the most effective ways of child-upbringing through social pedagogue's visits;
- Organizing educational events with the help of social pedagogues in order to analyse and apply the experience of model families in “mahalla” citizenship union.

The President of the Republic of Uzbekistan – Mirziyoyev, in his book named “We construct great future with brave and frank public”, moves forward the issues of child upbringing in a family, communicating more with the youth, listening to their souls, helping them practically to solve their problems, bringing them up to have a strong active social life.

Respectively, upbringing children to think independently, obtain thorough modern knowledge and crafts, and be an active member of society is the most primary and important task of the cooperation between pedagogues and the “family”.

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