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**THE FEATURES AND WAYS OF ORGANIZATION OF THE
FAMILY MORALITY AT PRESENT PERIOD**

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and education

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ABSTRACT

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GENERAL CHARACTERISTICS OF THE WORK

Actuality of the research. The task of fulfilling a very important and complex function, such as the upbringing of the generation that has grown up in the centuries-old history of human society, is clearly the responsibility of the family and society. During long centuries, family morality or social upbringing has been the subject of controversy in preparing the younger generation for life. In all cases, it is important to pay attention to the place and role of the family in the upbringing of children, to take care of the further development of this area.

The family is the "reproduction" of humanity, the institution that can organize the protection of the human generation. In science, the family is seen as the cradle of civilization, cultural and spiritual values and a factor of development. The process of formation of high personal qualities in a child, the implementation of pedagogical conditions for the harmonious development of his personality requires not only the influence of school and society, but also the purposeful influence of parents and other family members.

Family morality is a set of influences on the physical, moral and spiritual upbringing of children by adults, their acquisition of skills and habits for active life activities, and thus is a set of influences on the development of children as individuals. The family also plays an important role in the labor education of the child, the acquisition of certain professions, arts and high specialization. From this point of view, the family influences the formation of the content of society. The family and society complement each other in the upbringing of the growing generation, and occurs in interactions and relationships. The family educates the citizen, prepares the person who can create and protect the future family, accustoms him to respect the laws of the country, the state in which he lives and operates. The family also takes care of the physical and mental health of the growing generation, strives for the acquisition of high moral qualities, strives for the intellectual development of children and their formation as perfect human beings. Prominent Russian pedagogue A.S. Makarenko assessed the role of family morality in the formation

of human personality as follows: *“Our children are citizens of our country and the world. They will create history. Our children are future mothers and fathers, and they will raise their children. Our children must grow up to be good citizens and be good mothers and fathers.”*¹

The atmosphere in the family has a profound effect on a child's development of good or bad habits, positive or negative moral qualities. The family, which reflects the form of socialization, has a leading upbringing with its family relationships. These opportunities gradually leave a strong mark on the child's upbringing. Because a child is an individual who interacts and influences others in the family system.

In addition to all this, the family includes economic unity, legal, moral, emotional and psychological ties. On the other hand, the modern level of development of the society has created a number of problems in the education of the growing generation, especially in the upbringing of the family.

What is the current situation in the Azerbaijani family? What are its pedagogical bases? Should historically formed progressive traditions be preserved? What are the objective and subjective factors in the work of the family institution and family upbringing? What should a modern family look like? Is the situation with the use of traditions, national and moral values in the upbringing of children satisfactory? What are the pedagogical bases of the problems in this area? And so on. It is important to look for answers to such questions. Because, whether we accept it normally or not, today the family model is eroding, which makes it urgent to learn the pedagogical basis of family education, to provide pedagogical assistance to family heads and other family members.

The problems of the modern family are the problems of society. Because as a small state, the family, with its unwritten laws, moral concepts, tastes and ideals, serves the national ideology and national interests formed by the state. This aspect also requires new

¹Abbasov A.N. National morality and family ethics. Textbook for secondary special schools, Baku: Mutərcim, 2010, p. 277

approaches to the regulation of educational work in the modern family and its pedagogical basis. The actuality of the topic also stems from this.

It should be noted that the pedagogical content of family education in one way or another has been thought of by thinkers and pedagogues since ancient times, and interesting ideas and opinions have been expressed on the problem. In the “Kitabi-Dada Gorgud” epics, the ethnic thinking of the Azerbaijani people related to family upbringing and family-child relations are uniquely expressed. Other genres of Azerbaijani folklore are also rich in ethnopedagogical materials about the specific features of the Azerbaijani family and the content and methods of children morality.

Thoughts on the upbringing of children in the Azerbaijani family have an important place in the works of such thoughtful poets as Nizami, Fuzuli, Khagani, Avhadi, especially in Nasreddin Tusi's work "Akhlagi-Nasiri".

Azerbaijani enlighteners and pedagogues of the 19th and 20th centuries struggled to build children's upbringing on the basis of the requirements of the new era. During the Soviet era and under independence, the problem of family morality had been the subject of specific scientific research.

