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**ENHANCING PARENTS' PEDAGOGICAL CULTURE: A DISCOURSE  
ON METHODOLOGICAL SUPPORT**

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**АННОТАЦИЯ**

В данной статье анализируются сущность и содержание процесса повышения педагогической культуры родителей, а также его роль и значение в современной системе образования. В исследовании раскрываются основные компоненты педагогической культуры — педагогические знания, психологическая грамотность, воспитательные компетенции и информационная культура. Кроме того, рассматриваются традиционные, современные и инновационные формы работы с родителями, методические средства и педагогические технологии, обеспечивающие их эффективность. Статья трактует дискурс методического обеспечения как педагогико-коммуникативную модель, укрепляющую сотрудничество между семьёй и образовательным учреждением. Результаты исследования предоставляют научно-практическую основу для развития воспитательного потенциала родителей, повышения их педагогической культуры и совершенствования сотрудничества «учитель–родитель».

**Ключевые слова:** педагогическая культура родителей, методическое обеспечение, сотрудничество семьи и школы, воспитательная компетентность, педагогические технологии, психологическая грамотность, интерактивные методы, инновационные подходы, педагогический дискурс, семейное воспитание, культура общения, педагогическое сотрудничество, цифровая педагогика, образовательный процесс.

**ANNOTATION**

This article analyzes the essence and content of the process of enhancing parents' pedagogical culture, as well as its role and significance in the modern education system. The study reveals the key components of pedagogical culture, including pedagogical knowledge, psychological literacy, educational (upbringing)

competencies, and information culture. In addition, traditional, modern, and innovative forms of working with parents, as well as methodological tools and pedagogical technologies that ensure their effectiveness, are examined. The article interprets the discourse of methodological support as a pedagogical-communicative model that strengthens cooperation between the family and the educational institution. The research results provide a scientific and practical basis for developing parents' educational potential, increasing their pedagogical culture, and improving "teacher-parent" cooperation.

**Keywords:** parental pedagogical culture, methodological support, family-school cooperation, educational (upbringing) competence, pedagogical technologies, psychological literacy, interactive methods, innovative approaches, pedagogical discourse, family upbringing, communication culture, pedagogical collaboration, digital pedagogy, educational process.

During the ceremonial event dedicated to the 33rd anniversary of independence, our President emphasized that in building the New Uzbekistan, we are currently focusing on five priority areas. These include establishing a high-quality education system, developing business, creating a fair judicial system free from corruption, fundamentally improving the healthcare sector, and ensuring environmental sustainability.

There is profound meaning in placing quality education and upbringing as the first priority. This is because the development of business, the establishment of a corruption-free and just judicial system, the improvement of the healthcare sector, and ensuring environmental sustainability all depend on the human factor. Secondly, implementing these five priority directions requires introducing new tasks into our youth upbringing programs, especially in family education.

In the State Program "The Year of Dialogue with the People and Human Interests," the issue of "enhancing parents' pedagogical culture and increasing their sense of duty and responsibility in raising children" was designated as a separate priority. Our people understood how important this matter is from the speech delivered by President Shavkat Mirziyoyev on Constitution Day. The President drew attention to a thought of one of the great figures of our national upbringing, Abdurauf Fitrat: "A nation's striving toward a clear goal, its prosperity, honor and respect, its becoming powerful and influential in the world—or, conversely, its weakness, humiliation, misfortune, lack of

recognition, and becoming dependent, enslaved, or subordinate to others—all depend on the upbringing children receive from their parents during childhood.” The President valued this pedagogical idea as equal to gold. Through this thought, two paths that determine the fate of a nation were indicated. The first path is happiness; the second is misfortune. This concerns our children who will enter social life 20–30 years from now. It concerns the condition of our people in 20–30 years. By raising their children properly, parents fulfill their strategic duty before the state. As a result, a well-educated generation will act and achieve its clear goals — becoming prosperous, happy, respected, and renowned throughout the world. However, parents who say, “My job is only to feed the child. Once they grow up, they will become a person,” unknowingly pave the way for our people to become weak, humiliated, distressed, unhappy, neglected, and dependent or subordinate to others. Unfortunately, we are a nation that has already tasted the suffering of the second path — colonial oppression.

Most parents think, “We know how to raise children.” To verify the correctness of this idea, we should ask ourselves: “Which methods of upbringing am I actually using?” Do we really know them down to the last detail? Meanwhile, when it comes to raising chickens, using gas, or taking out a loan, we consult specialists and follow their advice. However, if our child is dishonest or mischievous, we rarely turn to pedagogues or psychologists to ask why this is happening and what we should do. Therefore, if we treat skilled pedagogues and psychologists as trusted advisors, analyze the upbringing environment in our family, follow their recommendations, we will ensure not only the well-being of our children but also the future of our country. We also need to discuss child-rearing in social gatherings, conversations, and teahouses, exchange experiences, and live in harmony with schools, colleges, and local communities.

It is necessary to reconsider our methods of education and upbringing. We need to develop in our children the skills to make correct decisions and find appropriate solutions in complex situations. “We should tell our youth: ‘You must know 20 things about our history thoroughly. We need to do this work now...’”

