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THE ROLE OF FAMILY VALUES IN THE SPIRITUAL AND MORAL DEVELOPMENT OF STUDENTS

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ABSTRACT
The article examines the role of family values in the spiritual and moral education of primary school students and analyzes their psychological and pedagogical characteristics, as well as the theoretical foundations for developing respect for family values. The pedagogical structure of family-based education, its main components, and its influence on personality development are discussed. Particular attention is paid to the cooperation between family and school and to the impact of the modern information environment on students' value systems. The research findings demonstrate the necessity of a systematic pedagogical approach to fostering stable moral and spiritual values among primary school students.

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Introduction

The psychological characteristics of primary school students, including their tendency toward imitation, the predominance of emotional perception, and their trust in authority, require this educational process to be organized on the basis of a special pedagogical approach. Therefore, in fostering respect for family values among students, it is important not only to apply general approaches but also to identify and take into account specific pedagogical characteristics.

Furthermore, under modern educational conditions, the need to establish effective cooperation between the family and the school, ensure the consistency of educational influences, and develop approaches that correspond to students' age-related and individual characteristics further increases the complexity of this issue.

From this perspective, identifying the pedagogical features of educating primary school students in the spirit of respect for family and family values, clarifying their theoretical foundations, and determining the specific aspects of this process constitute an important scientific and pedagogical task.

Primary school age (6–10 years) is considered a crucial stage in the formation of a child's personality. During this period, children's social, emotional, and moral development accelerates, and a conscious attitude toward the surrounding environment begins to emerge. Therefore, this age period is recognized as one of the most favorable and effective stages for pedagogical influence (Qodirova, 2021; Yo‘ldoshev, 2010).

Developmental Characteristics of Primary School Students

From a psychological point of view, one of the key characteristics of this developmental period is the strength of the mechanism of imitation. Primary school students acquire behavioral patterns by observing adults. In particular, the personal examples set by parents and teachers play a decisive role in shaping students' behavior. Consequently, the harmony between the family and school environments is of great importance in forming an appropriate system of values in children.

Another important feature of this age period is the predominance of emotional perception. Students comprehend reality mainly through emotional experiences; therefore, such factors as affection, attention, and support are of particular importance to them. A positive family environment, mutual respect, and sincere relationships foster a sense of psychological security in children and positively influence their social development.

In addition, primary school students demonstrate a high level of trust in authority. Parents and teachers serve as the main sources of trust and standards of behavior. Therefore, every action and attitude displayed by adults directly affects children and is reflected in their value system.

Moreover, the process of socialization becomes more active during this age period. The student develops not only as a member of the family but also as a member of a social group, interacting with peers and adults. This accelerates the assimilation of social norms and moral values (Dewey, 1916).

In general, the pedagogical and psychological characteristics of primary school students require that the process of educating them in the spirit of respect for family and family values be organized on the basis of a special approach. Taking these characteristics into account is an essential factor in ensuring the effectiveness of the pedagogical process.

Pedagogical Essence and Structure of Family Values Education

The education of family values constitutes an important pedagogical process in the spiritual and moral formation of an individual. Through this process, students develop such social and moral qualities as respect for the family, responsibility, kindness, and loyalty. From a pedagogical perspective, family-values education involves not only the transmission of knowledge but also the formation of stable attitudes and behavioral norms among students.

The concept of family values is interpreted as a set of moral, spiritual, and social norms that regulate relationships among family members and are passed down from generation to generation. These values play a significant role in the process of socialization and contribute to determining an individual's place in society (Saidov, 2020).

The proposed components are presented in Table 1.

Table 1

Pedagogical Structure of Family Values Education

Components	Content	Pedagogical Significance
Cognitive	Knowledge about family, values, and respect	Forms concepts and knowledge
Emotional	Feelings of love and respect for the family	Develops positive attitudes toward values
Motivational	A sense of responsibility toward the family	Encourages positive behavior
Activity-based	Practical actions (help, respect, support)	Reinforces values in real life

These components are closely interconnected and jointly contribute to the formation of students' conscious and stable attitudes toward family values.

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The proposed model demonstrates that explanation alone is insufficient. Emotional influence must precede practical action.

From the perspective of pedagogical essence, family-values education is characterized by the following features:

- it is a type of spiritual and moral education that influences the inner world of the individual;
- it is formed under the influence of the social environment, particularly the family and the school;
- values are acquired not only through instruction but also through experience and activity;
- personal example plays a decisive role in the educational process.

In addition, family-values education influences the following aspects of personality development. Table 2 summarizes the areas of personality development associated with family values.

Table 2

Influence of Family Values on Personality Development

Area of Development	Influence
Moral development	Formation of respect, loyalty, and honesty
Social development	Development of communication and cooperation skills
Emotional development	Strengthening of affection, empathy, and trust
Personal development	Formation of responsibility and self-regulation

In general, family-values education is a decisive pedagogical factor in the formation of primary school students as individuals. The effective organization of this process requires consideration of students' age characteristics, the social environment, and the harmony of educational influences.

The process of fostering respect for family values among primary school students possesses specific pedagogical characteristics, the consideration of which ensures the effectiveness of the educational process. These characteristics are closely related to students' age, psychological development, and social maturity.

Key Pedagogical Characteristics

Systematic Character

This process should be organized continuously and systematically. The formation of family values should not be limited to individual lessons or activities; rather, it should be implemented comprehensively through classroom instruction, extracurricular activities, and the family environment. Such an approach contributes to the formation of a stable value system in students.