Dissertations about family education were also written. Professor Akif Abbasov's doctoral dissertation, the dissertations of doctor of philosophy of N. Agabeyova, S. Jamilzade, I. Khalilov, N. Yusifova, S. Hasanli and others are directly connected with family morality.² However, in many of these studies, the characteristics of

²Look: Abbasov A.N. Theory and practice of preparing students for family life. Ped. science. doc...dis. Baku, AETPEİ, 1995; Agabeyova N. Joint work of school, family and community in guiding students on domestic work [V. IX classes]: Phd. in Ped. ... dis. Baku, API, 1989; Jamilzade S.V. – Vocational education of 7th grade students in the family: Phd. in Ped. ... dis. Baku, API, 1989; Imanov A. Content and forms of joint work of school and family in preparing schoolchildren for the army: Phd. in Ped. ... dis. Baku: API, 1993; Yusifova N. Opportunities and ways of civic education with children in the family during adolescence: Phd. in Ped. ... dis. Nakhchivan, 2006; Hasanova S. Possibilities and ways of using ethnopedagogical materials in the effective organization of family education. Phd. in Ped. ... dis. Nakhchivan, 2005

family upbringing were superficial, and in some cases, family upbringing was overshadowed by social upbringing. On the other hand, the rapid development of the modern age, the convergence and clash of cultures and moral systems have also shaken the institution of the family. The modern family is not a previous national family. From this point of view, the features and problems of family upbringing today it manifests itself in different qualities. Therefore, in order to study the problem we initiated, we decided to formulate the topic of the dissertation as "Features and ways of organizing family education in modern times."

The object of research is the modern Azerbaijani family.

The subject of the research is the problems of family upbringing in modern times and the issues of effective organization.

The purpose of the research is to identify modern features and problems of educational work in the Azerbaijani family, to clarify the ways of effective organization of family education and to identify opportunities for its proper use in modern conditions.

The duties of the research. In order to achieve the goal the following tasks are intended to be performed:

- To analyze the history of pedagogical thought about the family and its pedagogical essence, modern scientific-theoretical approaches and generalize in terms of the studied problem;

- To interpret the general and specific features of family morality in the upbringing of the younger generation;

- To reveal the moral qualities of the Azerbaijani family, to clarify its genesis and features of development;

- To identify social and pedagogical problems affecting family upbringing in modern times;

- To clarify the importance and prospects of using the opportunities of folk pedagogy in family education;

- To identify the role of parental influence and example in the upbringing of children;

- To show that the proper organization of family relations in the upbringing of children is a means of high pedagogical influence.

The main hypothesis of the research. The effectiveness of family education will increase if the pedagogical idea of family

education is studied and used in terms of the modern requirements of modern society, scientific analysis of modern problems of family and family education, ways of proper organization of family relations, examples of folk pedagogy.

Observations, conversation, interviews, tests, pedagogical experiments, questionnaires, etc. were used during the research.

The scientific novelty of the research is determined by the following aspects:

a) For the first time, efforts are made to identify the features of the modern family and its educational opportunities, and on this basis, the characteristics of family education are given;

b) The place and role of family morality in the pedagogical culture of the Azerbaijani people is determined;

c) social and pedagogical problems of modern family upbringing are comprehensively studied;

d) Efforts are made to demonstrate a new and original approach to the organization of family education.

The theoretical significance of the research is related to the following aspects:

1. The research enriches pedagogical theory by allowing the concept of family to be viewed with modern parameters and dimensions.

2. The nature-features of family upbringing are objectively substantiated, pedagogical concepts in this direction are generalized, regularities are revealed.

3. There are opportunities to apply the main provisions of the research and the results obtained to further pedagogical research related to family upbringing.

The practical significance of the research is that the dissertation has developed methodological recommendations to increase the effectiveness of work on the upbringing of children in the modern Azerbaijani family, which can be highly effective in the organization of family education. Parents can benefit from the provisions and results of the dissertation in the work of raising children, which increases the practical significance of the research. On the other hand, it is useful to study and generalize the views and

opinions in classical pedagogy on family education, research on the problem, to use the results obtained in the teaching of "General pedagogy" and "Family pedagogy" at universities.

The following provisions are submitted for defense:

1. It is important to study and use the historical and national features of the Azerbaijani family in order to ensure the success of the upbringing of the younger generation.

2. In modern times, it is possible to organize educational work in the right direction by identifying the social and pedagogical problems of family education and identifying ways to solve them.

3. Pedagogically correct regulation of relations between family members, the application of the principles and methods of folk pedagogy in the process of daily upbringing, the use of the natural resources of parental authority are important ways to increase the effectiveness of family education.

