

The Impact Of The Family On The Socialization Of The Child

Guzal Kholmukhamadovna Rustamova

Lecturer, Department of Creative Pedagogy and Psychology, Namangan State Pedagogical Institute, Uzbekistan

Received: 14 April 2025; **Accepted:** 10 May 2025; **Published:** 18 June 2025

Abstract: This article explores the role of the family in the development of children's social intelligence. It identifies the methods, techniques, and factors that contribute to the formation of social intelligence. The study also presents the characteristics of family relationships that positively influence the development of social intelligence. Furthermore, it highlights reflection as a crucial mechanism in enhancing social intelligence.

Keywords: Family, social intelligence, development, reflection, parenting style.

Introduction: The family can be viewed as a social institution—a structured system of relationships and interactions among individuals that holds an established organizational status. It plays a significant role in shaping the social structure of society, influencing population growth, and facilitating the socialization of new generations. As a social institution, the family primarily ensures the reproduction of society's members and initiates their primary socialization. Through its unique psychological environment—marked by love, care, respect, understanding, and support—the family holds a leading role in an individual's social development. Understanding the family as a social institution also requires examining its interrelation with other social structures such as political, economic, educational, and other institutions.

The factors influencing socialization within the family can be expressed as follows:

- Family composition, or more precisely, the structural unity of interactions among family members;
- The child's position within the family—that is, the roles the child assumes in the family. Even if these roles appear identical on the surface (e.g., living in the same household), their essence may differ significantly. For instance, a child might simultaneously be a grandson to two grandfathers and a son to both parents, yet may not be a sibling to anyone. Alternatively, he may live in a rural area as the

grandson of his grandparents, the son of his mother, and a child estranged from his father;

- Primary (actual) caregivers—those family members who have had the most substantial influence on the child, provided care, and held the highest authority in the child's perception;
- Parenting style within the family, which includes both the methods used by the primary caregiver (typically the mother) and the supplementary caregivers (such as the grandmother, father, uncle, or older siblings);

Literature Review

Around the 1960s, the family began to be regarded as the most important social institution for primary socialization. Concepts such as “primary family socialization” (L.V. Kotenko) and “family as a means of socialization linked to the experience of generations” (A.I. Antonov) emerged during this period.[8] Since 1996, the concept of parental socialization has been included in Uzbek literature, particularly in the sections on socialization within textbooks and manuals on social sciences. In her article, T.G. Pospelova defines family socialization as “a branch of socialization that facilitates the integration of young people into marital and family relations,” emphasizing that this process is primarily carried out by the parental family.

Family socialization possesses unique and meaningful characteristics. E.V. Shishkina considers family socialization to be a structural component of the initial

socialization process. Family socialization refers to the preparation for future family roles and, at the same time, functions as a process that influences the individual's development into a socially competent person.

A.A. Rean and Y.L. Kolominsky emphasize that socialization within the family exists simultaneously as both a purposeful and an uncontrolled process. The development of children within the family does not occur solely as a result of deliberate adult influence (i.e., upbringing), but also through the observation of the behavior of all family members. A child's social experience is enriched through interactions with grandparents, conflicts with younger siblings, and imitation of older brothers or sisters.[6]

It is worth noting that from the perspective of the structural-functional approach, it is possible to analyze the essence, structure, and functions of family socialization. In this context, the structural composition of family socialization is expressed through stages, subjects (agents), conditions, and mechanisms. Functionally, it is defined by the predominance of key processes and their connection to the individual's development and formation at each stage of socialization.

The influence of socialization institutions varies significantly across different stages of a child's development. During early childhood and adolescence, the most influential socialization institutions are the family and the school. These institutions serve not only as agents of socialization but also as key social structures that contribute to the child's overall development.

Contemporary science no longer debates whether family upbringing or broader social education plays a more vital role in shaping a child's personality. Today, it is widely accepted that family upbringing cannot function as an isolated factor; rather, it must operate in collaboration with and under the influence of other educational institutions.

A.V. Mudrik identifies the following key functions of the family:

1. The family ensures the child's physical and emotional development;
2. It influences the formation of the child's psychological gender identity;
3. It plays a crucial role in the internalization of social norms (primary socialization function);
4. It provides socio-psychological support.[7]

Thus, the family and the educational institution (school) possess both shared and distinct socialization functions. They operate in a complementary manner to

support the child's development, ensuring continuity between the processes of education and upbringing.

