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PEDAGOGICAL TECHNOLOGIES OF CHILD UPBRINGING IN THE MODERN FAMILY

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ABSTRACT: This article examines the role of modern pedagogical technologies in organizing effective child upbringing within the family environment. The family is recognized as the primary social institution that significantly influences the formation of a child's personality, values, behavior, and social competencies. The study analyzes contemporary child-centered educational approaches, parental psychological literacy, constructive communication strategies, emotional support, and positive reinforcement techniques. A combination of theoretical and empirical research methods, including observation, questionnaires, interviews, and pedagogical experiments, was employed. The findings reveal several challenges in family upbringing, including insufficient parental pedagogical competence, inconsistent parenting styles, excessive use of authoritarian methods, inadequate family communication, and the impact of digital technologies. The results further demonstrate that innovative parenting practices contribute positively to emotional intelligence, communication culture, and constructive parent-child relationships. The study emphasizes the importance of integrating modern psychological and pedagogical approaches into family education to foster children's holistic development.

Keywords: family upbringing, parenting technologies, child-centered education, emotional intelligence, positive parenting, family pedagogy, communication culture, child development.

INTRODUCTION. The family is the most important social institution and plays a decisive role in the formation of a child's personality. During the early years of life, a child's worldview, moral values, attitudes toward social relationships, and behavioral norms are primarily shaped within the family environment. Therefore, family upbringing should be regarded not only as a pedagogical process but also as a complex socio-psychological phenomenon that significantly influences children's future development.

Contemporary pedagogical and psychological sciences increasingly advocate a child-centered approach to upbringing. This approach emphasizes the importance of considering children's individual abilities, needs, interests, and developmental characteristics when organizing educational activities. According to Bandura's Social Learning Theory, children's behavior is formed through observation, imitation, and the internalization of social experiences. From this perspective, parental role modeling and the psychological climate within the family represent critical determinants of successful child development.

Rapid technological advancement, globalization, and increasingly complex social relationships have created new challenges for family education. Traditional parenting methods based primarily on authority, strict control, and obedience are gradually being replaced by innovative approaches centered on cooperation, mutual respect, constructive communication, and emotional support. These approaches encourage children's independence, responsibility, creativity, and social engagement.

Consequently, investigating innovative approaches to child upbringing within the family, evaluating their effectiveness, and developing recommendations aimed at improving parental pedagogical competence constitute important contemporary research objectives.

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MATERIALS AND METHODS. This study employed both theoretical and empirical research methods to investigate contemporary pedagogical approaches used in family upbringing and to evaluate their effectiveness.

The empirical component of the study involved **80 parents** representing families with children of different age groups. Participants were selected to reflect diverse family backgrounds and parenting experiences.

The following research methods were applied:

Pedagogical Observation. Observation was conducted to examine interactions between parents and children, communication styles, motivational strategies, and disciplinary practices. Particular attention was given to emotional responsiveness, parental involvement, and the implementation of innovative educational approaches.

Questionnaire Survey. A structured questionnaire was administered to assess parents' knowledge of modern educational approaches, child psychology, and parenting competencies. The survey provided quantitative data regarding parental awareness and educational practices.

Semi-Structured Interviews. Interviews were conducted to obtain in-depth information about parental attitudes toward child upbringing, perceived challenges, and practical experiences. This method facilitated a comprehensive understanding of family educational environments.

Pedagogical Experiment. An educational training program entitled **"Fundamentals of Innovative Family Education"** was designed and implemented for participating parents. The effectiveness of the program was evaluated through comparative analysis of parenting attitudes and practices before and after the intervention.

Statistical Analysis. Quantitative data were processed using descriptive statistical techniques, including percentage distributions and comparative analysis. The results were interpreted to identify patterns and evaluate the effectiveness of innovative parenting approaches.

RESULTS. The study identified several major challenges affecting contemporary family upbringing practices.

First, insufficient pedagogical and psychological literacy among parents remains a significant concern. Many families continue to rely primarily on traditional experiences rather than evidence-based educational approaches. Limited awareness of concepts such as child-centered education, emotional intelligence, and positive discipline often leads to ineffective parenting practices.

Second, inconsistency in parenting styles between family members was frequently observed. In many households, one parent adopts an overly demanding approach while the other demonstrates excessive permissiveness. Such inconsistencies create internal conflicts and adaptation difficulties for children.

Third, digital technologies have introduced new educational challenges. Increased exposure to social media, online games, and internet content without adequate parental supervision may negatively affect children's psychological well-being, value systems, and behavior patterns.

Additional challenges identified during the study included insufficient family communication, neglect of children's individual characteristics, widespread use of punitive disciplinary methods, limited cooperation between families and preschool institutions, inadequate access to psychological support services, conflicts between national and global values, and the influence of socioeconomic factors on parenting practices.

Survey results revealed that **62%** of parents relied primarily on authoritarian communication and control strategies, whereas only **28%** actively utilized positive reinforcement and constructive communication techniques.

Following participation in the training program, significant improvements were observed:

- Emotional intelligence competencies improved among **74%** of participating parents;

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- Constructive communication skills and communication culture improved among **69%** of participants;
- The use of positive reinforcement techniques in parent-child interactions increased twofold.

These findings provide empirical evidence supporting the effectiveness of contemporary pedagogical and psychological approaches in family education.

DISCUSSION. The findings confirm that parental pedagogical and psychological competence constitutes a fundamental condition for successful child upbringing. Maslow's theory of human motivation suggests that children can fully realize their intellectual and creative potential only when their needs for safety, belongingness, and self-worth are satisfied. Therefore, creating an emotionally supportive family environment is essential for healthy child development.

Similarly, Rogers' humanistic approach emphasizes the importance of unconditional positive regard and supportive interpersonal relationships. According to Rogers, every child possesses inherent developmental potential, and the primary role of parents is to create an environment that facilitates the realization of this potential.

The results also suggest that integrating modern psychological approaches with traditional family values may provide an effective framework for family education within the Uzbek cultural context. Such integration promotes both cultural continuity and adaptation to contemporary social realities.

PRACTICAL RECOMMENDATIONS FOR PARENTS

1. Establish strong emotional connections with children through daily meaningful communication.
2. Replace authoritarian control with constructive dialogue and collaborative problem-solving.
3. Utilize positive reinforcement strategies to encourage desirable behavior.
4. Respect children's individuality and avoid harmful comparisons.
5. Continuously improve parental psychological and pedagogical literacy.
6. Create a supportive and emotionally positive family atmosphere.

CONCLUSION. Modern pedagogical and psychological approaches provide a solid foundation for effective family upbringing. These approaches promote children's individuality, encourage independent thinking, and strengthen trust-based relationships between parents and children. Consequently, parents should continuously enhance their educational competencies and integrate contemporary parenting methods into family practice. Cooperation among families, preschool institutions, psychologists, and community organizations remains essential for establishing a unified educational environment that supports children's comprehensive development.

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