Approbation of the research. The topic of the dissertation was approved at the meeting of the Scientific Council of Nakhchivan State University on January 21, 2013 (protocol № 04). The research was carried out at the Department of Pedagogy and Psychology.

Lectures were delivered in 8 scientific conferences about results of dissertation, one of them abroad, 12 scientific articles concerning to research subject were printed in scientific publications of the Azerbaijan Republic recommended to publish main results of dissertation, two of them abroad.

The structure of the study. The dissertation consists of introduction, three chapters, conclusion and references list.

I chapter 98574 signs, II chapter 53283 signs, III chapter 90955 signs, total volume of dissertation 262501 signs

THE BASIC CONTENT OF THE DISSERTATION

The "Introduction" substantiates the relevance of the topic, attracted attention to the object, subject, goals and objectives of the research, provides information about the hypothesis, methodological basis, scientific innovation, theoretical and practical significance, the provisions, the approbation and structure of the dissertation.

The first chapter of the dissertation "**The place and role of the family in the modern educational system**" consists of 3 sub-chapters.

"1.1. A brief summary of the pedagogical idea of family upbringing" shows that the family is connected with the creation of human society by its social nature.

In the epics "KitabiDada Gorgud" we come across interesting information about the family values of our people, parent-child love, attachment of Oghuz heroes to the family and other issues.

The views of Khagani, Nizami, Nasimi, Fuzuli, M. Ahvadi and others on family upbringing are still relevant today. Nasreddin Tusi's work "Akhlagi - Nasiri" is rich in ideas about the family and family relations in society. The great thinker wrote: *"It is necessary to bring up a child with the virtues of kindness and love, especially by explaining them by influencing the mind, consciousness and cognition; not to give money, to seduce, not to belong to the lineage."*³

Azerbaijani educators who lived and worked in the 19th and early 20th centuries paid special attention to family education and praised the place and role of the proper establishment of family relations in the renewal of society.

During the Azerbaijan Democratic Republic, discussions were held on the expansion of women's educational institutions, the responsibility of women and mothers in the field of child rearing, etc., and the development and implementation of projects was initiated.

During the Soviet era, family values were adapted to communist ideology. Therefore, the formation and development of the scientific and pedagogical basis of family education coincides with this period.

Well-known pedagogue-scientist Talat Afandiyev in his works "What a parent should know about a child" and "Discipline education of a child in the family" considered it important to

³Tusi Nasreddin. Akhlagi-Nasiri / Translation, introduction and comments by Rahim Sultanov. Baku: Science, 1989, p. 156

strengthen pedagogical propaganda among parents in order to improve the upbringing of children in the family. Among the researches on family education, the monograph of professors Soltansalim Akhundov and Agahuseyn Hasanov "Moral education of children in the family" was well received in the scientific and pedagogical environment.

Professor Akif Abbasov's textbook "National morality and family ethics", published in 2010, in general, the progressive traditions of family culture, the stages of historical development of the family, the spiritual and psychological foundations of the family in general, issues such as family pedagogy are discussed. Solmaz Hasanli's book "Opportunities for the use of ethnopedagogical materials in family education" touches on the use of folk traditions and moral values in family education.

Pedagogue-scientists Nureddin Kazimov, Farahim Sadigov, Akif Abbasov, Lazifa Gasimova and others wrote textbooks on pedagogy and paid attention to the issue of family education.

It is known that in ancient Greece, special attention was paid to the issues of family upbringing of children. Democritus, Socrates, Plato, Aristotel and others have shown that the family plays a very significant role in the upbringing of children.

The great Czech pedagogue J.A. Comenius comprehensively developed the theory of "Mother's embrace school". Family education has a special place in the pedagogical training of the English philosopher John Look and the French thinker Jean-Jacques Rousseau. Research on family upbringing and family relations has a special place in the modern Russian concept of education.

All of them can be considered as a fundamental means of influencing parents to effectively realize their educational potential.

"1.2. The family, its pedagogical essence and functions" semi-chapter analyzed the attitude of pedagogical science to the family problem.

"The family is a special, complex world of human relations" said the great leader Heydar Aliyev showed that great politeness, sensitivity, respect for the dignity of the individual and the interests of the family are needed here.

A family is a problem with common socio-moral values and norms studied by the science of pedagogy. Because the upbringing and socialization of a child's personality begins in the family. Yes, every child in the family needs upbringing, which vividly reflects the pedagogical nature of the family.