Social intelligence plays a crucial role in successfully organizing interpersonal relationships, making it a key trait of an individual's personality. It is an intellectual ability that influences a person's social adaptability and effectiveness in establishing and maintaining relationships with others. This ability encompasses and regulates cognitive processes related to understanding and interpreting social objects—such as other individuals or groups of people.

The concept of social intelligence was first introduced into scientific discourse by E. Thorndike in 1920. He defined social intelligence as “the ability to understand others and to act wisely in human relations.” Another of Thorndike's definitions highlights it as “the ability to get along with others, to place oneself in their position, and to accurately and critically evaluate their feelings, moods, and behaviors” [1].

Social intelligence helps individuals interpret others' actions, as well as their verbal and non-verbal expressions (such as facial expressions, gestures, and postures). It constitutes an essential cognitive component of communication skills and holds significant importance within the context of family upbringing. There are several factors that contribute to the formation of social intelligence.

One of the key factors in developing social intelligence within the family is the presence of a positive emotional atmosphere. Active communication within the household helps meet the child's social needs. Moreover, frequent positive and accepting interactions with adults significantly contribute to the child's development.

A parenting style based on cooperation—which implies the absence of pressure to accelerate mental development—has a positive impact on the child's overall growth. Psychological and pedagogical literature clearly outlines various parenting styles, each of which has a significant effect on the relationship between parents and children:

1. Authoritarian style – Characterized by strict control and a lack of emotional support, this style can lead to tension and dissatisfaction in family relationships.
2. Permissive (liberal) style – Involves allowing the child to do as they please and prioritizing the child's needs above all else, often resulting in problems with discipline.
3. Democratic style – Combines high levels of control with strong emotional support, fostering trust-based relationships between parents and children. This

style helps develop independence and responsibility in children. A core feature of the democratic style is the establishment of clear rules and the involvement of children in managing their own activities. This approach contributes to the development of social intelligence by helping children build conscious communication and self-regulation skills [4].

Active parental involvement in a child's life and the creation of a positive and safe environment contribute to the development of social skills, enhancing the ability to find compromises and resolve conflicts in the future. The family plays a critical role in the development of social intelligence, as it is the first group through which a child begins to understand the emotions, intentions, and behaviors of others. Parents teach children social values and cultural norms, help them overcome communicative challenges, and thereby contribute to the formation of their social intelligence.

In early childhood, social intelligence holds particular significance, serving as a key factor in personality development. Social intelligence evolves primarily through self-reflection and analytical thinking. According to T.F. Ushakova, reflection initiates a shared process of analyzing one's life experiences. Parents, in turn, play a vital role in organizing reflective experiences that nurture and strengthen a child's social intelligence [5].

The role of the family in the development of social intelligence can also be viewed through the lens of social learning theory, specifically the theory of role modeling. This approach posits that children observe the behaviors of their parents or other family members and tend to identify with them. If parents or caregivers struggle with expressing or regulating their emotions, or have difficulty understanding the emotions of others, children are likely to replicate such patterns. Conversely, when adults demonstrate constructive conflict resolution strategies and show respect, empathy, and understanding, children are more likely to adopt these positive behaviors [3].

The family provides essential emotional support and acceptance, fostering a sense of safety and belonging. This environment enhances emotional awareness and empathy while also enabling children to express their thoughts and feelings openly. In doing so, it nurtures confidence in their own social competencies, including social intelligence.

At the beginning of the 20th century, significant attention was devoted to personality development, with a particular focus on cognitive abilities. Numerous tests and educational programs were designed to enhance memory, attention, concentration,

perception, and reaction speed. It was believed that developing these skills would improve an individual's social relevance and overall quality of life. However, long-term research has shown that a high IQ alone does not guarantee success or effective social adaptation. Scholars have also concluded that focusing solely on general intellectual development—while neglecting emotional and social domains—can lead to increased psychological distress, emotional outbursts, frequent conflicts, dissatisfaction with life, and difficulties in forming relationships or seeking social support.

