THE ROLE OF THE FAMILY IN THE EDUCATION AND UPBRINGING OF CHILDREN

O PAPEL DA FAMÍLIA NA EDUCAÇÃO E CRIAÇÃO DOS FILHOS

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Abstract. The significance of the family in the education and upbringing of children holds considerable weight, as a conducive family environment plays a pivotal role in shaping a comprehensive personality. This article aims to examine the role and significance of the family in molding a child's multifaceted value system, delving into the impact of parental education on the developmental aspects of a child's personality. The study employed methods such as analysis, synthesis, the scientific generalization method, and the formal logical method. This investigation scrutinizes the influence of the family on the instillation of moral, ethical, national, cultural, religious, and physical values in a child. Each category of value is systematically expounded, elucidating the recommended parental approaches for fostering the development of a distinct hierarchy of values within the child. The investigation delves into the historical context of post-Soviet states, specifically focusing on discerning the unique characteristics of the family's role within countries that constituted the former Union of Soviet Socialist Republics. The article provides practical guidance for parents regarding effective interaction with their children to foster the development of a well-rounded personality. The paper systematically examines five distinct types of child-parent relationships: democratic, "emotional distance," authoritarian, child-centered, and chaotic, offering comprehensive characterizations for each. Furthermore, the article addresses the relevance of the family's role and its significance amidst the COVID-19 pandemic. It emphasizes that the circumstances arising from the pandemic and associated quarantine measures present families with unprecedented challenges in the field of family psychology.
Keywords: family, education, upbringing, moral, values, child-parent relations, psychoanalytic pedagogy.

Resumo. A importância da família na educação e criação dos filhos tem um peso considerável, uma vez que um ambiente familiar propício desempenha um papel fundamental na formação de uma personalidade abrangente. Este artigo tem como objetivo examinar o papel e a importância da família na formação do sistema multifacetado de valores de uma criança, investigando o impacto da educação parental nos aspectos de desenvolvimento da personalidade de uma criança. O estudo empregou métodos como análise, síntese, método de generalização científica e método lógico formal. Esta investigação examina a influência da família na instilação de valores morais, éticos, nacionais, culturais, religiosos e físicos em uma criança. Cada categoria de valor é exposta sistematicamente, elucidando as abordagens parentais recomendadas para promover o desenvolvimento de uma hierarquia distinta de valores dentro da criança. A investigação investiga o contexto histórico dos estados pós-soviéticos, concentrando-se especificamente em discernir as características únicas do papel da família nos países que constituíram a antiga União das Repúblicas Socialistas Soviéticas. O artigo fornece orientações práticas para os pais sobre a interação eficaz com seus filhos para promover o desenvolvimento de uma personalidade completa. O artigo examina sistematicamente cinco tipos distintos de relacionamento entre pais e filhos: democrático, de "distância emocional", autoritário, centrado na criança e caótico, oferecendo caracterizações abrangentes para cada um. Além disso, o artigo aborda a relevância do papel da família e seu significado em meio à pandemia da COVID-19. Enfatiza que as circunstâncias decorrentes da pandemia e das medidas de quarentena associadas apresentam às famílias desafios sem precedentes no campo da psicologia familiar.
Palavras-chave: família, educação, criação, moral, valores, relações pais-filhos, pedagogia psicanalítica.

1. INTRODUCTION

The contemporary economic landscape has instigated consequential social shifts, marked by changes in life priorities, heightened consumerism, the prevalence of hedonism, and the materialization of society. These transformations are attributed to the prioritization of technology and research within the realms of science and technology. Consequently, it becomes imperative to contemplate the paradigm of adolescent learning within the novel realities shaped by emerging technologies and media. Significant consideration should be given to the influence of education and the implementation of methodologies aimed at preventing moral corruption among the younger generation. Acknowledging the pivotal role of immediate family members in shaping a child's personality is crucial, as they wield substantial influence over all facets of the child's life, particularly in the execution of various daily activities. Consequently, the family is posited as the primary source of moral values.