Studies identify a number of functions of family upbringing. Summarizing these functions, we can show the following three aspects:

1. Formation of the child's personality, development of their interests and abilities, transfer of the accumulated general social experience to children by older family members, improving their scientific outlook, fostering the right attitude to work, enriching their intellect, creation and development of aesthetic tastes, providing moral effects for their physical development, strengthening their health and inculcation of habits on sanitary and hygienic culture.

2. Systematic educational impact on each member of the family throughout his life.

3. Ensuring the participation of children in active self-education along with the regular, constant educational influences of parents.

Moral education has a special place in family education. The moral purity of the family, the mastery of the norms and rules of good behavior reflect the beauty and grandeur of family upbringing.

The mental upbringing of a child also begins in the family. Mental development occurs regularly during games, communication and relationships, in the process of doing household, in organized leisure time, during walks and trips.

Within the family, parents should consider the child's labor education as a priority. They should take care of the child's adaptation to work, the formation of good thoughts and ideas about the role of labor in human life.

In the pedagogical literature, we often come across the concept of "educational potential" of the family. It is a fact that every family has more or less educational opportunities. These parenting opportunities allow you to determine the results of family upbringing, how, under what conditions and at what level parents use these

opportunities.

1.3. In “Features of the Azerbaijani family” semi-chapter Respect and esteem for the elders, protection of the family as a sacred hearth, high parental duty, sincerity, responsibility in the leadership of the family, etc., which are characteristic of the Azerbaijani family, which has passed the hardships of history with honor are valued.

The great leader Heydar Aliyev emphasized the role of the family in the development and perfection of human. The family life of the great leader is an example for every Azerbaijani in terms of simplicity, modesty, loyalty, reliability and sincerity.

In a family, honesty, integrity, and sincerity are the keys to happiness of all family members. A happy family means that mutual respect, mutual understanding, love, trust and confidence, patience, sense of duty, responsibility to each other, etc. are highly valued here. In our families, diligence and kindness to other people are our family traditions from ancient times to the present day.

One of the most important features of our family values is the psychology of child love in the Azerbaijani family. The results of research show that this is one of the main reasons for the longevity of the Azerbaijani family.

Respect and care for the older generation - grandparents - should be emphasized in the family values of Azerbaijan. In the Azerbaijani family, the word of the father was ruled, and the word of the mother was obeyed unconditionally.

The regulation of family relations is of special importance in family upbringing. Family relationships include marital, parental, and parent-child relationships. These relations are interconnected and closely intertwined.

Azerbaijanis are people who put a lot of effort and labor into having their own home. Parents, while caring for their children's future happiness and interests, also like to turn it into an attractive place as possible.

Chapter II of the dissertation "Modern problems of family education" consists of 2 semi-chapters. In **“2.1. Social problems of family upbringing”** that is noted in the subchapter, today family problems and the formation of a child's personality are important for

society. Deformations in the family institution, the insolvency of family models as a true national value, weakening of the psychological position in the "small state", the impact of the social crisis on the family as a whole has become one of the most debated issues in the world, especially in developed countries.

All changes in the socio-economic life of society have an impact on the family. However, while new economic relations are being established more rapidly, new moral norms are slowly taking root in the family. This is due to the fact that the family is a socially closed group and conservative.

Although social networks are a great technological achievement of our time, the abuse of its vast communicative capabilities brings disaster and misery to families. The inappropriate use of social networks leads to "Internet addiction", which hinders the work of educators and foster children.

The following inclination and tendencies, which are not encouraging in modern Azerbaijani family upbringing, are also manifested:

1. Dominance of one- or two-child families in cities, at least partly in villages and settlements;
2. Young families living separately from their parents [generally older generation];
3. Substantial deprivation of folk pedagogy;
4. Establishing certain barriers to children's communication with the older generation, especially with the older generation, who are related to each other in the context of urbanization;
5. Social and economic difficulties [working day and night for to provide material security];
6. Negative impact of serials, video, computer, technology development.

In our family values, the tradition of a parent "cutting his own throat" and giving it to his children has been living and gaining strength for many years. However, in more economically well-off families, loneliness, depression, attacks on social networks for communication, false friends, mistrust, disloyalty, and even suicide are more common.

The following include characteristic features of the modern family:

-Diversity in the social structure of urban and rural families. Control of children in urban areas is less than that of children growing up in rural families, and in some cases almost non-existent. Growing up in rural families, children feel the strict control of their neighbors and fellow villagers.

