

CHILD-PARENT RELATIONSHIPS DETERMINING CHILD DEVELOPMENT

Rakhimova Jasmina

*The 4th year student by the speciality
foreign language at pre-school and primary
education of Bukhara State University*

Abstract: Child-parent relationships have always remained and remain relevant, because for a child his environment is extremely important, especially his communication with his family and parents. It is the family that plays a key role in the future development of the child and, undoubtedly, influences his socialization in the future. The article examines the conditions and factors that influence the origin and development of relationships between a child and an adult.

Key words: Father, mother, family, child-parent relationships, child, development, formation.

The family performs certain functions: provides the child with all the conditions for physical development; participates in the formation of his personality; lays the foundations for moral behavior approved by society; instills a love of art, thereby developing creative interests; teaches the child. The problem of disruption of the relationship between parent and child, which has serious, sometimes even dramatic consequences for the mental development of the child, the development of his personality, character, is the most common problem with which people most often turn to psychological and pedagogical family assistance services. In the very first days of life, a child already has problems forming adequate parent-child relationships, which have important theoretical and practical significance. Parents influence the child's behavior by encouraging or condemning a certain type of behavior, as well as by applying punishment or allowing an acceptable degree of freedom in the child's behavior. Communication in the family allows the child to develop his own views, norms, attitudes and ideas. Communication in the family allows the child to develop his own views, norms, attitudes and ideas. The question of the conditions and factors that influence the emergence and development of relationships between a child and an adult occupies a central place in this problem. In his concept of attachment, he speaks of the child's attachment to his mother as a direct result of a series of instinctive reactions that maintain or restore closeness with the mother. Outside of closeness with the mother, the child feels primary anxiety, and when achieved, a state of comfort sets in. If the body functions normally and the mother is close to the child, he begins to develop attachment. When a mother leaves a child, the child develops a strong reaction to

separation, which successively goes through phases of protest, despair, and detachment. Situations often arise in which, due to ignorance of the patterns of mental development of the child and excessive love for him, parents unconsciously put into practice such models of education that give rise to the neuroticism of children. The development of a child's personality is regulated by a number of factors. To a significant extent, the formation of a boy's personality is affected by the absence of a father, which is associated both with the lack of a role model and with the special role of the mother in the family. In such families, where the leading role in social processes and education is occupied by the mother, children have little initiative, are not able to make decisions themselves, but only wait for the instructions and decisions of others. Family structure symmetry has different effects on boys and girls. In cases where the family is dominated by a parent of the same sex as the child, children develop independence and a sense of responsibility. In families where fathers are responsible for discipline, boys have more responsibility, and if maternal authority is higher, then girls are more active. But at the same time, depending on the situation, it may also happen that divorce and destructuring of the family turn out to be more important than its preservation. Raising the younger generation is the most important social function of the family. The family in modern society is the institution of primary socialization of the child. Parents are responsible to society for concentrating a system of conditions that are suitable for the age characteristics of the child at each stage of ontogenesis and guaranteeing the best opportunities for his mental and personal development. The following integrative data of child-parent relations are highlighted: 1) the position of the parent, which is determined by the nature of the child's emotional acceptance, educational values and motives; 2) the type of family upbringing, determined by the parameters of emotional relationships, the style of communication and interaction, the degree of satisfaction of the child's needs, the characteristics of parental control and the degree of consistency in its implementation; 3) the parent in the image of a teacher and the image of family education for the child. The child, like the parent, is an active participant in the parent-child relationship. The main revision of the idea of child-parent relations is moving towards greater consideration of the opinion of the child himself, as the dynamic creator of these relationships, which is the transformation that has occurred in the public consciousness of the paradigm of attitude towards the child as an object of education to a humanistic attitude - the child as a subject of education and an equal participant in the relationship. The role of the parent's image in this system of relations is to acquire reciprocity and cooperation in solving problems of joint activities, as well as providing the necessary conditions for the harmonious development of the child. The success of a child's mental development and the implementation of the educational potential of parenthood as a social institution is significantly determined by the emotional side of parent-child relationships. The nature