Nevertheless, contemporary families are undergoing adaptations to align with the dynamic changes in the world, manifesting alterations in family functions, configurations, and structures, along with shifts in family upbringing models. Notably, the temporal investment of parents in their children is experiencing a marked reduction. Consequently, another social institution assumes a pivotal role in education, potentially resulting in a compromised status of the family as the fundamental unit for the appropriate upbringing of children.

2. LITERATURE REVIEW

Aran H. and Nayebkabir M. (2018) addressed the parental role in the religious and social education of children. The work by Roostin E. (2018) is dedicated to exploring the impact of the family on children's development. Utomo P. and Alawiyah I. (2022) extensively discuss family character education, emphasizing the pivotal role of parenthood as the foundation of character education for young children. Notably, Utomo P. and Alawiyah I. (2022) aptly observe that one facet of a child's character development is influenced by upbringing, underscoring the integral role of good upbringing in supporting a child's character, and conversely, its absence may have adverse effects. The study conducted by Utomo P. and Alawiyah I. (2022) seeks to elucidate the significance of parenting as a foundational element for character education among primary school children. Employing a field research methodology, the research by Utomo P. and Alawiyah I. (2022) generated several key findings: (1) families predominantly employ an authoritative parenting style for imparting character education to their children; (2) the character values instilled in children encompass religious adherence, honesty, empathy, independence, discipline, responsibility, hard work, modesty, courage, fairness, patience, tolerance, and leadership; and (3) the strategies employed by families to educate their children include the use of role models and early education. The outcomes of the study conducted by Utomo P. and Alawiyah I. (2022) offer valuable contributions to both theoretical and practical considerations in the domain of character education within the family setting, serving as enriching material for further exploration and application.

De Ruyter D. (2018) authored a paper addressing the well-being, education, and upbringing of children. The study conducted by Abroto A., Nugraheni A. S., and Awliyah R. F. (2022), examining the role of the family in the moral education of children, is of particular interest. Kalogeras N. (2005) contributed a work delving into the role of parents and relatives in the upbringing of children within the Byzantine region.

Al-Shahrani H. F. and Hammad M. A. (2020) are the authors of a study focusing on the educational role of the family in enhancing the intellectual security of children. Langier C. (2016) compiled an overview addressing the concerns surrounding the moral education of children within the framework of evolving dynamics in modern families.

Taylor R. E. (2020) dedicated his work to investigating the roles played by the state and parents in delineating religious upbringing and education, particularly concerning their responsibilities for the child's spiritual development.

Aminova M. M. (2022) conducted an exhaustive examination of the family's role as an educational environment. Mohammed P. and Engler A. (2022) authored a scientific publication exploring the role of the family in the educational processes of children. Kasimova K. N. (2022) delved into the role of reading culture in the facilitation of effective education and upbringing.

The scientific work by Saidov Zh. (2022) is dedicated to examining the role of national values in the upbringing of children within the family context.

Therefore, notwithstanding specific scientific advancements pertaining to the subject under investigation, numerous inquiries regarding the role of the family in the education and upbringing of children persist unresolved or unexplored.

3. RESEARCH OBJECTIVES

The objective of the article is to scrutinize the role and significance of the family in shaping a child's system of values across diverse domains, employing the lens of parental upbringing to analyze its impact on the development of the child's personality. To accomplish this objective, the author delineated the following specific goals:

- to expound upon the role and significance of the family in shaping moral, ethical, national, cultural, religious, and physical values within a child.
- to characterize the influence of the Soviet past on the former states of the Union of Soviet Socialist Republics, particularly concerning the construction of child-parent relationships.
- to formulate a system of guidance for parents aimed at cultivating a successful and socially mature personality.
- to investigate five distinct types of child-parent relationships, namely democratic, emotional distance, authoritarian, child-centered, and chaotic.
- to examine the repercussions of the COVID-19 pandemic on the dynamics of the relationship between children and parents within the family.

