

## THE IMPORTANCE OF USING FREE PARENTING TECHNOLOGY IN THE UPBRINGING OF PRESCHOOL CHILDREN

G. T. Xazratkulova

GulDU “Maktabgacha ta’lim” kafedra o’qituvchisi

E-mail: gulyoraxazratqulova@gmail.com

N. I. Rajabova

GulDU “Maktabgacha ta’lim” yo’nalishi magistri

E-mail: nafosatrajabova606@gmail.com

### ABSTRACT

It is well-known that every child is born with pure feelings. Life, the environment, and adults pollute their psyche. It is a very wrong approach to sharply assess children as smart, stupid, moral, obscene, generous, jealous, strong, weak, and each of them is a feeling that exists to some degree in the human mind. For a free parenting system, a child’s mind is not a white paper on which to write anything, as promoted in pedagogy. Every healthy child is born with a number of positive emotions, such as truth, beauty, honesty, and justice, and he demonstrates these feelings in his actions throughout his life. The technology of free education is important because it is similar to working in accordance with these natural human qualities and is aimed at improving them. Both in the pre-school system and at the school level, it is desirable that the educational process be based on absolute freedom, in accordance with the natural features, interests and capabilities of the child.

**Keywords:** Personality, education, free upbringing, freedom, humanism, intellectual freedom.

### INTRODUCTION

It is well-known that every child is born with pure feelings. Life, the environment, and adults pollute their psyche. It is a very wrong approach to sharply assess children as smart, stupid, moral, obscene, generous, jealous, strong, weak, and each of them is a feeling that exists to some degree in the human mind. For a free parenting system, a child’s mind is not a white paper on which to write anything, as promoted in pedagogy. Every healthy child is born with a number of positive emotions, such as truth, beauty, honesty, and justice, and he demonstrates these feelings in his actions throughout his life. The technology of free education is important because it is similar to working in accordance with these natural human qualities and is aimed at improving them. Both in the pre-school system and at the school level, it is desirable that the educational process be based on absolute freedom, in accordance with the natural features, interests and capabilities of the child.

Freedom is the highest level of moral value that allows an individual to perform actions, based on an understanding of the importance of the subjective position for himself only without external coercion. As a highly developed civilized being, man is essentially defined by what he seeks and the meaning of his existence. That is why he addresses the environment and the events that take place with a position of determining its significance for his life. Because of

freedom, a person not only adapts to the reality around him, but also changes it in accordance with the ideas of a better life.

Both in the pre-school system and at the school level, it is desirable that the educational process be based on absolute freedom, in accordance with the natural features, interests and capabilities of the child. Both the free pre-school education system and the school will have to reckon with their willingness to accept or not to pass on knowledge to children. In free education technology, it is important to focus the educational process not on educating, but on meeting the need for knowledge. The system of dominating the mind, body, and activities of the pupil, which has not yet left the national educational practice, and which strives to bring him up in all respects, ignores the natural qualities of the child's psyche: the desire for beauty, purity, and sincerity.

In general, the technology of free education in the education system is to give children back their childhood, to preserve the natural qualities given to them by God and to create the necessary conditions for their development. It is not to prepare children for life, but to value life at this stage, not to spend the most precious moments of this stage on what can be given in the future, and to accept childhood and adolescence as a gift of life. To the child: not a man of the future, but a man who lives in the present, free, understandable, acceptable, with the same rights as adults it is an axiom, a basic rule of proponents of free education technology, to look at a partner as someone who wants to see their current views, their ideas, as a partner who can accept their ideas as realities that can be realized in the future.

Freedom and social responsibility are in a dialectical relationship. He associated the formation of individual responsibility with an understanding of one's own worth. A free man independently makes a social choice that is always a responsible move. Actions consistent with this choice can have irreversible and fateful consequences for themselves and for other citizens and for society as a whole. It is impossible to bring up a free man without forming a sense of duty, obligation, inner discipline.

However, an analysis of social upbringing practices allows us to conclude that, as before, in organizing children's lives, the focus is on shaping executive activity, adhering to social norms to avoid conviction or punishment.

The role of the teacher, the essence of his relationship with children, is of great importance for the upbringing of a free man. Our research has shown that the upbringing of a free man depends on the following conditions:

- The refusal to strictly regulate the lives of students, the need for them to take a step-by-step approach to achieving what is conceived in a rational way with a certain determination. teaching z-self-organization and self-management techniques;
- Directing teachers to the inner world - the world of children's experiences, without which it is impossible to establish reliable relationships and deep connections;
- Recognition by the teacher of the autonomy of the child's inner world in the practical affirmation of the right of the person to freely express the "I";
- Teachers refuse to directly answer the growing questions of the growing person, to solve any problem for him and even with him;
- Engage students in a variety of situations that may be an event for them, of personal significance, and that encourage social choice.

Freedom plays the role of the most important moral values of human existence, and the upbringing of a free man reflects the manifestation of this value in pedagogical activity and can be seen as a goal of social education. According to the proponents of free education technology, the development of the child's creative individuality should become the highest goal of education. There is nothing hostile to society and culture in it, on the contrary, the social and cultural principle is more widely recognized in the theory of free education.

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