

## Main Working Forms Of Working With The Family

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**Abstract:** This article provides a scientific analysis of the main working forms of working with the family from a psychological, pedagogical and social perspective. It discusses the interrelationship between the family and society, the educational processes occurring in the family, and the importance of organizing effective cooperation with parents. It illustrates with examples how positive results can be achieved through various family-oriented methods, counseling, psychological support and preventive measures. The article also discusses the experiences of modern educational institutions and social specialists in working with families, innovative methods and ideas about the effectiveness of activities carried out using digital tools.

**Keywords:** Working with the family, psychological support, cooperation, innovative methods, social pedagogy.

**Introduction:** The family is the main link of any society, and its integrity, development and strength play an important role in the development of society as a whole. The social, spiritual, psychological and educational relationships formed in the family are reflected not only in the members of this family, but also in other spheres of society. Therefore, in modern conditions, one of the important tasks facing representatives of the social sphere, educators and psychologists is to improve the mechanisms of working with the family, to help solve various problems using effective methods, to improve the spiritual and psychological environment of the family. The importance of working with the family is formed, first of all, depending on its specific characteristics, social and psychological factors. Each family is influenced by the socio-economic conditions of society, national customs and traditions, level of education, and patterns of interpersonal relationships. In the process of historical development, various changes have occurred in the structure of the family and the distribution of roles in it. For example, since the middle of the 20th century, the family structure in many countries has become somewhat simpler, replacing the former large families with nuclear families consisting only of parents and children. Now, globalization, economic reforms, technological development, migration and similar processes are significantly affecting the order of family relations. When determining the forms of work in a socio-pedagogical

or psychological approach, the requirements, problems and level of development of the family should be taken into account, first of all. Factors such as the family of the pupil or student, the relationships that are formed there, the educational environment, and the mental and physical characteristics of their children also determine the content of the work. Difficulties related to raising children, problems of social adaptation or conflicts may be observed in the family. In such circumstances, timely assistance from educators, psychologists, and social workers, as well as a properly selected form of work, in many cases allows saving the family from a social crisis, mitigating conflicts in the family, and having a positive impact on the personal development of children.

The role of educational institutions, in particular schools, in working with families is invaluable. School is a social place where the main part of students' lives is spent, where knowledge and education are provided. Regular cooperation between parents and the school serves the intellectual, socio-psychological and spiritual development of children. In modern education, "parent meetings" remain a traditional form, but this method is often limited to only informing parents and listing the problems that have arisen in the study of their children. This process can be further improved and replaced with interactive conversations that require the participation of parents and are aimed at finding solutions together with them. Then, during the school year, positive and negative changes in the development, upbringing and

study of the child will be discussed together, and real practical proposals will be developed.

"Consulate" or "consultation" services also play a special role in active work with parents. When parents feel a problem with their child, they turn to specialists who act as consultants. In this case, a psychologist, social pedagogue or class teacher thoroughly studies the family situation, analyzes the obstacles they face, and makes appropriate recommendations. During such meetings, issues such as the child's behavior, mental and social development characteristics, their psychological state, and the tension of family relationships are thoroughly considered, and if necessary, cooperation with social services or medical specialists is recommended. It is important that during such consultations, parents should not just be passive listeners, but should be encouraged to actively reflect, analyze the problem together, and find solutions. Educational events, seminars, and master classes also have a good effect in the process of working with the family. For example, in trainings organized on the topic "Secrets of Successful Parenting" or "Methods of Effective Communication with Children", parents gain rich experience both theoretically and practically. During the events, parents' educational skills are expanded through various games, role-playing exercises, group discussions, and psychological tests, and their level of understanding their child, their emotions, and their abilities is increased. It is important that the trainings are conducted by qualified psychologists or educators, and that they work in a friendly and cooperative spirit in communication with parents. This method creates a favorable opportunity to form a community atmosphere in the family, prevent educational problems, and strengthen the mental health of family members.