4. METHODS

The study employed several methodological approaches, including the method of analysis, the method of synthesis, the method of scientific generalization, and the formal logical method. The method of analysis was utilized to articulate and characterize various types of child-parent relationships (democratic, "emotional distance," authoritarian, child-centered, and chaotic). This analytical approach facilitated the identification of distinctive features inherent in each relationship type, enabling their differentiation from one another. The method of synthesis was employed to investigate the influence of parents on shaping a hierarchy of values encompassing moral, ethical, national, cultural, religious, and physical aspects within a child. Through this synthetic approach, the study sought to ascertain the role and significance of parental influence in the developmental trajectory of these values within a child's personality. The method of scientific generalization was applied to organize and systematize existing scientific sources relevant to the subject of the study. Through this method, the author concluded that the article's subject matter had not been adequately addressed in prior scientific literature. The formal logical method was employed by the author to construct guidance for parents aimed at fostering a successful and socially mature personality. This method facilitated the summarization and systematic presentation of recommendations on how parents should influence their children, ensuring their growth into self-realized and mature members of society.

5. RESULTS

The family assumes a pivotal role in the upbringing and education of children, serving as the primary environment for the development of moral, ethical, national, cultural, religious, and physical values.

In basic terms, morality encapsulates the concepts of right and wrong, delineating distinctions between good and bad within the complexity of the world. Fairy tales, as exemplified, provide a tangible representation of these moral principles. Thus, reading fairy tales to children before bedtime serves as a beneficial practice for fostering the development of their moral compass.

Ethical norms encompass regulations governing human behavior within society, necessitating parents to shoulder the responsibility of elucidating to their children the principles guiding interpersonal communication, appropriate conduct with peers and adults, and appropriate behavior in various settings such as outdoors, indoors, or at the dining table.

Given the full-scale invasion of Ukraine by the Russian Federation, the imperative of educating children on national achievements has gained heightened significance. Parents' elucidation of the significance of our country's independence, collaborative exploration of Ukrainian history, joint engagement with the national anthem, deliberate avoidance of using Russian in daily interactions, and conscious communication exclusively in Ukrainian are all measures that are anticipated to influence the establishment of national principles in children.

Regarding cultural values, the family's influence can manifest through various avenues. Parents can actively promote cultural engagement by encouraging children to attend theaters, museums, exhibitions, literary evenings, concerts, excursions, and movies. Subsequent joint discussions about these cultural experiences, including inquiries into the children's preferences, dislikes, acquired lessons, drawn conclusions, memorable characters in a performance, and evaluations of character actions, serve to not only shape a hierarchy of cultural values but also contribute to the broadening of their worldview.

According to the author's perspective, caution is warranted when dealing with religious values, as an excessive focus on religiosity in a child may potentially lead to a sense of "detachment" from life. Nevertheless, if regular church attendance serves to bring solace or provide support to a child during challenging life circumstances, parents are encouraged to exert efforts in cultivating religious priorities in their children.

The family assumes a significant role in shaping physical values, as evidenced by daily morning exercises, the promotion of healthy eating habits, and the cultivation of a healthy lifestyle—all originating within the familial context. Consequently, parents are advised to select physically active recreational activities for their children during weekends to further reinforce these values.

The post-Soviet countries' experience offers an intriguing perspective on child upbringing and familial interaction. During the era of the Union of Soviet Socialist Republics, the role of the family in child upbringing was equalized, with substantial influence exerted by other social institutions such as schools and political parties. Following the dissolution of the Union of Soviet Socialist Republics, there occurred a notable shift, reinstating the family as the primary influence in the child's life.

Parents play a crucial role in cultivating discipline in their children, demonstrating an active interest in the child's aspirations, and future goals, and elucidating that the realization of these aspirations necessitates diligent effort and hard work. Discipline, in this context, serves as a pivotal factor intended to contribute to the development of a child into a well-rounded personality.

In contemporary times, a prevalent issue arises from insufficient parental attention to the child, often attributed to parents' employment commitments or engagement with electronic devices during evening hours. This phenomenon can potentially exert a negative impact on the

child. Concurrently, parents bear the obligation to actively engage in their child's interests, commend their achievements, and provide positive reinforcement as a means of support.

