SOCIAL-PSYCHOLOGICAL COMPONENTS OF RESPONSIBILITY FOR CHILD EDUCATION

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Article history:		Abstract:
		In Uzbekistan, the obligation to raise and develop children is assigned to their parents in accordance with the family code, and the same parents are responsible for the health, physical, mental, spiritual and moral development of their children, as well as their opinions. and are obliged to take care that their legal interests are protected.

However, the reason for the mistakes that are made in family education based on the observation and study materials of most families' experiences in child education is that some parents cannot take into account the requirements of our society in child education, and most parents are not good to children. even if they intend to educate, but they do not know the specific laws of this work. Some parents do not fully understand their duties and responsibilities in raising a child. Of course, such mistakes made by parents will cause the emergence of unhealthy families in the society tomorrow[4].

Parents always play a major role in forming the foundations of children's worldview, mastering their moral standards, as well as organizing their attitude to the people around them, their work and actions. An important feature of child education is that its content implies parents' love for their children, and most importantly, their responsibility for their children's education.

Since ancient times, incentives and punishments have been used in child education. Parents use different methods in raising their children based on their goals of influencing children's mind and behavior. Experience shows that the ineffectiveness or excessive use of this or that method can lead to an undesirable result. Each method has its own psychological side, parents should know this. Parents' choice and use of parenting methods is determined by their psychological and pedagogical culture[5].

Responsibility is a form of control of the activities carried out by a person in accordance with the norms and rules of behavior adopted by him, and society encourages a person to be responsible for the consequences of the decisions he makes. In this case, responsibility for raising children and the level of punishment are determined by the state . That is, every person in the society has a moral, legal and economic responsibility, and failure to comply with the relevant laws and regulations is punishable[6].

Subjective acceptance or non-acceptance, knowledge or ignorance of these processes, for example, legal laws or rules of behavior in society, does not exempt a person from responsibility. Through the threat of punishment, society is always ready to hold the offender accountable, and this threat helps the individual to develop internal forms of control over his activities. This responsibility eventually becomes a personal characteristic and is formed in the process of internalization, that is, acceptance as one's own social values, norms and rules. This responsibility also applies to parenting[7].

A child's perception of his parents changes at different stages of life, and their images change accordingly. The dynamics of the formation of parental images in different age periods consists of: early childhood period, puberty period, growth period and the period of parental loss.

In early childhood, when the child's consciousness is still underdeveloped, parents (primarily, of course, the mother) are archetypally perceived as more or less unconscious. The mother is a source of well-being, rest, stability, in fact, the source of life, and the father is active, dominant, represents protection and encourages action. In the perception of a small child, the images of specific parents are broken[8].

The projection of father and mother archetypes onto parents in early childhood explains the idealization of parents (mother is the most beautiful and father is the strongest) and the child's hypersensitivity to the discrepancy between the unconscious ideal and actual parents. The more parents' behavior contradicts their educational guidelines, the more conflicting images of parents in the child's mind, the greater the risk of developing neurosis and somatic diseases[9].

Images of parents are formed in the child's mind through sensations in a continuous space-time continuum, so it is not what parents recommend, but what they themselves do. Consequently, more mature and loving parents are the object of adequate projection of the "Father" and "Mother" archetypes and the guarantee of the child's psychological and somatic well-being. The child's perception of such parents is accompanied by a number of positive emotions, and the formation of parental images occurs under the influence of the mainly positive projection of the "Father" and "Mother" archetypes[10].

In later life, the archetypal images of the father and mother are inferior to the individual images of the original parents, but in the unconscious they remain powerful prototypes that reveal their influence throughout life. With the development of individual consciousness, the importance of the parental personality decreases, and the feeling of direct contact and unity with parents disappears. Ideally, "the adult archetype is separated from the parental image, the image of a man as a woman has known him since ancient times, and the image of a woman that a man has carried with him for thousands of years" [11].

Parental care plays a leading role in child rearing, and it determines how much time and effort parents spend on raising a child. These two extreme levels of protection are excessive care (hyperprotection) and insufficient care (hypoprotection). With hyperprotection, parents devote a lot of time and energy to the child. Education becomes the meaning of their whole life for them. Overprotection means that parents surround the child with more attention, protect him in everything, even if there is no need for this, accompany his every step, protect him from imaginary dangers, It is used in keeping the child very close to him, "connecting" him to his mood and feelings, demanding certain actions from him.[12] In this case, care is needed not only by the children, but also by the parents themselves, filling their unfulfilled neurotic acute need for affection and love. The mother's desire to "attach" the child to her is based on a clear feeling of concern for him. Overprotection can be caused by the anxiety caused by the loneliness of the parents and the instinctive fear that the child may have an accident. can be expressed by phrases like "go away".

