**“ROLE OF FAMILY EDUCATION IN THE FORMATION OF A CHILD'S PERSONALITY”**

**JAFAROVA S.N.**

**Baku Slavic University,**

**Azerbaijan, Baku.**

***Abstract:*** *The article highlights the impact of family education on the personal development of the child. Indicated the main theme, methodical and practical areas of child-rearing problems in the family, the possible relationship between adults and children in the family, the existing parental relationship styles for children, as well as the most pressing educational problems of the educational process.*

***Key words:*** *personality, family, the child's, education, parents, relationships.*

Over the past decade, a number of alarming trends have emerged, indicating crisis phenomena in family life, affecting both marital and child-parent relationships. As V.A. Sukhomlinsky “A child is a mirror of the family: as the sun is reflected in every drop of water, so the morality and purity of parents are reflected in children” [1, 56]. A change in the demographic situation - a drop in the birth rate and, as a consequence, an increase in the proportion of one-child families - leads to difficulties in personal development and insufficient communicative competence of children brought up in such families.

Family upbringing is one of the forms of upbringing of children, combining purposeful pedagogical actions of parents with the everyday influence of family life [2, 87].

Family education takes place in the process of life - in relationships of intimacy, in the deeds and actions that the child carries out. From her relationship to her father, mother, she learns the first duties to society. In the family, the child learns to work early. Under the influence of family principles and the entire family structure, firmness of character, humanism, and a concentrated mind are brought up. It is in the family that the child observes and experiences a feeling of love for his parents, and she herself receives this love and affection from them.

The family is a powerful educational tool. Life in this respect gives little new, it constantly returns us to what was in the family, because the upbringing forces of a healthy family are great, and, on the contrary, disintegration or profound changes in the family cause extraordinary disasters for the child's soul, destroying its very foundations.

The main goal of raising children in a family is the all-round development of the personality, which combines spiritual wealth, moral purity and physical perfection [3, 123].

To study the possible relationships between adults and children in families, it is necessary to know the existing styles of parenting towards children. Parental style is generalized, characteristic, situationally nonspecific ways of communication between a given parent and a given child; it is a way of acting in relation to a child.

Authoritarian educational style (based on - a tactic dictate) means suppression of dignity, initiative, self-reliance among family members (mostly adults) in others. Hard orders, coercion, arbitrary parents lead to significant disturbances in the formation of the child's personality. Research has shown that the threat of violence, pressure, cause reciprocal rudeness, aggressiveness flash, deceit, hypocrisy, even outright hatred.)

The democratic style of family relations (tactics of cooperation) involves not only parental support and assistance in their individual affairs, but also mutual understanding, mutual respect for children and parents, the establishment of partnerships on a parity basis of relationships based on compassion, empathy, and responsibility for the consequences of their activity.

Liberal style (non-intervention strategy). Interpersonal relationships in the family system is based on the recognition of the (relevant) independent existence of both adults and children/ Parents as educators, in this type of relationship is often deviate in a child's life from a positive active intervention.

An unstable style of upbringing is also distinguished, which is characterized by an unpredictable transition of parents from one style to another style of attitude towards the child. Such "drops" give birth to distrust of their parents, alienation, form attitudes to respond not to the content of appeals, demands, but to the form. To satisfy their individualistic needs, children usually try to use the situationally favorable emotional background of relations with their father or mother.

The inability of parents to develop an upbringing position favorable for the child's development can lead to profound violations in relations with children, to cruelty towards them. It should be noted that parents transfer personal problems and problems in relations with other family members to their children mainly subconsciously, most often with a deep conviction that this is how the child is doing good. However, the inadequate attitude of the parent’s leads to deformation of the child's personality complicates the possibility of its self-realization, thereby actualizing the need to provide the family with psychological assistance.

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Purposeful and comprehensive study of the current state of family education allows us to highlight the most pressing pedagogical problems, the solution of which requires special training of parents, professional help from specialists and scientific support at the theoretical and practical levels.

The primary pedagogical problem is the lack of a unified strategy for the upbringing of a child, underestimation of the period of preschool age in the development of personality, lack of understanding of its value and uniqueness, insufficient readiness of parents to perform the educational function. The reason for this lies in the limited knowledge of age-related pedagogy, psychology and physiology and turns out to be in insufficient communication skills with children, in an uncritical attitude towards the personality of pedagogical activity, inability to predict the educational process in the family and its consequences.

Parents do not have a clear strategy for raising children in the family, since in the last decade both the living conditions themselves and the priorities of family education have changed. They want to see their child as a future merchant, programmer or translator. In accordance with this, parents are anxious to instill in their children pragmatism, rationalism, the will to win. Often, by their behavior, they give children examples of aggressiveness, considering this quality extremely important in modern life conditions. At the same time, such personal qualities as kindness, the ability to sympathize and help others, in the modern hierarchy of parental values ​​occupy much lower place.

Modern parents want to ensure that their child as soon as possible start to play music or dance, to learn foreign languages and to learn the computer. On the one hand, it's okay, but on the other - the parents are not always based on the child's ability, his interest in the child's mind matching this age activity, after all of her health condition.

In order to raise a child properly and skillfully, parents should pay attention to the formation of the motives of the children in the family. Children should be in the first place - the people on the ground, the citizens of their homeland. Children should not hang tags "difficult child", "difficult teenager", "bad character" and others.

Consequently, the formation of the child's personality in contemporary society places new demands on the system of upbringing and education of the young person, as well as considering the peculiarities of functioning and development of the modern family as a micro-groups of society, its formative and educational capacity at the level of theoretical and practical software solutions of actual problems in the industry.

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