In the historical context, it is interesting to recall that education has not always been accessible to children. About seventy years ago, children had to walk dozens of kilometers to get to school. Children also did not have much or very little clothing and footwear. Now these things are more affordable, and therefore not valued as much as they used to be.

Parents should incorporate the teaching of financial literacy into their children's upbringing, including guidance on the proper management of pocket money. Such early skills development is anticipated to facilitate the future ability of children to plan family budgets and instill a sense of patience and saving for desired purchases.

Additionally, parents are encouraged to involve children in household chores as a means of promoting responsibility and practical life skills. Nurturing ambition, character, and the capacity to attain personal goals should be integral aspects of parental guidance.

Simultaneously, parents must recognize that not all aspects lacking in their own childhood experiences are essential for their children. It is crucial to discern and prioritize relevant elements for the well-being and development of their offspring.

Moreover, children should be afforded opportunities for personal victories, cultivating a sense of accomplishment when they independently achieve specific goals.

Parents must cultivate a favorable psychological climate within the family, facilitating an environment in which the child feels at ease sharing both successes and setbacks. The child should be encouraged to disclose their challenges, and parents are expected not only to lend a receptive ear but also to offer guidance and advice. This dynamic contributes to a supportive atmosphere conducive to the psychological well-being of the child.

In a general context, prevalent systems of parent-child relationships encompass democratic, emotional distance, authoritarian, child-centered, and chaotic models.

Within a democratic system, the shaping of a child's personality is characterized by parents focusing less on disciplinary measures and more on facilitating individual development, with a concerted effort to establish emotional closeness. The child is regarded by their attributes. This parenting style encompasses three primary dimensions: informational, emotional, and activity.

Within the "emotional distance" system of parent-child relationships, parental attention is primarily directed toward personal priorities or professional interests. Interaction between parents and the child is intermittent and contingent on situational factors, resulting in weakened or absent parental control. Regrettably, in this relational system, children often perceive themselves as burdensome to their parents, precipitating conflicts within the family. Instances where adults exhibit underdeveloped or weak parental emotions, coupled with children displaying negative character deviations, are indicative of the "emotional distance" type of parent-child relationship.

When a family adheres unquestioningly to parental instructions, upholds discipline rigorously, and maintains a disapproving stance towards children's playful behavior, expressions of independence, and autonomy, it signifies an authoritarian type of parent-child relationship. Regrettably, children within such families often encounter challenges in establishing connections with both adults and peers.

Conversely, if the child becomes the focal point and purpose of the parents' lives, it denotes a child-centered type of parent-child relationship. A characteristic of this type may be excessive expectations placed on the child by the parents.

Within chaotic parent-child relationships, parents exhibit contrasting principles of upbringing. One parent adopts a strict, demanding approach, inclined towards control, scrutiny of the child's actions, and administering punishment in response to transgressions. In contrast, the other parent assumes a lenient, liberal stance, readily indulging the child's every desire.

Consequently, the family experiences a conflict-laden atmosphere concerning child-rearing, as the child grapples with conflicting demands from divergent parenting styles.

Lastly, let us examine the role of the family within the context of the COVID-19 pandemic. Preceding the pandemic, parents were accustomed to their children attending school, but the conditions of isolation mandated everyone to remain at home. During this period, the establishment of a structured schedule, regimen, and adherence to rules and regulations became imperative to avert disorder within the family system. Parents assumed an augmented responsibility for the education of their children. The present circumstances resulting from the pandemic and associated quarantine restrictions place families in unprecedented conditions for the study of family psychology.

6. DISCUSSION

Education, as elucidated by Aran H. and Nayebkabir M. (2018), emerges as the paramount and indispensable institution accountable for the education and personality development of adolescents and young individuals. The fundamental imperative to prioritize the development of human personality and underscore the significance of psychosomatic enhancement in students has resulted in recognizing this issue as a primary function within the educational system. The attainment of higher education goals is contingent upon successful coordination with various social institutions, with the family playing a pivotal role in this collaborative endeavor. Numerous educators, psychologists, and sociologists attribute the roots of numerous social and behavioral issues among students to prevalent behavioral patterns within the home environment. Consequently, the role of the family in education and its methodologies has consistently garnered acknowledgment and proven to be of significant consequence throughout human history. The inattention or disregard by families towards religious education has resulted in various psychological, social, and religious ramifications. In their scholarly work, the authors aim to elucidate the dynamics of religious and social education within the family context, delving into the methodologies employed for religious and social education within the family structure.

