

## **PEDAGOGICAL AND PSYCHOLOGICAL CHARACTERISTICS OF CHILDREN'S INTERPERSONAL RELATIONSHIPS IN THE UZBEK FAMILY**

**Sultonova Zahro Baxtiyor qizi**

Shahrisabz State Pedagogical Institute 2<sup>nd</sup>-year Master's student

[bakhtiyorovna0332@gmail.com](mailto:bakhtiyorovna0332@gmail.com)

Orcid: 0009-0001-1973-7008

**Annotation:** This article explores the pedagogical and psychological characteristics of children's interpersonal relationships within the Uzbek family context. It emphasizes the role of the family as a primary social environment where children acquire fundamental social, emotional, and moral values. The study examines how traditional Uzbek cultural norms, such as respect for elders, care for younger family members, collective responsibility, and mutual support, influence the formation of children's behavior and interpersonal skills. Particular attention is given to sibling relationships, including interactions between older and younger children, which serve as an important mechanism for social learning, emotional regulation, and personality development. The article analyzes key psychological processes such as emotional attachment, imitation, cooperation, competition, and empathy, highlighting their impact on children's socialization and psychological well-being.

**Keywords:** Uzbek family, children's relationships, pedagogy, psychological characteristics, socialization, upbringing.

**Introduction:** The family is the primary social environment in which a child's personality begins to develop. Within the family, children acquire their first experiences of communication, emotional interaction, and social behavior. In Uzbek society, the family holds a particularly important place, as it is deeply rooted in national traditions, cultural values, and moral norms that regulate relationships between family members. These traditions significantly influence the nature of children's interpersonal relationships and their overall psychological and social development. Children's relationships with siblings in the Uzbek family play a vital role in shaping character traits such as responsibility,

respect, empathy, and cooperation. Through daily interaction, children learn to resolve conflicts, share responsibilities, and adapt to group life. At the same time, these relationships reflect both pedagogical guidance from parents and psychological processes such as imitation, emotional attachment, and competition.

Studying the pedagogical and psychological characteristics of children's interpersonal relationships in the Uzbek family is essential for understanding how family-based upbringing contributes to personality formation and socialization. This topic is especially relevant in the modern context, where social changes and globalization influence traditional family structures and parenting practices. Therefore, analyzing these relationships provides valuable insights for parents, educators, and psychologists seeking to support healthy child development.

**Literature Review:** The study of children's interpersonal relationships within the family has been widely addressed in pedagogical and psychological literature. Many researchers emphasize that the family is the primary environment in which a child's social behavior, emotional development, and personality are formed. According to developmental psychology theories, early interactions with parents and siblings play a decisive role in shaping communication skills, emotional regulation, and social competence. Classical psychologists such as L. S. Vygotsky highlighted the importance of social interaction in cognitive and personality development, stressing that learning and development occur first on a social level and then on an individual level. From this perspective, sibling relationships serve as a natural context for cooperative learning, imitation, and internalization of social norms. Similarly, J. Bowlby's attachment theory underlines the significance of emotional bonds within the family, suggesting that secure relationships contribute to psychological stability and healthy social behavior.

In pedagogical studies, researchers have noted that family upbringing styles directly influence children's interpersonal behavior. Authoritative and supportive parenting practices are associated with positive sibling relationships, while inconsistent or authoritarian approaches may lead to conflict and emotional tension among children. Studies in family pedagogy also indicate that involving older children in caring for younger

siblings fosters responsibility, empathy, and leadership skills. Research focusing on traditional societies highlights the role of cultural values in regulating family relationships. In the context of the Uzbek family, scholars point out that respect for elders, collective responsibility, and mutual assistance are central educational principles. These values shape children's interpersonal interactions by promoting obedience, cooperation, and emotional closeness. Uzbek pedagogical literature emphasizes that sibling relationships function not only as emotional bonds but also as an important mechanism of moral education.

