



THE RELATIONSHIP OF FAMILY TRADITIONS AND THE SUCCESS OF STUDENTS IN HIGH SCHOOL

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Abstract:

Based on the analysis of scientific sources to study the problem of the influence of family traditions on the success of teaching students in higher education, factors affecting the success of training (family traditions and family values, family authority, dependence of student choice on the choice of parents, family relationships) are highlighted. The article discusses the types of family traditions, highlights their components (the formation of general cultural and social literacy, the creation of a favorable psychological atmosphere, the organization of joint activities), and gives their characteristics. The interrelationship between family traditions and the success of training young people in high school has been established.

Keywords: family, family traditions, parental authority, student, learning success, interest, motivation

The family is the main and leading condition for preserving and maintaining the spiritual history of the people, family traditions, and national security.

Each family has its own indescribable atmosphere of love, understanding, and warmth. Children adopt this atmosphere from the moment of birth. A similar halo in the family is created by family traditions, customs, or laws of family leisure. Often, such laws take their roots from the family foundations of previous generations. Thanks to them, a feeling of reliability in family relationships is created, a strong connection arises between family members, close and trusting relationships are maintained, children feel the stability of the family, and the child's worldview is formed on the basis of the values laid down by parents during childhood and adolescence.

Having graduated from secondary school and entered a higher educational institution (hereinafter referred to as the university), young people begin independent swimming, essentially not yet becoming independent since they remain economically and psychologically dependent on their parents. This transition of





young people into adulthood is mediated by a special life stage: studenthood. This stage is the main one in the formation of young people as individuals who will have to choose a life path, determine their place in the world, and establish their priorities, values, and ideals [1:75].

Success becomes important during this period of life for young people. Any success is achieved through the inclusion of a person in the social structure. For students, such a social structure is, first of all, a university. It is the success of young people's education at a university that is a factor contributing to positive self-realization in all spheres of life, as well as favorable adaptation to the world around them and its creative transformation.

When studying the problem of student success, we ask the following questions:

What influences the success of students studying at a university?

What factors contribute to the successful acquisition of knowledge?

Is there a relationship between success in studying at a university and family traditions?

In this study, we will look at the most important factors of academic success for students and establish the relationship between family traditions and the success of students' studies at university.

The success of a student's education at a modern university is an extremely complex process in its content.

In the explanatory dictionary of Ozhegov S.I. and Shvedova N.Yu., success is defined as: luck in achieving something; public recognition; good results in work; study. In addition, success can be defined as success in a planned task or in achieving set goals [2:840].

A number of Russian scientists are studying the problem of the success of university students, considering individual aspects and factors of success as well as special psychological and pedagogical conditions for the successful training of young people. We include research into these:

studying the psychological mechanisms of parents' influence on the effectiveness of young people's studies at university (V.K. Loseva) [3];

studying the motivational component in the success of university students (Tsvetkova R.I.) [4];

studying intrafamily relationships as a factor of success in life (Mikhalchi E.V.) [5];

the relationship between traditions, family culture, and career orientation in the formation of professional dynasties (Levochkina A.V., Sulimova N.P.) [6, 8].

Analysis of theoretical research over the past five years (Loseva V.K., Tsvetkova R.I., Mikhalchi E.V., Levochkina A.V., Sulimova N.P.) showed little development of the





topic of the influence of the parental family and family traditions on student learning and success in life in general.

Some authors believe that when children enter a higher educational institution and reach adulthood, the influence of the family on the child's upbringing and the development of his personality weaken and decrease. Most children leave the walls of their parents' home and become more mature and independent. Others, on the contrary, say that the influence of the family and family traditions laid down from infancy not only does not decrease but also increases and continues for quite a long period—in some cases until the formation of one's own family. [5:32]

Young people of "student age," 17–23 years old, are on the verge of success in life. At the same time, the basis for achieving success is already laid in them in the form of health, a good upbringing and quality education, the presence of friends and useful connections, as well as a strong family.

Success for students is an emotional state—a feeling of self-satisfaction due to a positive assessment of their educational activities and recognition from others.