Roostin E. (2018) underscores that a family constitutes a collective of individuals residing within the same household, connected by blood, marriage, or other affiliations. Within this unit, members engage in interactions, assume distinct roles, and contribute to the establishment and perpetuation of a shared culture. The family, according to Roostin, is recognized as the primary entity responsible for the cooperative effort in raising children. The author emphasizes the pivotal role of the family in the upbringing of children, highlighting its foundational role in moral education and religious life. The character and disposition of children, as posited by the author, are significantly influenced by both parents and other family members. The family environment serves as the initial educational milieu wherein each individual, particularly children, undergoes their first experiences in education and guidance. In the context of teaching, special attention should be directed towards fostering the development of children. Child development, as conceptualized, involves a continuous series of changes encompassing both physical and spiritual facets, extending from infancy to maturity. The attainment of maturity through growth, maturation, and learning involves distinct developmental periods that children must traverse. Consequently, the family exerts a crucial influence during these developmental stages, contributing significantly to the acquisition of fundamental knowledge concerning the ethics and societal norms prevailing in the broader community.

According to Abroto A., Nugraheni A. S., and Awliyah R. F. (2022), learning directs attention to the essential needs of the child, thereby exerting a significant influence on an individual's behavior. A pivotal parental responsibility is the cultivation of moral values. The primary objective of their study is to investigate the role of the family in fostering moral values in children from an early age. The impact of the family on the development of a child's moral

values is profound, given that the family serves as the initial environment shaping the child's character. Several fundamental aspects emerge as imperative for families or parents when endeavoring to instill moral attitudes in their children.

The family, as observed by Kalogeras N. (2005), served as the primary source of childhood education within the Byzantine Empire. Parents played a crucial role in the developmental process, functioning either as direct tutors or by engaging private instructors to impart writing skills to their children. In specific instances and particular conditions, parents assumed the role of educators. Moreover, extended family members actively participated in the educational journey, offering guidance to both children and parents. In cases where parents, or at least one of them, were absent or deceased, children were entrusted as protégés to grandfathers or uncles—predominantly male relatives holding prominent civil or ecclesiastical positions—who undertook their care during the period of study. The discernible influence of relatives in the upbringing of children not only elucidates the nature of "microstructures" within Byzantine society but also prompts a reconsideration of the conventional association with the nuclear family.

The family constitutes a foundational unit in the construction of robust and cohesive societies, as asserted by Al-Shahrani H. F. and Hammad M. A. (2020). Hence, it is imperative to equip families with a repertoire of mechanisms and skills, enabling them to fulfill their responsibilities and shield children from detrimental beliefs. Consequently, the family assumes a pivotal role in the realization of what is termed intellectual security within society, a critical determinant for societal progress and prosperity. Moreover, the family plays a vital role in fostering societal cohesion and actively contributing to the pursuit of intellectual security for their children. The authors' study aims to explore the nurturing role of the family in fortifying children's intellectual security within Saudi society. They employed a questionnaire they developed, comprising 36 statements distributed across three sections. The findings revealed a notable prominence of parental influence across all dimensions of the questionnaire, particularly in the realms of religion and morality. Furthermore, the data analysis underscores the significance of the family's educational role in fortifying the intellectual security of their children within Saudi society. Drawing from these insights, the study underscores the critical need to mobilize decision-makers, urging them to prioritize this vital matter with heightened attention and awareness. It advocates for comprehensive support to Saudi families, aiming to facilitate the attainment of intellectual security for their children. This entails promoting security awareness, elucidating the perils of extremism and terrorism, and safeguarding the well-being of their offspring. Moreover, the study contributes to reinforcing intelligent programs and mitigating challenges encountered by families, thereby diminishing adverse consequences for society at large.