"Emotional intelligence is a component of intelligence; it represents a unique intersection of cognition and emotion" (Mayer, Salovey, & Caruso, 1997). A newborn already experiences basic emotions, but lacks the ability to regulate or fully understand them. For an infant, emotions are essential for survival and for establishing interactions with parents. Through emotional expression, the caregiver interprets the child's needs and responds accordingly.[2]

According to Oster and Ekman (1978), infants are capable of expressing emotions through facial expressions from birth. By around 20 weeks of gestation, the embryo can alter its facial expressions. The mother plays a crucial role in the infant's emotional development—her reactions and emotional displays help shape the child's emotional expression. As language develops, the child begins to use verbal channels to describe and make sense of emotional experiences.

As the child grows, parents help them become aware of their emotional states, guiding them in identifying specific emotions and understanding their causes. This process introduces the child to the complex world of emotions. Naturally, the emotional awareness of the parents is vital in fostering emotional literacy in children. However, in some cases, parents may discourage the expression of "negative" emotions while emphasizing only "positive" ones, in hopes of ensuring the child maintains a cheerful disposition.

Research shows that suppressing a child's emotions or labeling them as "acceptable" versus "unacceptable" can block emotional sensitivity at a deep level. This repression of "unacceptable" emotions may temporarily stabilize the child's psyche but can lead to serious consequences later on, such as difficulties in building relationships, recognizing personal needs, adapting to social environments, and even somatization.

For instance, suppressing sadness in early childhood can result in a diminished capacity for care, affection, and emotional support in adulthood. Similarly, prohibiting girls from expressing anger—often

considered inappropriate for "good girls"—can later lead to challenges in setting personal boundaries and articulating one's needs.

Children's mental well-being does not depend solely on the presence of "positive" or "negative" emotions in their lives, but rather on the coexistence of both types of emotions at the same time. Research has shown that children who have experienced feelings of sadness tend to develop greater empathy compared to those who have been shielded from such emotions. A child must learn to fully understand and express their emotions — this helps them achieve self-awareness, identify their needs, establish personal boundaries for themselves and others, and build meaningful social interactions.

The development of the emotional-volitional sphere, particularly the growth of emotional intelligence, has become one of the most important challenges in modern psychology and education. As seen, emotional intelligence plays a critical role both in everyday life and in professional activity. However, this unique form of intelligence cannot be developed solely through workshops or training sessions — it must be nurtured within the family environment.

CONCLUSION

The family plays a crucial role in fostering a child's emotional sensitivity: The emotional atmosphere in the family, especially the relationships between its members (notably the parents), determines the child's emotional development. Negative relationships or parental separation can adversely affect a child's mood, academic performance, and peer relationships. Parents' ideals and expectations about their children's qualities also play a significant role. Many parents prioritize traits related to cognitive development, such as attention, perception, independence, and problem-solving abilities.

Supporting children in the learning process also introduces them to various social needs and helps in developing emotional intelligence.

REFERENCES

- Tseluyko, V. M. (2003). Psychology of a dysfunctional family. Moscow: Vlado.
- Tseluyko, V. M. (2000). Single-parent family. Volgograd. Raising children in a single-parent family. (1985). Moscow. p. 35.
- The family: Socio-psychological and ethnic problems: A reference book. (1990). Kyiv. p. 7.
- Figdor, G. (1995). Children of divorced parents. Moscow.
- Gavrilova, T. P. (1988). On the problem of the impact of

family breakdown on preschool children. In Family and personality formation. Moscow.

Krygina, N. N. (1999). Diagnostics of marital and parent-child relationships: A study guide. Magnitogorsk.

Akivis, D. S. (1989). Father's love. Moscow.

Rustamova, G. Z. X. Q., & Kamolova, A. O. Q. (2025). Nosog 'lom oila muhitida voyaga yetayotgan bolalarda ijtimoiy adaptatsiya muammosining psixologik xususiyati. Science and Education, 6(2), 301-305.

Rustamova, G. X. Q. (2025). Oilaning tarixiy rivojlanishi va bola tarbiyasidagi ijtimoiy psixologik o 'rni. Science and Education, 6(3), 205-208.

Rustamova, G. X. Q. (2025). Noto 'liq oilaning jamiyatdagi o 'rni va psixologik ta'siri. Science and Education, 6(4), 265-269.