-In many high-income families, children develop a consumerist attitude towards everything from an early age. Children growing up in this type of family are indifferent to material and spiritual wealth.

-There is a direct relationship between the level of education of parents and the performance of children. Children of parents with a high level of education usually attend school with better grades. Because modern-day parents work hard, children are often raised by nurses and grandparents. Sometimes children's education is poor in such cases.

-Because most modern families are of the nuclear type, parents in such families face difficulties in raising children, solving family problems, and taking children to school and kindergarten.

-Increasing the number of single-child families. Children growing up alone in a family are deprived of the care of sister and brother. *Belə ailələrdə valideynlərin bütün diqqətləri, qayğı və nəvazişi birinə yönəldiyindən belə uşaqlarda egoizm, kollektivçilik hisslərinin olmaması özünü göstərir.* In such families Even when all the attention, care and affection of the parents is directed to one child, the children show a lack of selfishness and collectivism.

-Increasing divorce rates. According to psychologists and sociologists, in all cases, divorce has a devastating effect on the child's psyche.

Chapter II of the dissertation, entitled "Pedagogical problems of family education" shows that determining the pedagogical basis of the family is one of the main tasks of today's scientific research and practical activities.

It is impossible to bring up children in a family spontaneously. The pedagogical goals of some parents are often

unclear. This causes great damage to the family upbringing of children.

One of the pedagogical problems of modern family morality is the incorrect regulation of parental love for children. The extent of parental love and its application in upbringing is a pedagogical problem, and the success of family upbringing largely depends on its correct solution.

A parent's skill in love is to bring happiness to a child, even in the smallest matters. Parents need to be able to show love to their children without hesitation.

One of the pedagogical problems of family upbringing in modern times is the purposeful organization of children's independent activities outside parental control. The pedagogically correct organization of this period of time, which is expressed in the terms accepted in the pedagogical literature as "leisure time", "free time", is a problem facing the school, relevant public and government agencies, and especially the family.

Every nation has its own system of education. One of the main principles in the process of education is the principle of optimism. Thus, parents should always encourage, motivate and trust their children.

One of the important pedagogical problems of family upbringing is the problem of which parent's word is valid, is the head of the family. The society already sees family relations as a new joint approach of both sides - father and mother.

The problems of the modern family, changes in its values lead to the breakdown of relations between the members of this institution. This is especially the case which more observed in monogram and patriarchal families. Conflicts, risks and arguments within the family are the key concepts of the modernization era, and today it is considered as a "new genetic" relationship of man. However, it is possible to break and destroy this syndrome.

Chapter III of the dissertation "Ways to increase the effectiveness of family education" consists of 3 sub-chapters. In **“3.1. Proper organization of family relations as a condition for the effectiveness of education”** semi-chapter deals with the impact of

the system of relations on the educational work in large and small families from the structural point of view.

Family relations are based on the unity of ideas and beliefs of parents. Their purpose in life, adherence to moral values and norms, and their feelings form the basis of family relationships, the content of which [positively or negatively] determines the nature of the child's upbringing.

The content of family relations, the spiritual and psychological climate in the family has a great impact on the formation of the child's personality. The acquisition of behavioral norms and parental attitudes contribute to the emergence and development of children's communication with relatives and friends. If there is no unity in the family in the upbringing of the child, if very important pedagogical principles such as respect and demand for the child are violated, then there is no basis for the proper formation of human [child] character. Children are production of education style of parents, that is, the child is an indicator of family relationships.

Being able to build family relationships properly is the basis of peace, comfort and kindness in the family. Parents should know that peace and kind atmosphere must be created in the family. Uşaqlara isti, mehriban münasibət göstərməlidir. A warm, friendly attitude should be shown to children. It is important to love them, but it is necessary to avoid unnecessary outward love, “expression” excessive love in the child. The parent must be able to become the child's friend. It is inadmissible to insult, disrespect, etc. when criticizing some actions of children.

It is recommended to use more common forms of persuasion, incitement, encouragement [application, encouragement], reprimand [punishment] as means of pedagogical influence to be used in the upbringing of children in the family. Depending on the circumstances, any training may have a positive effect.