Taylor R. E. (2020) underscores that the responsibility for the religious upbringing of a child is commonly regarded as a fundamental parental right. However, escalating concerns about the surge of religious extremism and the potential threats it poses, both to children brought up with extremist values and to the state, are challenging the scope of this parental freedom. The legal landscape in England, in addressing this matter, reflects an increasing reliance on purportedly neutral values that function as normative constraints on the legitimate expression of religious beliefs. The incorporation of secular values in social welfare determinations and as a regulatory factor in education is notably conspicuous, exerting progressively stringent external constraints on parents' religious preferences. Although the state may possess a valid interest in fostering societal cohesion and shielding children from harm arising from religious extremism, apprehensions arise regarding the origin and utilization of the secular values adopted by the state for these purposes. Any imposition of state values should be grounded in a genuinely collective vision, demonstrating due regard for the diversity of competing religious beliefs.

Aminova M. M. (2022) elucidated the multifaceted role of the family in society, emphasizing that its primary contemporary task is to nurture individuals prepared for active participation in public life, possessing distinct opinions and worldviews. The author contended that the family's cultivation of a conducive atmosphere serves as a guiding factor for a child's future life, asserting that the adverse effects of a misguided upbringing in the wrong environment cannot be rectified by social institutions alone. The family, according to the author, is the crucible for the development of a child's personality—fostering self-confidence and the ability to adeptly navigate human relationships in society while imparting the love and care experienced within the family. Conversely, the author attributes the rise in crime, delinquency, and a lack of proper upbringing among contemporary youth to heightened familial discord and the deprivation of children from paternal or maternal affection. The researcher's inclusion of comparative examples serves to underscore the scientific and practical significance of the article.

Following Mohammed P. and Engler A. (2022), the family is acknowledged as the paramount institution, serving as the initial environment wherein young children acquire cultural knowledge, and values, and foster a sense of belonging. The formative years of childhood play a pivotal role in shaping an individual's life trajectory, with parents commonly assuming the role of primary educators. Moreover, even beyond childhood, familial connections persistently exert a substantial educational influence. Individuals participate in family education not solely as parents but also in the capacity of grandparents. Within the societal framework, the family emerges as the foremost and influential educational institution. Consequently, the family context exerts a direct or indirect impact on the educational and learning experiences of children. The article is centered on elucidating how the family context can shape the learning processes of its members. Additionally, it delves into the significance of the family's socioeconomic status in molding children's learning trajectories and explores the interplay between parents, the school, and other family members within the family institution, dissecting its effects on the educational process.

Values, as articulated by Saidov Zh. (2022), represent enduring principles that maintain their significance across centuries and historical events. They constitute a conceptual framework employed by society to articulate the influence of both the material and spiritual realms. National values, in this context, are examined within the framework of "nationality," encompassing social phenomena that converge at the intersection of the concepts of "nationality," "spirituality," and "value." The article delves into the foundational, theoretical, and practical aspects of preschool education grounded in national values. Furthermore, the publication analyzes the works of scholars from the Ancient East and explores sources about the incorporation of national values in the upbringing of children.

Birhan W., Shiferaw G., Amsalu A., Tamiru M., and Tiruye H. (2021) collaborated on a research study focused on character education in preschool and primary school children. The objective of their study was to explore the content of moral and character education provided to children, along with the pedagogical approaches employed by parents and teachers in imparting character and moral education. The authors note that advice is the most prevalent approach adopted by both parents and teachers. Additionally, the utilization of stories featuring animal characters and songs is widely regarded as a crucial method for instilling notions of right and wrong behavior in children. The study reveals that diverse subjects incorporate elements of morality and character. Nevertheless, a challenge arises from character and moral education not being designated as a distinct subject in schools, coupled with the challenge of parents and teachers struggling to provide commendable examples for children. Consequently, it is suggested that the education ministries of respective states should introduce character and moral education as distinct subjects for preschool and primary school-aged children.