Another important form of work with families is the form of "home visit" or "home observation". This method is mainly used in socially disadvantaged, complex families, in cases where it is necessary to directly observe the conditions of the home where educational deficiencies are observed. A social educator, psychologist or other specialist visits such families and identifies the existing conditions there, factors affecting upbringing, conflicts or household problems. If the family needs social assistance, contacting relevant organizations, providing information about various social programs, and assisting in the preparation of necessary documents are also components of this form of work. Talking directly with family members in this context, identifying their needs and interests, and developing preventive measures, if necessary, can give positive results. In modern conditions, the use of digital

technologies is also becoming increasingly relevant in the process of working with families. Fast communication channels are being created between parents and educators through online platforms, social networks, and messengers. Information such as the child's grades, behavior, level of participation in classes, and medical examination results are entered into electronic systems and shared with parents in a timely manner. Online training, webinars, and remote consultations have become especially widespread during the pandemic, which makes it easier for families to receive appropriate help from qualified specialists. At the same time, digital tools can be used to provide parents with educational videos, electronic manuals, psychological questionnaires, conduct general surveys, and provide promotional materials based on areas of interest. It is important that such technological approaches do not neglect the issues of confidentiality of personal information and compliance with ethical standards in communication with parents. In addition to working with adults in the family, it is necessary to organize individual or group psychological sessions with children. Determining the needs and interests of children, taking into account their age characteristics, temperament type, and position in the family, and conducting independent psychological assistance courses, if necessary, will have a positive effect. If a child is involved in a family problem or conflict as a victim, an appropriate strategy of action should be selected for him. For example, resorting to the method of "mediation" or "intermediation" in resolving conflict situations, developing steps to improve communication between the child and his parents, and strengthening mutual trust will serve to maintain psychological health.

It is necessary to ensure that the principle of strong social partnership is applied in the process of working with the family. In this case, schools, neighborhoods, social protection departments, medical centers, law enforcement agencies and other relevant institutions can work together, and if necessary, they can combine services such as medical and psychological support for the family, legal advice, economic assistance, and modern vocational training. Creating a single "social cooperation platform" at the community level, launching spiritual and educational programs for parents, and widely covering family values, a healthy lifestyle, and upbringing issues through the media will also provide additional impetus to these efforts.

On the other hand, in some families, educational problems may be associated with the low level of education of parents, addiction to harmful habits, financial insufficiency or social difficulties. In these cases, in addition to spiritual and educational

propaganda, specific and planned socio-economic support measures are also important. Factors such as reducing poverty, creating decent sources of income for families, increasing employment, and providing assistance in acquiring necessary specialties are of great importance in reducing conflicts and stress factors within the family. Therefore, the main forms of work with the family should be wide-ranging, interconnected, and implemented on the basis of a system of careful study, analysis and goal-oriented actions in each case. It is also necessary to consider the organization of socio-pedagogical activities in the process of working with the family within the framework of general and specific goals. The general goal is to increase the number of healthy, strong, spiritually rich and socially active families in society, and to increase the educational literacy of parents. A specific goal may be to solve a particular family's discomfort or problem, improve social adaptation in children, reduce tension between parents, stabilize the psychological environment, etc. It is noteworthy that the practice of compiling a "family psychological portrait" is increasingly being used to achieve these goals. Based on the information collected over a certain period of time through interviews, observations, tests and questionnaires with family members, individual recommendations are developed for each family. Such an approach helps to make the work targeted and individual. In conclusion, it can be said that the main forms of work with families should be constantly updated and adapted to the requirements of the times. Today, along with traditional methods, interactive and technological approaches, social partnership, psychological training, online counseling, family visits and mediation are important in achieving effectiveness. When choosing each method, the specific characteristics of the family, its needs, educational environment, socio-economic conditions and other factors should be taken into account. At the same time, it is important that all segments of society - school, neighborhood, state and non-state organizations, law enforcement agencies - work together in this process, act in a spirit of mutual cooperation. Only then will it be possible to achieve stable and lasting positive results in the process of working with the family, strengthen the future of children, and develop a healthy social environment in society.

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