FAMILY EDUCATION OF A CHILD: THE PAST AND PRESENT

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The first trend is determined by changes in the socio-economic situation, the emergence and development of new ideas - personalism, individualism, democracy, humanism, which gave rise to new forms of people living together. Today, the concept of a family cannot be defined unambiguously either in terms of its quantitative or gender composition, nor in the context of family ties, nor taking into account the place of residence of its members. Along with the traditional ones, today there are families consisting of fathers and children, grandmothers and grandchildren, and people who are not related to each other (foster families).

The change in the socio-economic system in the world over the past decades has forced society to drastically change its spiritual guidelines. Earlier, in Soviet times, when the issue of survival was not so acute, the family could afford to shift part of the educational functions to the state. The child was constantly in the zone of someone's responsibility and his life trajectory was more or less predictable. The stairs up were clear, sturdy and, more importantly, had reliable railings [1]. The society was uncontested.

But now it's different - a new time. What kind of life should we prepare our children for? How to choose?

The current situation has put parents in front of the need to prepare the child for an unstable world, variable education, alternative political ideas and encroachments on his inner world from the Internet, the media, subcultures, sects and drug sellers. The world has become diverse and unsafe for a child. Parents have to prepare their child for a life for which they are hardly well prepared themselves! The popularity of the ideas of individualism, the most important element of which is an increasing awareness of oneself as self-worth, has also led to a change in the goals of education: society, and above all parents, has become forced to teach children to survive in a market economy, i.e. to teach children not only to take care of themselves, to be responsible for themselves, but also to find their purpose in the world and successfully fulfill it. The tendency to actualize individual goals and meanings of a person entails the design by modern parents of an individual pedagogical strategy of family education. It can even be said that today every family is forced to create its own pedagogical system.

The second trend is to change the functions of the family, due to the large employment of parents, increasing economic importance in society. Let's define different contexts of family expectations from school education, respectively, and from upbringing.

Deciding what the education system should be, one cannot do without addressing the issue of its goals. It seems that they are obvious, self-explanatory. Meanwhile, there is a fierce dispute on many issues. First of all, it can be stated that everyone agrees that the issue should be resolved based on the criteria of practicality and efficiency. Impracticality and inefficiency are considered as negative qualities. There is no disagreement on this parameter – no one argues with practicality. But inside this agreement there is a great variety. After all, practicality is an official criterion, it is a characteristic of the way to achieve the goal, and what is the goal itself? Let's focus on the most important for understanding the role of school in the upbringing of a child.

The meaning of education is the production of scientific personnel. There are several groups of statements that prioritize the state interest. These are, for example, statements claiming that education is necessary for the education of specialists needed by the state. The goal for those who reason this way is the state and the nation, not the people. If, for example, science turned out to be unnecessary, then the question of the existence of a school was completely different. In general, the goal is the survival of the state, and school is one of the necessary means so far. The meaning of education is the formation of citizens. Sometimes it is simply stated that the state needs employees (specialists for various jobs) and loyal citizens, so the state creates a school for the production of such necessary elements from people.

The next group of opinions believes that the goal of the school is not a nation armed by the state, and not the state as such, but society. There is a community of people, it has certain traditions, culture, and people in this community interact with each other using certain cultural codes. The basis of these codes is morality. In this case, education is

the upbringing in a child of a system of values corresponding to the society in which he is brought up. School is the most important part of the mechanism of tradition, the transmission of social values.

Such a system of views asserts that people are material that must be transformed for the sake of external goals. The values of freedom and self-expression, creativity are secondary and can be welcomed as long as they do not contradict the main goals of such education. First of all, society does not expect teachers and students to develop their own theories and views, but to follow social values and love for the fatherland. Here, the creation of a homogeneous environment of people professing a certain set of values is at the forefront.

The school of the nation is a machine for creating a nation, and education serves to reveal the national values hidden in the depths of the student. Society does not rigidly impose its seal on the individual, on the contrary, it itself consists of individual wills agreed by nature. There is some internal coordinated structure of individuals in a certain territory, and therefore these individuals develop a community with a certain culture.

Developing your own worldview - school is needed to help a person in his self-development. That is, a person grows and develops, creates his own view of the world. At the same time, he has difficulties. However, many people have already passed the same road of growing up and building their world before him, and they have developed a set of tools to help in these adversities. School is about providing a student with a set of tools that can help in the tasks that he sets himself.

Society as a wild forest: a school for overexposure. In the following system of views, the most important task of school education is socialization. The society in which students come out of school and from their parents' families is not at all kind and not adapted for the happy existence of different abilities. In a sense, new generations entering society are not needed in it. This is a banal conclusion from the presence of competition – if a person is pushed out, not hired, then he (such) not needed. He needs to look for a place, achieve, push others away and make great efforts. The main thing is to preserve the health of young people and give them, if possible, a happy life, as far as their parents can pay for it, who hand them over for overexposure while they hunt themselves. The teacher does not resist the transfer of knowledge and even gives such an opportunity, but his main task is to keep children healthy and happy, busy with useful developmental loads.

School of young hunters. If in the previous version, the school protected from socialization, from the release of unprepared youngsters into the jungle of society, then this system of views is the opposite, here young people are taught to hunt. Society appears as a cruel and aggressive environment. Collectives of people are a very unpleasant environment, it is difficult to survive, and it is disgusting to survive. It requires effort, continuous tension, special skills. Initially, children do not have such skills. In the family, among parents, these skills cannot be developed.