Additionally, there is a call for collaborative efforts between parents and teachers to effectively impart character and moral education to children.

The work by Spinelli M., Lionetti F., Setti A., and Fasolo M. (2021) exploring parental stress during the COVID-19 outbreak, socioeconomic and environmental risk factors, and the implications for children's emotion regulation is noteworthy. A similar publication by Calvano C., Engelke L., Di Bella J., Kindermann J., Renneberg B., and Winter S. M. (2021) delves into families within the context of the COVID-19 pandemic, encompassing parental stress, parental health, and childhood adversity. Jalongo M. R. (2021) investigates the impact of COVID-19 on preschool education and the status of resources for children, parents, families, and teachers. Additionally, Chung G., Lanier P., and Wong P. Y. J. (2020) scrutinize parental stress during the pandemic in Singapore.

Rahimah R. and Koto I. (2022) contributed to the literature by examining the impact of parental models on the development of social attitudes in early childhood. In a separate study, Houtepen L. C., Heron J., Suderman M. J., Fraser A., Chittleborough C. R., and Howe L. D. (2020) conducted a prospective study in the UK, focusing on the correlation of adverse childhood experiences with adolescent education and health. Their research also delves into the role played by family and socioeconomic factors in shaping these outcomes.

Saidov A. (2020) explored the historical origins influencing the development of a culture of healthy lifestyle psychology within the family context.Doepke M. and Zilibotti F. (2022) presented an intriguing article that delves into the role of parenting in child development. Damirovich M. R., Ibragimjanovich T. I., and Ugli K. N. K. (2021) addressed the pivotal roles of family, community, and education in nurturing a patriotic spirit among young people. The role of the family in child rearing is a subject of discussion in the publication by Hien D. T., Huy D. T. N., Hoa N. T., Van Chung V., and Hue L. T. (2021).

The work of Mukhidinov A. and Tillaev S. (2022) is noteworthy, focusing on the methodologies of physical education within the family.

Consequently, the majority of existing works concentrate on the family's education of specific types of values in a child. However, there is a notable absence of a comprehensive work that comprehensively considers all types of values (moral, ethical, national, cultural, religious, and physical) that families are expected to instill in a child.

7. CONCLUSIONS

The work provides a comprehensive examination of the role and significance of the family in the upbringing and education of children. The author explores scenarios wherein the family influences the cultivation of moral, ethical, national, cultural, religious, and physical values in children.

For instance, the act of reading bedtime stories contributes to the development of moral values, while explaining societal norms and rules aids in fostering ethical values. The formation of national values may occur through collaborative exploration of the history of the homeland and the national anthem. Cultural values can be nurtured by participating in cultural events such as exhibitions, museums, concerts, and excursions.

The primary function of religious values in a child's upbringing should be to provide support and reassurance during challenging life circumstances. Daily physical activities, such as morning exercises, establish the groundwork for instilling physical values in childhood education.

The article imparts guidance to parents for cultivating a successful and socially mature personality in their children. The suggested strategies include:
1. instilling in the child the ability to cultivate discipline skills.
2. acknowledging and supporting the child's aspirations for future work, assisting in the selection of an appropriate life path.

3. providing ample parental attention by inquiring about the child's day, discussing successes and failures, and understanding their concerns and motivations.
4. participating in joint leisure activities, and hobbies, and spending quality time with the child.
5. teaching children financial literacy through the allocation of a reasonable amount of pocket money.
6. involving children in household chores to foster independence and preparedness for adulthood.
7. nurturing ambition, character, and the capacity to achieve personal goals is a vital parental responsibility.
8. cultivating a favorable psychological climate within the family, where a child can openly share failures, seek advice without fear, and focus on positive aspects in the face of setbacks.
9. The publication delineates five types of parent-child relationships: democratic, emotional distance, authoritarian, child-centered, and chaotic. Each type is thoroughly characterized within the document.

Subsequent investigations should delve into statistical data, specifically examining the impact on a child's development when raised solely by either the mother or the father.

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