
Problems and Prospects of the Family

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Abstract: This article provides extensive information about the problems of the family and their prospects.

Keywords: Family, education, upbringing, society, technology.

Introduction: The relevance of the problem under consideration is in many respects not inferior to the mass one with the fact that family education. Despite the fact that family education is a rather expensive service and cannot be extended to a wide range of people, modern scientists and educators note a number of advantages of this form of education, suggesting making it more accessible to the population.

The demand for family education in our country has a number of reasons. However, this form of education also has its opponents. The objective of this study is to analyze the opinions of scientists and teachers on the reasons for the increase in demand for family education in the homeland and to identify possible problems hindering the development of this phenomenon.

Methods: To achieve the goals set, the authors of the article studied the materials of abstracts of dissertations, scientific publications on the designated problem, as well as materials posted in the public domain on the Internet on sites dedicated to family education served as sources of information. The main research methods are analysis, generalization, comparison, principles of dialectics.

Results and Discussion: As shown in studies on the history of the development of family education in the homeland, up to the twentieth century it was available at various levels of social classes, but at the same time it differed both in quality and in content.

Currently, the vast majority of families are consumers of educational services provided by public and private schools, but the growing interest of parents in family education is obvious. According to the law, family education can be implemented at any level from elementary to general. It is subject to the same requirements as for education in a public or private educational institution: mandatory training sessions, all forms of certification provided for by the programs.

According to statistical studies in our country in 2016, the number of students in family education was about 0.058%. According to the results of 2018, 10% of students are in family education in the country, which corresponds to 100,000 people, and according to experts, these data are just the beginning.

As for foreign experience, in the last 2530 years this form of education has been the most dynamically developing in America and in many European countries, although in some countries family education is prohibited by law (for example, in Germany). This situation is explained by the fact that parents in the modern information society have the opportunity to

independently educate children, no worse than professional teachers.

At home, other factors may also be the reasons for parents' preference for family forms of education.

Consider the reasons why Russian parents decide to transfer their child to family education. In the study of this issue, K.N. Polivanova and K.A. Lyublinskaya, it was found that one of the reasons for transferring a child to family education is health problems.

According to the results of the survey of parents, it was revealed that 5% of 100% of them are parents. The second reason that the authors of the studies point to is psychological reasons, the main of which is the loss of motivation to learn, difficulties in interacting with classmates or teachers and school administration. These answers are 38% out of 100%. And, perhaps, the largest number of responses indicated the dissatisfaction of the parents themselves with school education. In particular, such reasons as the irrational use of time by the school for studying subjects or the lack of quality education were named. This figure reached 52% out of 100%.

The last figure turns out to be a rather serious accusation towards the quality of education provided in general education institutions. If earlier in our country it was mainly children who were taken to "home schooling" for health reasons, then in modern conditions, with the lifting of state bans on family education, there are much more people who want to switch to this form of education. A.N. Yakunina, in her study, notes that the process of establishing family education in the homeland "is characterized by insufficient availability of pedagogical conditions for the development of family education, and also provides data that once again confirm a significant percentage of parents who are dissatisfied with the quality of educational services, the level of school education and the psychological situation".

In our works, we have repeatedly addressed this issue, paying special attention to the decline in the quality of education at home.

However, with the undoubted advantages of family education over mass education, it also has disadvantages, which, perhaps, do not allow it to become more widespread in our country.

The first problem that researchers name is the issues related to the formal difficulties in the implementation of family education. These include financing, organization, administration of this type of training.

In this case, it is difficult to disagree with the supporters expressing these concerns. There is a real threat of fraud from unscrupulous parents who use family education more for enrichment than for raising children. Family education is difficult to control on the part of state guardianship authorities; personnel, special methods and forms of monitoring and control are needed. More flexible legal regulation of this issue by the state is also necessary.

The second serious problem of family education is the reassessment by the family of their possibilities in pedagogical activity. Not every adult is able to interact with a child as a teacher and psychologist in a qualified manner. In the interaction of a parent and a child as a teacher and a student, conflicts often arise, the basis of which is laid in the primary social roles of the subjects of education in the family.

The third important problem that arises in family education is the low level of socialization of children who are cut off from the peer group.

All of the above problems can be solved by creating various kinds of associations and communities of parents who support each other with advice in teaching. On their basis, seminars, conferences, festivals on family education are regularly held, and every year the number of educational platforms that can be used as a methodological support for family education is growing rapidly. However, without the support of the state and educational

organizations, this activity is doomed to extinction. As M.P. Antufyeva: "Family education is part of Russian reality, so there is a need to draw the attention of researchers to the problems faced by parents who choose this form of education."

The most promising position in the implementation of family education can be an alternative model that integrates both forms, both family and mass. So, according to I.M. Chapkovsky, earlier family education was often chosen by parents of really problematic children, but now, in most cases, it has become the prerogative of well-educated children. "This is due to the fact that in our modern school the educational function is fading away, the school is becoming a place of "hanging out" and a "storage room" for children, and children who have a high cognitive interest do not fit into such a system. Their socialization takes place more naturally and less traumatically when studying in the family. He also believes that family education will never completely replace school, and it is not suitable for all children and parents. This is a healthy alternative, not opposed to school, but interacting with it."

The second point that researchers of the problems of family education in their homeland pay attention to is the need to train specialists in family education. In this case, distance education can come to the rescue, allowing the family to be assisted remotely, which will require the least financial costs on the part of the family.

Conclusion: The family form of education as a variable form of education has proved its viability and effectiveness in some foreign countries. At home, this form of education is of interest to an increasing number of families every year. The reason for the spread of this type of education in our country was the costs of the state education system, to a greater extent the quality of education.

With the right approach, family education has clear advantages for the formation of the educational potential of the child, but it is not suitable for everyone, but mainly for families where, first of all, there is a high level of self-organization, both in the parent and in the child. This form of education is unlikely to be widely distributed, since it requires a certain level of training from parents and financial capabilities.

Family education, as an effective type of education, should be considered with the simultaneous observance of a significant number of conditions, which include, first of all, the conditions of monitoring and control by the competent authorities, qualified methodological and psychological assistance, as well as the appropriate level of regulatory documents governing the relations of subjects of family pedagogical process.

In modern domestic scientific and pedagogical literature, there is a lack of systematic development of family education models. The study of their features and possibilities of construction will be the next stage of our study.

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