Indeed, in patriarchal families with positive traditions, strong, stable family relationships and accordingly, parenting is successful in most cases. The impact of patriarchal family relations on education is assessed by Professor A. Alizade and Professor A. Abbasov as follows: “*Over time, the complex family became more widespread. In*

*the past, such a family was called a patriarchal family....In a complex family, there were ten-twelve or even more children....Everyone had a place in this family - grandfather, grandmother, father, mother, older brother, younger sister: the whole life of the family was governed by established customs and traditions. This family was both a "club" and a "school" and a "maternity hospital", a "polyclinic" or a "pharmacy" and a "court" of its own character."*⁴

In order to form a child's personality in the family, the importance of eliminating negative situations in parent-child relations and their interaction is the reality of today, the main requirement. The acquisition of certain pedagogical knowledge and skills by parents can be a reliable factor in solving the problem.

“3.2. Using the opportunities of folk pedagogy in the organization of family upbringing” it is noted in the semi-chapter that at a time when scientific pedagogy was not yet formed, the family underwent a certain process of formation in the work of educating its members.

The ethnopedagogical approach views the pedagogical process as a natural-historical process. First of all, ethnopedagogy aims to study and use the best methods of education in practice, which has a significant impact on the enrichment of methods, tools and techniques of education, increasing the level of efficiency.

Family relations, especially the upbringing of children, have a special place in the rich and ancient ethnopedagogical system of our people. Examples of folklore, which are a real spiritual treasure of the Azerbaijani people - saying and proverbs, lullaby, bayati, songs, tales, riddles, tongue-twisters played an important role in the formation of the growing generation with high moral qualities.

The use of ethnopedagogical materials and traditions of folk pedagogy in the work of family upbringing in all cases leads to the achievement of general educational goals. When these materials are used under certain pedagogical conditions, family upbringing is more

⁴Alizade A.A.Abbasov A.N. Family / Textbook for IX form. Baku: Maarif, 1989, p. 116-117

successful.

There are many examples of family upbringing in Azerbaijani proverbs. These examples include the content of the family institution, family relationships, the responsibility and role of both men and women as parents in the upbringing of children, motherhood, fidelity, honor and dignity, trust, ability to manage the household, to manage the economy, it is discussed within the possibilities provided by ethnic thinking. The upbringing of children in the family is expressed in proverbs in a very bright way, with a high pedagogical essence. "My son is dear, his upbringing is dearer than him" to be able to express the high pedagogical meaning of the proverb, the content of education at this level is a quality inherent in the examples of folklore created by the Azerbaijani people.

Proverbs and parables can be widely used in the moral, labor, mental, aesthetic and physical upbringing of children. Proverbs cover all areas of the family economy and life, and its use of such opportunities and ways, methods and means in the upbringing of children is highly beneficial.

Proverbs are invaluable miniature didactic materials in instilling high moral qualities in children. For example, "I came to the homeland, I came to faith", "One winter of the homeland is better than a thousand springs abroad", "He throws his land who throws his father " and so on.

Riddles are a very popular ethnopedagogical material in the family to increase children's interest in mental results, independent thinking. Our people have used riddles as a didactic and educational tool since ancient times. Professor Aliheydar Hashimov called the riddles "gymnastics of the mind". In folk tales there are certain pedagogical concepts, conclusions, judgments and thoughts, ideas about life. Tales evoke good feelings in children, deter them from selfishness, harshness and cruelty. Tales always call children to good deeds, to fight against evil.

The family is the core of any national education system. Namely it is in family ethnopedagogy that moral values, first of all, the idea of the people - its spiritual richness, its ideal of kindness and beauty, aesthetic views are reflected in all its essence and grandeur.

The system of family upbringing has been in the process of formation for many centuries. This educational system combines the knowledge, skills and tools that people have gathered to prepare their children for life. Therefore, in modern conditions, the accumulated heritage and historical experience in family pedagogy is of great importance. The use of family-tested educational opportunities in practice is a set of very effective and useful methods, tools and ways for the training, education and development of the child in today's conditions.

In the current situation, undesirable situations arise in the Azerbaijani family. According to the statistics of recent years, there are changes in the mentality of the population, the trend in this area is clearly strengthening. This aspect is reflected in family values and family relationships. Some families seem to forget their responsibility for their socio-cultural and financial situation, and the legal and division of labor in the family's internal system is changing.

It should be noted that today many parents are not fully prepared for the "challenges" in the direction of raising children in the new socio-cultural environment. Such a situation requires parents to set new tasks - to form in children such qualities as practicality, independence, initiative, thrift, and so on. These responsibilities are reflected in one way or another in the most ancient family traditions of the Azerbaijani Turks. Therefore, it is important to use the opportunities of ethnopedagogy in the modern system of family education.