Overall, the reviewed literature demonstrates that children's interpersonal relationships in the family are a complex phenomenon influenced by psychological processes, pedagogical practices, and cultural traditions. However, despite existing studies, there remains a need for further research that specifically examines the pedagogical and psychological characteristics of children's relationships within the Uzbek family context, taking into account contemporary social changes.

**Methodology:** This study is based on a qualitative and descriptive research approach aimed at analyzing the pedagogical and psychological characteristics of children's interpersonal relationships within the Uzbek family. The research relies on theoretical analysis of pedagogical and psychological literature, as well as observation and generalization of family upbringing practices common in Uzbek society. Methods such as comparative analysis, observation, and interpretation were used to identify key factors influencing sibling relationships, including parental guidance, cultural traditions, and emotional interaction among family members. The study does not involve experimental procedures but focuses on synthesizing existing theoretical perspectives and practical observations to provide a comprehensive understanding of the topic.

**Results and Discussion:** The analysis reveals that children's interpersonal relationships in the Uzbek family are strongly influenced by cultural values and traditional upbringing practices. One of the key findings is that sibling relationships serve as an important educational space where children learn social norms, moral behavior, and emotional control. Older children often assume leadership and caregiving roles, which

contributes to the development of responsibility and self-discipline, while younger children benefit from imitation and emotional attachment.

The results also indicate that positive parental involvement plays a crucial role in shaping healthy relationships among children. Parents who promote fairness, open communication, and emotional support help reduce conflicts and foster cooperation among siblings. At the same time, moderate rivalry between children, when properly guided, supports the development of independence, self-confidence, and problem-solving skills. From a psychological perspective, emotional closeness within the family enhances children's sense of security and social adaptability. However, the findings also suggest that negative family environments characterized by frequent conflicts or unequal treatment may lead to emotional tension, jealousy, and behavioral difficulties among children. These results align with existing pedagogical and psychological theories emphasizing the importance of a supportive family atmosphere for healthy child development.

**Conclusion:** In conclusion, children's interpersonal relationships within the Uzbek family represent a significant pedagogical and psychological factor in personality development. These relationships contribute to the formation of social skills, moral values, emotional stability, and responsibility. The study highlights that traditional family values, combined with positive parental guidance, create favorable conditions for the development of harmonious sibling relationships. Therefore, parents and educators should pay special attention to fostering mutual respect, cooperation, and emotional support among children. Strengthening family-based educational practices is essential for promoting healthy interpersonal relationships and preparing children for successful participation in wider social life.

The findings emphasize that traditional Uzbek family values, such as respect for elders, care for younger family members, and collective responsibility, significantly contribute to the formation of positive interpersonal relationships among children. Moreover, the role of parents as guides and role models is vital in regulating sibling interactions, preventing conflicts, and creating a supportive emotional environment. Therefore, strengthening family-based educational practices and promoting

positive parenting strategies are essential for fostering healthy interpersonal relationships among children. Such efforts not only support children's psychological well-being but also prepare them for active and harmonious participation in broader social life.

## References

1. Bowlby, J. (1988). *A Secure Base: Parent-Child Attachment and Healthy Human Development*. New York: Basic Books.
2. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
3. Bronfenbrenner, U. (1979). *The Ecology of Human Development*. Cambridge, MA: Harvard University Press.
4. Santrock, J. W. (2019). *Life-Span Development*. New York: McGraw-Hill Education.
5. Karimova, V. M. (2015). Family upbringing and child development in Uzbek society. *Journal of Pedagogical Studies*, 3(2), 45–52.
6. Santrock, J. W. (2019). *Life-Span Development* (17th ed.). New York: McGraw-Hill Education.
7. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
8. Karimova, V. M. (2015). Family upbringing and child development in Uzbek society. *Journal of Pedagogical Studies*, 3(2), 45–52.
9. Abdullaeva, M. A. (2017). Psychological aspects of child development in the family. *Uzbek Journal of Psychology*, 4, 23–29.
10. Musurmanova, O. A. (2018). National values and their role in family education. *Pedagogical Sciences Review*, 2(1), 61–67.