Education as a weapon. Society is unfavorable for people and it is not so easy to survive there, but there are some skills of general importance that help in many situations. There are some kind of universal tools that often come in handy. And education, school is the transfer of weapons to children that will help them survive in society. These universal skills are not only the ability to endure pain and work beyond fatigue, adjusting to the team and bosses. Universal skills include not only the ability to remain free. Freedom is just one of the universal skills that help to live in society. It's also knowledge. There is such knowledge that increases the chances of survival and makes this activity almost bearable.

Once upon a time, a good education included the ability to dance and ride a horse, fence and shoot. Now the requirements are different. Maybe, on the contrary, it's better now not to know other languages than English, you need to be able to make resumes, contracts, bargain and know the basics of business. A good education is a relative concept, it's just a set of skills for living in modern society.

The third trend is represented by migration processes caused by the political events of recent decades, which have exacerbated the national problem, which today has a significant impact on both the geopolitical situation in the world and the nature of intra-family ties.

The fourth trend is the increased activity of fathers seeking to become full-fledged subjects of family education. If in the 20th century there was a weakening of the paternal position in the world, which consisted in an increase in the number of families without a father, in the insignificance of paternal contacts with children, then in the historical perspective of our country fatherhood played a special role.

In ancient traditions, the father's place has always been significant. At the same time, he did not act as a personification of power, but was equal in rights and duties with a woman. And if the mother and grandmother were the most influential for the child until the age of three, then after passing through this age limit, the father rapidly gained advantages – as a person who could teach the girl to accept love, and the boy to show it to those for whom he is responsible.

In traditional societies, the father occupies a central place in the family. He is the "mentor" of his children, the father here is characterized by love, but of a different kind - more restrained, consisting rather not in physical actions, but in respect and the desire to help find the right path. The main vector of the transformation of fatherhood is manifested in history in the increasing weakening of the authoritarian, isolated from the child and the strengthening of the caring, emotional father involved in family affairs.

The fifth trend is the desire for autonomy and manifests itself both in different spheres of people's lives (spiritual and material), and in different generations: children are more actively creating their own subculture, in which adults are poorly oriented; adults are increasingly uniting on the property principle, creating their own communities functioning within the same city almost autonomously.

The sixth trend is to establish patterns between the conditions of upbringing in the family and the emerging types of children, despite the diversity of family models of upbringing.

Characteristic signs of a hypocritical type of child: lying in all its modifications, unaccustomed to reason, the ability to catch the external side of objects and phenomena, bragging, cunning, lack of any deep feelings and concepts of truth, exclusive observance of personal gain. His actions are mainly experientially reflex (instinctive) and imitative, aimed exclusively at satisfying the minute demand and achieving everything that, based on experience, turns out to be beneficial in terms of satisfying his animal needs.

Ambitious schoolchildren are characterized by restrained calmness, self-confidence. They can persistently and persistently study in private, so that later they can show off their knowledge to others, while willingly helping their comrades. Punishments, especially unfair ones, lead them to apathy, sometimes pushing them to the brink of suicide. Such children, as a rule, do not have their own opinions, but they like to show off their erudition, using the sayings of famous authors and sometimes passing them off as their thoughts. Having chosen the main thing for themselves, they completely focus on it, subordinating everything else to it, using other people for this, in order to someday gain recognition and success.

A child of a good-natured type is here quiet, calm, carefully watching all the phenomena surrounding him. Children of the good-natured type are also distinguished by external modesty, but, at the same time, internal criticism and independence of judgment; they willingly take part in various disputes, and not in order to show off wit, but to establish the truth.

The mildly downtrodden type. Cold and indifferent, he does not really love anyone, but only, so to speak, clings to someone and does not move away from him even a step, just as he did not move away from his mother or from his nanny before. Left alone, he is completely lost afterwards. It is only necessary to reduce the requirements or lower the vigilance for him, and he will turn out to be a lazy and negligent student. Meek, timid and even cowardly with strict treatment of him, he becomes capricious and imitatively demanding.

Maliciously downtrodden type. The type is maliciously downtrodden, always fierce, distinguished by its suspicion, self-love and reflex manifestations, often very sharp. Conscious activity is most focused on personal protection. With gradually increasing strictness, with constant prohibitions, with arbitrary refusal, sometimes the child begins to achieve everything secretly, appropriating to himself what is bad, and never stopping before obstacles. He takes what he needs, or what he can't get directly.

Let's name the most typical mistakes that parents make in raising children. Psychological and pedagogical studies have revealed that the greatest difficulty for parents is the presentation of requirements to a child. One of the typical mistakes in this case is the inability of parents to take into account age-related changes in the child's psyche, treating him according to the model of the previous age stage. Inconsistency in making demands significantly undermines the authority of parents. In some families, there are differences between parents in the understanding of what is due and acceptable. Another common mistake is the intolerance of parents to the differences in the temperaments of their own and children. Parental overprotection leads to serious consequences in the child's life. Parents consider themselves entitled to create an image of their child's future, providing a lot, teaching them to make decisions and act. Many mistakes are made by parents punishing children. One of the common mistakes is punishment that does not correspond to the severity of the child's offense.

What is the main idea, the purpose of raising today's child? What should result from the application of pedagogical efforts of parents? What are the principles, conditions, methods! Apparently, helping the child in his formation of independence, moral principles, the ability to self-realization. This requires: trust and confidence that he is loved! Children experiencing a crisis of relations with their parents are forced to constantly think about their own safety, control the world around them, not letting themselves relax! The right to freedom of search – life experience cannot be replaced by instructions and lectures. To educate means to interact. In order for the impact to reach, you need to at least know where the addressee is! Understand and support! By personal example and creating situations of "challenge", overcoming with the support of parents and receiving strong positive emotions!

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