“3.3. The influence of parental authority and example on the effectiveness of family upbringing” semi-chapter shows that the parent plays an important role in the life of the child, his social integration into society. A parent's personal qualities are a powerful tool in a child's life in the family.

Parental respect [authority] and its example as an important mechanism of social inheritance is the transmission of the moral experience of the older generation to the younger generation. Parental example is a specific form of social practice. The father and mother must maintain this authority in the eyes of the child.

The main basis of a parent's reputation can be not only the

parent's lifestyle and work, but also the quality of his or her citizenship, behavior and actions in the family and in public places.

For the high moral upbringing of the child in the family, the example of the father and mother should be an authority for the child. The true authority of a parent arises when he must have both political and civic qualities.

Thus, parental example and authority play a very important role as a process of assimilation of the spiritual experience of adults by the growing generation as a specific form of social experience.

The pedagogical literature discusses the following types of false parental authority:

Authority based on silence. This type of authority is extremely scary and dangerous. Such a father, as well as the authority of the mother, creates fear, panic and horror in the whole family. This kind of authority parents allows children to lie, to act rudely, and to grow up to be cowards and submissive.

Authority based on boastfulness. This is a particularly harmful type of authority. In most cases parents with this authority to sustain a defeat in the upbringing of their children.

Parental authority based on pedantry. Parents who use this kind of authority believe that children should listen to what their parents say with trembling, excitement, obey their words and commands as a law, and even hold them sacred.

The type of authority based on counseling. Parents with this kind of authority are distinguished by "teaching" children, engaging in instructive conversations, and being addicted to counseling. They forget that children have their own lives, their own interests, and they need to be treated with respect and the right attitude.

An authority based on love, affection. Some parents believe that a parent should show love to his child at every step. In most cases, children develop sympathy and good feelings for their parents, while others develop alienation and step relations, which leads to selfishness.

An authority based on kindness. In the literature, this type of authority is considered the most unreasonable and stupid. Parental kindness, gentleness, compassion, softness of heart, and extreme

concessions are the hallmarks of this type of authority.

Authority based on friendship. Father and son, mother and daughter should be friends with each other, however, parents should remain senior members of the family, and children should remain as foster children. If the friendship exceeds certain limits, then the upbringing is stopped, or the opposite process takes place, and the children begin to "bring up" their parents.

Unconditionally, authority is the first foundation in the proper implementation of parental work. In order to direct this foundation in the right direction, in the line of positive content, it is important for parents to acquire a high pedagogical culture, knowledge and skills that reflect the modern scientific achievements of pedagogy in the work of child rearing.

The example of parent is rule of action, a method of action, as an effective educational factor and pedagogical tact, with the importance and essence that is accepted by all.

The "Result" part of the dissertation summarizes the results of the research and shows that the family educates citizens, serves to educate patriots, prepares people who can create and protect future families, accustoms them to respect the laws and traditions of the state.

The pedagogical essence of the family is based on its organization in the form of a pedagogical system. In this system, first of all, "parent-child", then "child-content", "child-means", "parent-content [provision]", "parent-means", "child-child" elements stand for the "parent-child" subsystem is more important for successful family upbringing.

In modern times, there are certain changes in the level of importance of traditional family functions. For example, the share of the reproductive function of the family, the primary social control function, tends to decrease more, and instead the economic function and the existential function tend to increase.

The growing similarity of social development of societies, the convergence of cultures, globalization in many areas have created a number of social problems of the family. They need to be taken into account in the effective organization of family upbringing.

The social problems faced by the family directly affect the emergence of a large number of pedagogical problems that create difficulties in family upbringing. The economic difficulties faced by families, various demographic problems, urbanization, failure to eliminate the conditions of war, the relative weakening of social control over children, the incomplete development of control mechanisms over the impact of scientific and technological progress on family upbringing also determine the pedagogical problems of modern family education. At the same time, modern family upbringing has its own pedagogical problems. These include inadequate parental pedagogical culture, improper regulation of parental love for children, pedagogically improper organization of children's independent activities and leisure outside parental control, non-regulation of pedagogical compatibility between respect and demand for children in the family, and misdirection of parental authority and example.

One of the ways to increase the effectiveness of family upbringing is to organize family relationships properly. The effectiveness of family relations is influenced by the number of family members, the correct solution of the problem of the head of the family, sincerity in the relationship between large and small in the family, and so on.