One of the blocks of the questionnaire was a block of questions aimed at studying the success of studying at a university and the factors influencing the success of studying. The results of the survey showed a large number of diverse factors influencing the success of students' learning. Among them, students noted the following:

- financial situation of the student's parents;
- the authority of the parental family for the student;
- family values and family traditions;
- the student's health status;
- student's age;
- marital status of the student;
- family values;
- level of residual knowledge;
- possession of self-organization skills;
- planning and control of educational activities;
- motives for choosing a university and profession;
- dependence of the student's choice on the choice of parents;
- awareness of the specifics of university education;
- form of education (full-time, evening, correspondence, distance learning, etc.);
- material resources of the university;
- level of qualifications of teachers; prestige of the university;
- individual psychological characteristics of students.





Having analyzed the students' choice of the above factors, special interest was shown in such factors as family relationships, family authority, family values and family traditions, and the dependence of the student's choice on the choice of parents.

More than half of the students (59%) noted family traditions and family values as one of the main factors influencing the success of studying at a university. Factors such as "family authority" and "dependence of a student's choice on the choice of parents" are almost at the same level (18% and 15%, respectively). The smallest percentage (18%) was indicated by young people for the "family relationships" factor. Thus, family traditions determine the need to transfer social skills to subsequent generations and are also designed to protect family members from the effects of negative external factors affecting the family, as well as to educate the younger generation in the spirit of moral and ethical values. Tradition covers the material and spiritual values of the family, is interconnected with the continuity of inheritance, and is an element of family culture responsible for the transmission of certain cultural norms from parents to children from the past to the future based on the method of social integration.

Within the framework of the family culture of a single family, we, following Levochkina A.V. [6:104], will highlight four types of main traditions:

Table 1. Types of traditions

Traditions formed under the influence of lifestyle	Traditions formed during the life of an individual nuclear family
Traditions that are inherent in a multi-generational family are characteristic of societies with traditional cultures.	Traditions that are the result of the social experience of several generations

Family traditions contain a layer of motivational qualities and abilities, value orientations, general ideas, feelings, moods, and habits that are included in or excluded from the generic potential of the culture. Traditions are both conservative and dynamically mobile; they are constantly developing, enriched by the experiences of new generations, rejected, obsolete, leaving, and returning again [8:39].

The concepts of "success in studying at a university" and "family traditions" are closely interconnected in the minds of young people. Students transfer relationships from their parent families to their future families. Success for young people studying at a university depends on the presence of a strong parental family and friends, prestigious work and material well-being, independence, and freedom of choice in life priorities [6:104].





The formation of family traditions is an interconnection of three components, which, mutually complementing each other and being part of one process, contribute to the creation of the necessary conditions for the formation of personality. They contribute to the natural social, physical, and mental development of a person, thereby having a beneficial effect on the personality as a whole [8:39]. These components are presented in Table 2:

Table 2. Components of family traditions

№	Names of components of family traditions	Characteristics of the components of family traditions
1.	Formation of general cultural and social literacy	transfer of knowledge and the formation of skills in preserving and strengthening (and possibly creating new) family traditions.
2.	Creating a favorable psychological atmosphere	justified pedagogically competent and rational construction of a family way of life, the use of active methods of interaction, the optimal combination of object-subject and subject-subject relationships, and ensuring the necessary norms of interaction
3.	Organization of joint activities	implementation of practical measures to create and preserve family traditions

For the most part, students' parent families have great authority over them. Children transfer traditions and customs from their parents' family to their own and see this as the basis and support for their successful self-realization. Parents influence the resolution of personal issues, the choice of a life partner, and future professions. Most students listen to their opinions. In modern families, great value belongs to business qualities such as efficiency, responsibility, and determination [7:162].

The formation of personality, as a process, occurs in certain organizational forms (individual, group, collective) with the involvement of a wide variety of means of the formation and development of family traditions. A huge role in this process can belong to educational organizations, which can provide advisory and educational assistance to families, ensure the exchange of experience, and help enrich the sphere of family communication. In its content and organizational aspects, this process depends on the goals set and expected results.

Thus, it is seed traditions, being an element of social and cultural heritage, that become not only a model of thinking and behavior of young people but also represent a value and a form of transfer of experience from generation to generation.



Family traditions laid down by parents to a child from infancy are not only a factor in the success of studying at a university but also the foundation of their future achievements and the main condition for success in life in general.

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