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## BASIC CONCEPTS "VALUES", "FAMILY", "FAMILY EDUCATION", "VALUE ATTITUDE"

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### Abstract

In our study, under "upbringing we understand the process of forming attitudes towards the family as the highest value by introducing universal values, spiritual and family traditions, realizing value orientations in their activities and behavior, the consolidation of which will then lead to the quality of personality.

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**Introduction.** Values and their system are a very important aspect of personality development. Values are studied by many sciences. The very concept of values has a multifaceted expression. For example, the philosophical dictionary interprets the concept of values as follows: *values* are specifically social definitions of objects of the surrounding world, revealing their positive or negative value for a person and society (good, good and evil, beautiful and ugly, contained in the phenomena of social life and nature) [14, p.45]. *Values* are the core that forms the face of the nation; it is the compass that predetermines the historical fate of the nation. National culture also grows on values [3, p. 13].

**Mainpart.** The system of values as a component of the I-concept determines the ideological aspects of self-consciousness. The concept of individual values is in many ways akin to motives, because values can be the driving force behind behavior. At the same time, the most significant values are actually the strongest motives, in any case, their conscious part [5].

Without exaggeration, we can say that in all spheres of life, the value system is the foundation for the formation and development of the individual. According to the forms of spiritual culture, values are classified into *moral* (the meaning of life and happiness, goodness, duty, responsibility, conscience, honor, dignity), *aesthetic* (beautiful, sublime), *religious* (faith), *scientific* (truth), *political* (peace, justice, democracy), *legal* (law and order).

In connection with the object-subject nature of the value relation, one can note the subject (results of human activity), subjective (attitudes, assessments, imperatives, norms, goals) values. From universal human values, we can single out family ones, which we will consider in more detail.

*The family* is a social pedagogical group of people designed to optimally meet the needs of a person in self-preservation and self-affirmation. For children and adults, the family is the inner circle of people around them who give care, protection and love.

*The family* is a social group, the smallest unit of society, the leading activity of which is *the*

*preservation, development and transmission from generation to generation of traditions and a system of family values.* As the Great Russian teacher V. Sukhomlinsky writes: “Roots are laid in the family, from which branches, flowers, and fruits then grow. The pedagogical wisdom of the school is built on the moral health of the family” [10].

The family is the basic fundamental condition for the functioning of Russian society, the most important element of its self-organization. This should include the subsequent self-realization by the child of his abilities and abilities, the formation of which is determined by upbringing in the family. And no matter what society says, the role of the family is still an important catalyst for raising a child, namely, there is only the most universal - the most difficult and most noble work, the same for everyone and at the same time peculiar and unique in every family - this is a human creation.

This issue was dealt with by such scientists as Ya.A. Comenius, P.F. Lesgaft, A.S. Makarenko, I.G. Pestalozzi, J.J. Russo, K.D. Ushinsky, V.P. Vakhterov, K.N. Wentzel, H.D. Ginott, D. Locke, J. Ruskin and others [8, p. 10]. As you know, the personal experience of each child is always, in its own way, unique; and this experience not only becomes more complicated and multiplies every time, it is also integrated by the child when he has to interpret and refract certain events through himself. It seems to us that it is desirable to build family education on this, the productivity of which directly depends on what life values prevail in the family, and how they will be transformed in the mind of the child.

*Family education* is a complex system of upbringing and education, which is formed in the conditions of a particular family by the efforts of parents and relatives.

According to researcher V.A. Yadov, *the value relations of a junior schoolchild to a family* can have the following structure:

- *junior schoolchildren perceive family and everyday traditions as an elementary attitude towards family traditional values;*
- *younger students are aware of value relations through such components as: emotional (evaluative), cognitive (rational) and behavioral;*
- *junior schoolchildren perceive family traditions as cultural values;*
- *The combination of interests and needs with value orientations in a younger student contributes to the regulation of his behavior.*

From this point of view, the researcher V.A. Vasilenko believes that the process of assimilation of family values in younger schoolchildren goes through three phases: at first, the child emotionally perceives everything that happens in his family; then he begins to realize personal involvement in the world of his family; and then he correlates the value attitude to the family with other values at the level of personal significance [1, p.17].

Moreover, delving into family traditions and supporting them, the younger student learns to understand the value of the family, take care of it and be proud of it. And, as life shows, the family is also the most important school of morality for its members; it is here that children take the first steps towards the moral development of personality. If, for example, the active social orientation of the activities of parents is reflected in the way of life of the family, then ideologically convinced children grow up in them. Thus, in the value relations of younger schoolchildren to the family lies a deep personal meaning; and the stability of this value attitude can also be due to the competent activities of teachers.

The process of educating a value attitude towards the family among younger schoolchildren in a school environment will become more effective if their activities include extracurricular activities related to the theme of the family; if in practice, and not formally, to carry out systematic interaction between teachers and parents; if you use such forms as joint parent -student meetings, festive and sports events, meetings with famous elderly people, etc. In order for the elementary school in educational terms, just

like the family, to become the guardian of the family hearth, teachers need to be trusted and reliable subjects who coordinate their educational activities with family education that parents give to their children [4, c.15].

**Conclusion.** In our study, under "upbringing" we understand the process of forming attitudes towards the family as the highest value by introducing universal values, spiritual and family traditions, realizing value orientations in their activities and behavior, the consolidation of which will then lead to the quality of personality.

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