of parental and child love is different than the emotional connection in marital relationships, which, in turn, is based on the fundamental equality of partners. The emotional relationship between the child, mother and father is clearly divided into maternal and paternal love. The term “acceptance,” which characterizes the affective coloring of a parent’s relationship with a child and recognition of his self-worth, is used along with the concept of parent. Modern trends in the development of the system of educational love. The emotional distance between a child and a parent is determined by emotional closeness (liking - antipathy). The term “attachment”, in addition to the phenomenon of a child’s love for a parent, also includes the law of development of cognitive activity and mental development of the child, in relation to the specifics of child-parent relationships. The following options for the emotional attitude of a parent towards children are distinguished (from unconditionally positive to openly negative):

- unconditional emotional acceptance of the child (love and affection, “no matter what”). This type of parental attitude leads to anxiety and uncertainty in the child;
- ambivalent emotional attitude towards the child (a combination of hostility and love, positive and negative feelings);

- indifferent attitude (indifference, emotional coldness, distance, low empathy). This position is based on the immaturity of the maternal position, infantilism, and personal immaturity of the parent;

- hidden emotional rejection (ignoring, emotionally negative attitude towards the child);

- open emotional rejection of the child. The mother’s relationship with her child is very important for the formation of social identity and feelings. In addition to his unconditional emotional acceptance, his mother, by her example of care and tenderness for other people, pushes him to form comradely, friendly interests outside the family. It is useful that the mother does not make do with just raising children and is involved in social activities. The function of the father in raising a child is to stimulate his activity aimed at developing social literacy, which the child needs to overcome his inferiority complex.

Dad sets goals, gives examples of solutions, applies the necessary help, encourages the child's autonomy and focus to achieve goals. The most important condition for the formation of a child’s role identity is the educational model of parental behavior of fathers and mothers. In infancy, a father's communication with children of the opposite sex does not differ much, but in childhood, fathers begin to play a significant role in the development of feminine qualities in girls and masculine qualities in boys. Feminine qualities include such as a high level of empathy, caring, ability to empathize, communication, and masculine qualities include autonomy, competitiveness, independence, focus on achievement, and initiative. Your child builds his relationship with each parent differently, and this is quite natural. The child often

turns to the mother for closeness and emotional support, to the father as a partner in joint activities and a source of authoritative thinking. List of recommended literature for parents: • Yu. B. Gippenreiter "Communicate with the child. How?" • Eda Le Shan "When Your Child Is Driving You Crazy"

- R. Bayard, J. Bayard "Your restless teenager"
- J. Korczak "How to love a child"
- J. Korczak "The child's right to respect"
- F. Dolto "On the side of the teenager"
- F. Dolto "On the Child's Side"
- A.V. Semenovich "These incredible left-handers"
- N.M. Johnson-Martin, S.M. Attermier, K.G. Jens, B.J. Hacker "Carolina Program for Infants and Young Children with Special Needs"

Literature on the topic "CHILDREN-PARENT RELATIONSHIPS DETERMINING CHILD DEVELOPMENT."

1. Azarov Yu.P. Family pedagogy. - M., 1985
2. Azarov Yu.P. The art of education. 2nd ed., rev. - M., 1985
3. Benschaminova M.V. Parenting. - M., 1985. Dobson James. Parents and newlyweds: Dr. Dobson answers your questions.
5. Zakharov A.I. How to prevent deviations in a child's behavior. - M., 1986
6. Lesgaft P.M. Family education of a child and its significance. - M., 1991
7. Mukhina V.S. The mystery of childhood. In two volumes. - M., 1998
8. Korczak Janusz. How to love children. - M., 2000
9. Spock Benjamin. Conversation with mother. - M., 1991
10. Family education. Brief dictionary. edited by Grebennikova I.V., Kovinko L.V. - M., 1990