The use of ethnopedagogical materials and traditions of folk pedagogy in the work of family education in all cases leads to the achievement of general educational goals. When these materials are used under certain pedagogical conditions, family upbringing results in success.

Modern conditions draw attention to the problem of organizing the parent sample more seriously in the family. The very strong flow of information in our modern world, the improvement of economic conditions leads to many negative situations in families, the breakdown of family relations. The role model of the parent is of special importance in the formation of positive connections and relationships in the family, the authority of the parent [judge - not the absolute]. However, this reputation and example must be based on high pedagogical principles. The example of a parent, his or her

leadership style, pedagogical culture is a pedagogical event with a very rich content and essence.

The main content and results of the dissertation are reflected in the following published scientific articles of the author:

1. Forms of family-school relationship and their importance in the upbringing of children //News of Nakhchivan Teachers Institute. Nakhchivan: School, 2007 №3 (11), p. 30-33

2. Educational issues in the works of Mirza Alakbar Sabir // News of Nakhchivan Teachers Institute. Nakhchivan: School,2010, № 4 (24), p. 24-26

3. Issues of patriotic education in the works of Mammad Araz / “Application of modern teaching methods and new pedagogical techniques in the educational process” scientific-practical conference p. 54-57

4. Labor education of children in the family // News of Nakhchivan Teachers Institute. Nakhchivan: Məktəb, 2012, V. 8,№2, p.13-15

5. Upbringing in the family with national traditions / Materials of the XVIII Republican scientific conference of doctoral students and young researchers. Baku- 2013, V. II, p. 330-331

6. About the responsibility of parents in the upbringing of children / “Scientific-practical conference on "Modern teaching methods and application of new pedagogical techniques in the educational process". NTI, 2014, p. 89-90

7. The role of the family in the upbringing of children // News of Nakhchivan Teachers Institute.Nakhchivan: School, 2014, V. 10, № 3, p. 44-46

8. Family issues in the epos "Kitabi-Dada Gorgud" // News of Nakhchivan Teachers Institute. Nakhchivan: School, 2015, V. 11, №4, p. 16-18

9. Family upbringing: the stages of development and creation// Scientific works of Nakhchivan State University.Nakhchivan: Geyret, 2016, №6 (74), p. 103-105

10. The effect of parental example on the effectiveness of family upbringing / International scientific conference on "Priorities

of education policy in Azerbaijan: Modern approaches". Nakhchivan city, 25 november 2016, p. 88-89

11. Issues of formation of moral education of children in the family // News of Nakhchivan Teachers Institute. Nakhchivan: School, 2017, V. 13, №2, p. 25-29

12. Thoughts of the Azerbaijani thinker N.Tusi on family and child relations / Scientific-practical conference on "Modern teaching methods and application of new pedagogical techniques in the educational process."NTI, 2017, p. 106-108

13. Pedagogical problems of family education // The scientific method. Warshawa, Poland, 2017, №10, p. 45-49

14. The impact of Azerbaijani fairy tales on the upbringing of children // News of Nakhchivan Teachers Institute. Nakhchivan: School, 2017, V. 13, №4, p. 96-98

15. Issues of child rearing in Avhadi Maragali's poem "Jami-Jam" // Scientific works of the Institute of Education of the Republic of Azerbaijan. Baku, 2018, V. 85, №1, p.156-158

16. On the opportunity for family pedagogy for family upbringing // ISCIENCE Actual scientific research in the modern world.5 October 2018, V. 10(42), p. 33-35

17. In-school assessment in secondary schools // "Curriculum reforms, results, realities and perspectives in general education" scientific-practical conference. NTI, 05-06 april 2019, p.67-68

18. Patriotic education in the works of Mohammad Hussein Shahriyar // "Scientific work" (monthly international scientific journal on humanities) 2019, №3(4), p.42-43

19. Importance and organization of aesthetic education of children in the family // Al-Farabi 5th International Social Science Conference. Baku, Azerbaijan .2019, p.197-200

20. Moral features of the Azerbaijani family // 3. International Congress of Nowruz Culture and Civilization, Baku, Azerbaijan. 18-22 March 2020, p.100-101.

21. The role of school in raising the pedagogical culture of parents // Al-Farabi 7th International Congress of Social Sciences. Bursa. Turkey. 1-2 may 2020, p.267-269

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