These words of our President require every teacher, educator, and parent to critically review their own work. Why? Imagine asking an 8th-grade student: “Do you know your duties to the Motherland? Do you know your duties to your parents?” You will receive a variety of answers. However, if you ask, “What is 8 plus 8?” the students will promptly and unanimously answer, “Sixteen!” Why is that? Because in  $8+8=16$ , certainty is ensured. But in answering the question,

“What duties do the youth of Uzbekistan have to the Motherland?” such certainty does not exist. Why? Because until now, the system of upbringing has not set the requirement to ensure clarity and guarantees. Therefore, we must urgently remove vagueness from our upbringing activities and strive for clarity. So that our children can proudly and accurately know, at least three of their duties to the Motherland and parents at first, and then five in the following years. Only then will this precise knowledge help them make correct and confident decisions in various situations in their future life.

Every field of production has standard requirements for its products. Education is no exception. But what about upbringing? (People who are far from pedagogy and psychology often say, “Well, if a person doesn’t have self-discipline, it’s hard to educate them.” This is a view from 100–200 years ago and reflects pedagogical backwardness. Today is the 21st century. If approached seriously, technologies have been developed that can turn one or two virtues into habits in 21 days and embed them into a child’s character for life in 40 days.) It is true that a person has thousands of virtues. However, it is essential to ensure that children reliably, purposefully, and confidently acquire 5–10 of these virtues — just as our President explained in a way that everyone can clearly understand, thoroughly, and “karra-karra” (step by step with certainty).

A diploma awarded to a specialist guarantees the knowledge, skills, abilities, and competencies established by the state educational standards. However, if education and upbringing are not conducted in harmony, a specialist may become a “knowledgeable but irresponsible” person. At the same time, methodological knowledge is extremely necessary for parents. For this reason, we provide the following examples from them:

### **Pedagogical Advice for Parents**

1. Do not start educational work in a bad mood.
2. Before speaking, clarify what you want from your child and understand their opinion on the matter.
3. Give your child independence, educate them, but monitor their every step without being overbearing.
4. When your child faces a problem, do not provide a ready-made solution by saying, “Do it like this.” Allow them to find the solution themselves. If they cannot, show them possible correct and incorrect solutions.
5. Praise and support every small achievement of your child.

6. If your child makes a mistake, explain its cause and consequences clearly. Do not remain silent saying, “You did this mistake; this is the result.” Let them understand the analysis, causes, and consequences, and allow them to express their own conclusions.
7. Evaluate your child’s actions, behavior, or decisions, not the child themselves. The child and their actions are not the same.
8. Do not compare your child to their siblings, neighbors, or classmates. This may cause jealousy. Instead, compare them to themselves.
9. Help your child reach the conclusion, “My parents trust me.” Hug them and talk about minor mistakes with a smile. Do not scold or criticize over small errors.
10. Upbringing is the gradual achievement of goals. Increase demands gradually according to your child’s age and physical capabilities.
11. An educator must balance firmness with gentleness. Everything should be done at the right time and in moderation.

### **The Golden Rules of Upbringing**

Love your child. Make sure they believe it and have no doubt.

- Accept your child as they are, with all their achievements and shortcomings.
- Rely on the good virtues in your child.
- Make an effort to understand your child. Respect their thoughts, dreams, and every idea they share openly with you.
- Create conditions in which your child feels complete, strong, capable, skillful, resourceful, and fortunate.
- Do not force your child to achieve goals you yourself could not reach.
- Remember, it is not words but personal example that educates most effectively.
- Every child is unique. Do not constantly compare them to others. Your child also possesses qualities that others can learn from.
- Do not think, “My child will grow up exactly as I say.” They will grow in their own way.
- Remember, for your child’s upbringing, the primary responsibility rests with you alone.

### **Ways to Support a Child**

- Rely on your child’s strengths.
- Do not constantly point out your child’s mistakes and shortcomings.
- Show love and care, and express your joy at your child’s good deeds.

- Teach your child to appreciate themselves and others.
- Play and joke with your child regularly.
- Allow your child to make independent decisions in matters that concern them.
- Do not escalate situations to punishment.
- Know that your child is unique and one of a kind.
- Continuously show your love for your child, both during childhood and as they grow.
- Make your child feel that they have a place in the family.
- Create conditions for them to experience the satisfaction of achieving success.
- Observe and advise your child on how to interact with adults, acquaintances, strangers, and peers.
- Teach your child to break large problems into smaller, manageable parts.
- Help your child understand themselves.
- Support your child in being proud and aware of their own worth.
- Encourage your child to strive to solve problems independently.
- Notice your child's positive qualities, point them out, and rely on them.
- Support your child when they feel discouraged

### **Methodical Mistakes**

- Expressing disapproval in an angry tone.
- Exaggerating a child's mistake and speaking in a way that causes distress.
- Constantly pointing out a child's shortcomings.
- Judging a child's mistake unfairly without asking or investigating.
- Unjust punishment.
- Excessive praise.
- Isolating or separating the child from others.
- Giving harsh commands or using intimidation.
- Revealing a child's mistakes to others.

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