An important aspect of raising a child is the level of meeting his needs, and this aspect of education is different from the level of protection. So, even if parents spend a lot of time on education, they may not be able to adequately meet his needs. In terms of the level of meeting the needs of the child, two extreme options are distinguished.[13]

The first is that parents try to meet all the needs of the child as much as possible and without criticism. For example, to caress him, every wish of the child is a law for his parents. The manifestation of the mechanism of rationalization in the parents of such upbringing is expressed as the weakness of the child, his exclusivity, the desire to give him what they are deprived of.

The second, on the contrary, consists in neglecting the needs of the child - this parenting style is characterized by the insufficient desire of the parents to meet the needs of the child. In this case, the child's need for emotional connection with his parents is not satisfied[14].

The formation of parenting style is directly related to their communication style. Therefore, in order to form an educational style suitable for social requirements, it is necessary to pay special attention to the formation of their communication style. In our research work, we studied the types of upbringing in the family and their characteristics in order to study the relationship between the responsibility of the parents and the upbringing style[15].

Family relations are often considered as a model for the child, and the development of the personality depends to a large extent on how the parents perceive the child and how they interact with him.

Experts distinguish four main types of family education based on two criteria. The first is the level of emotional acceptance of the child by adults and their control. It should be taken into account that parenting styles are often mixed, because the flexibility of a person makes it impossible to fit his behavior into any framework of understanding. However, each family has a basic parenting style that has its own characteristics.

Table 1
Relationship between parenting style and communication

Family upbringing styles			
Democratic	**Authoritarian**	**Liberal**	**Indifferent**
Parents are the authority for the child - take an example from	This discipline implies the method: "As I say, so shall it be."	This is education style to anarchy near _	This is the most uncomfortable parenting style in which the child's

them. Democracy reigns in such families.			feelings and emotions are not accepted and controlled.
31%	**23%**	**25%**	**21%**
Parental communication			
Mixed style	**Authoritarian style**	**Democratic style**	**Liberal style**
In such a family, relationships are established according to the situation and purpose in mutual relations	Parents set the rules and are not ready to change them,	Important the opinions of all its members are taken into account when solving issues.	A child can do anything - he grows up in a fully permissive environment.
34%	**30%**	**26%**	**10%**

Based on the impact on children's mental relationships, authoritative parents establish rules taking into account the needs and interests of the child when expressing the characteristics of parenting styles in the family. They always accept their child's feelings and are ready to allow him to independently solve the problems that he is capable of solving. One of the main characteristics of such a family is flexibility, parents change the system of rules and norms depending on the age of the child, and the level of adult supervision is high, and there is no physical and verbal aggression.

In an authoritarian family, the child does not have the right to vote and is forced to obey adults. Parents strictly control the child, do not accept his feelings and experiences, and sometimes reject them. They love the child and strive to give him the best, that is, everything except love and understanding. As a result of such upbringing, children grow up passive, always focusing on authoritative figures and unable to take initiative. In families that use an authoritarian parenting style, any form of leadership is suppressed.

The phenomenon of child-parent relationship between mother and child has been studied more than the phenomenon of child-parent relationship between child and father (Dubanova, 2012; Meuwissen & Englund, 2016). The relationship between mother and father and child differs in certain gender contexts. Physical, physiological, emotional characteristics of the first years of a child's life are emphasized - when there is a physical connection between the mother and the child, this connection has a great distance between the father and the child.

And in a liberal type of family, parents have a warm attitude towards their child and accept his feelings, free from responsibility for the result, and fully trust the child. The level of control is low - and they are not able to regulate.

Children grow up anxious and nervous because they don't have clear rules and norms. As a result, they do not know what is right. Often, children of such families are prone to disobedience, aggression, impulsivity, and children are more likely to fall under the influence of antisocial groups.

In an indifferent type of family, parents are emotionally cold towards the child, do not notice his interests and do not communicate with him, they insist on keeping order and obeying demands very carefully. Children of this family tend to develop deviant behavior, including committing crimes.

In conclusion, many factors influence the formation of a child's personality, and even in families with an unfavorable environment, a very harmonious personality can grow up, but nevertheless, research shows that parenting style has a significant impact on the child's development. In some families, as a result of indifference to children, children who sing the praises of knowledge, virtue and goodness become fanatics who follow various currents of ignorance, ugliness, and the peaceful life of their motherland.

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