Consistency and Gradual Development

Values are formed gradually in primary school students. The stages of knowledge acquisition, emotional acceptance, and practical application should be implemented consistently. This process yields effective results only when it corresponds to the age characteristics of students.

Education Through Personal Example

At this age, the most influential factor for students is the personal example of adults. The behavior, attitudes, and adherence to values demonstrated by parents and teachers are directly perceived by children. Therefore, education through example occupies a leading position in the educational process.

Emotional Orientation

Since primary school students perceive reality mainly through emotions, the emotional environment plays an important role in education. Instruction based on kindness, attention, encouragement, and positive attitudes leaves a deeper and more lasting impression on students.

Activity-Based Orientation

Family values are formed not only through explanation but also through practical activity. Students acquire values by participating in social interactions within the family and society. Therefore, it is important to organize educational activities in connection with practical experience.

Age Appropriateness

The educational process should take into account students' age and individual characteristics. For primary school children, education based on simple, understandable, and real-life examples is more effective than instruction based on complex theoretical concepts.

Connection With the Social Environment

The formation of family values among students is not limited to school but is carried out in close connection with the family and the broader social environment. Harmony among the family, school, and society serves as an important factor in increasing the effectiveness of education.

Family–School Cooperation in the Formation of Family Values

Family–school cooperation is one of the most important pedagogical factors in fostering respect for family and family values among primary school students. The formation of a child's personality takes place under the influence of two major environments—the family and the educational institution. The harmony between these two environments determines the effectiveness of the educational process.

From a pedagogical perspective, family–school cooperation is characterized by the following features.

Unity of Purpose

The family and the school should pursue a common goal in the educational process. In other words, their approaches to the comprehensive development of students and the formation of positive values must be consistent. When educational goals are unified, pedagogical influences become more systematic and effective.

Harmony of Educational Influences

Students compare the knowledge and educational influences acquired at school with the atmosphere within their families. If harmony exists between these two environments, a stable value system is formed. Conversely, conflicting approaches may lead to internal contradictions in students.

Cooperation and Communication

Continuous pedagogical communication between the family and the school is an essential condition for successful education. Information exchange between teachers and parents helps to assess students' behavior, interests, and developmental level more accurately.

Individual Approach

Each student differs in terms of family background, educational conditions, and psychological characteristics. Therefore, family–school cooperation should ensure an individualized approach to every learner.

Integrity of the Educational Environment

The family and the school should function as a unified educational environment. In such circumstances, students encounter the same values, norms, and requirements in both settings, which facilitates and strengthens their socialization.

Distribution of Responsibilities

The family and the school should clearly understand their respective responsibilities in the educational process. While the family serves as the primary environment of upbringing, the school acts as an important social institution that continues this process on a scientific and pedagogical basis.

Table 3 summarizes the components of the family–school cooperation framework.

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Table 3

Pedagogical System of Family–School Cooperation

Characteristics	Content	Outcomes
Unity of purpose	Common educational orientation	Consistency and effectiveness
Harmony	Compatibility of family and school influences	Stable values
Cooperation	Continuous communication and interaction	Proper assessment and development
Individual approach	Adaptation to each student	Personal development
Integrity of the environment	Common values and requirements	Internal stability
Distribution of responsibilities	Clear roles of family and school	Systematic education

Thus, the process of educating primary school students in the spirit of respect for family and family values constitutes a complex and multidimensional pedagogical system. The effective organization of this process requires consideration of students' age-related and psychological characteristics, consistency in pedagogical approaches, and harmony between family and school cooperation. Education based on these pedagogical principles contributes to the formation of a stable, conscious, and socially significant system of values.

The Impact of the Modern Information Environment

In the era of globalization and rapid technological development, educating primary school students in the spirit of respect for family values requires new pedagogical approaches. Socio-cultural transformations, the expansion of the digital environment, and the increasing flow of information significantly influence students' systems of values (Ergasheva, 2023).

Today, children's sources of information have expanded considerably. In addition to the family and school, students acquire values through the Internet, social networks, and mass media. This may lead to certain discrepancies between traditional family values and new social perspectives.

Furthermore, the widespread use of digital devices has reduced family communication, affecting the level of emotional closeness and mutual understanding among family members. Therefore, contemporary pedagogical approaches emphasize the restoration of family communication, the development of a culture of face-to-face interaction, and the balancing of the influence of the digital environment.

Another characteristic of modern society is that students encounter different cultures and value systems during the process of socialization. This requires the development of critical thinking skills, the ability to distinguish between national and universal values, and the capacity to adopt them consciously.

Conclusion

The study of the role and significance of family values in the spiritual and moral education of primary school students demonstrates that this process is an important pedagogical factor in students' spiritual development, socialization, and moral formation.

The age-related and psychological characteristics of students, their emotional perception, tendency toward imitation, and trust in authority determine the pedagogical foundations for fostering respect for family values. At the same time, the cognitive, emotional, motivational, and activity-based components of family-values education function in close interconnection and ensure the spiritual and moral development of the individual.

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The findings confirm that the effectiveness of the process of forming family values depends on the consistency of family–school cooperation, the harmony of educational influences, and the proper organization of modern pedagogical approaches.

Under the conditions of globalization and digital technologies, the development of students' value systems, the cultivation of commitment to national and universal values, and the enhancement of family culture remain among the priority tasks of the educational system. From this perspective, improving the mechanisms of spiritual and moral education based on family values and effectively implementing them in practice constitute an urgent scientific and pedagogical issue.

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