

THE ROLE OF FAMILY AND SCHOOL COOPERATION IN SHAPING THE INCULTURAL PROCESS IN EARLY SCHOOL-AGE CHILDREN**Saidova Dilnavoz Erkin kizi**

Director of State Preschool Educational Organization No. 36,

Chirchik city, Tashkent region,

2nd year master's degree at the University of Exact and Social Sciences.

<https://doi.org/10.5281/zenodo.20138065>

Abstract. This article analyzes the importance of family and school cooperation in shaping the process of inculturation in children of primary school age. Inculturation is described as the process of a child's assimilation of the culture of society, social norms and values. The study considers the primary influence of the family environment, the systematic educational role of the school, and their mutual cooperation as the main factors. The influence of pedagogical approaches and the digital environment in modern educational conditions is also analyzed. The results show that the harmonious activities of the family and school effectively ensure cultural development and social adaptation in children.

Keywords: inculturation, primary school age, family and school cooperation, cultural development, socialization, pedagogical approach, upbringing, social environment.

Primary school age is one of the most important stages of development in human life, and it is during this period that the child begins to form as a person. During this period, the child not only enters the process of acquiring knowledge, but also begins to understand the basic rules of living in society, the essence of social relations. Most importantly, he begins to assimilate cultural values, moral norms and customs accepted in society. In scientific literature, this process is called "inculturation". Inculturation is the process of a person gradually acquiring the cultural system, set of values, and norms of social behavior characteristic of his society. This process is complex, in which social, psychological and pedagogical factors participate in harmony with each other. Although inculturation is a continuous process, its most active and sensitive period falls on the younger school age. Therefore, the correct direction of the cultural development of children at this stage is of great importance. In the effective course of the inculturation process in younger school-age children, the family and school play an important role as the main social institutions. The family is the child's first socialization environment. The child learns the world, relationships between people, and the concepts of good and evil primarily in the family. Parents' daily behavior, speech culture, manner of behavior and attitude to values serve as the initial role model for the child [1].

The environment formed in the family directly affects the child's further development. If mutual respect, kindness and positive relationships prevail in the family, the child will also adopt such social behavior. On the contrary, conflicts in the family, indifference or incorrect upbringing methods can lead to the formation of negative behavior in the child. Therefore, the pedagogical literacy of parents and a conscious approach to upbringing are important factors in the successful course of the inculturation process.

And school is an important stage that expands the child's social experience. In this environment, the child acquires new social roles, learns to work in a team and learns to follow social rules. School discipline, educational activities, team activities and the process of communicating with the teacher have a great influence on the cultural formation of the child. The teacher plays a special role in this process. He is not only a teacher, but also a person who conveys cultural and moral values to the child. Children of primary school age learn more through observation and imitation. Therefore, the teacher's speech, behavior, manners and pedagogical skills serve as a direct example for children. If the teacher has a high culture, this also leads to the formation of positive behavior in children. Mutual cooperation between the

family and the school further increases the effectiveness of the inculturation process. This cooperation allows organizing the child's development on the basis of an integrated approach. Constant communication between parents and teachers helps to identify the child's behavior, academic achievements and problems in a timely manner.

For example, through parent-teacher conferences, individual conversations, open lessons and seminars, cooperation between the family and the school is strengthened. Modern technologies make this connection even easier. Through online platforms, parents and teachers have the opportunity to communicate quickly. This allows for constant monitoring and support of the child's development. The peer environment is also important in the process of inculturation. Children are quickly influenced by their peers, adopting their speech, behavior and interests. While this process is positive, in some cases it can also have negative effects. Therefore, the family and school play a role in controlling the peer environment and directing it positively.

The influence of the digital environment is also increasing significantly in modern society. The Internet, social networks and various media have become an important factor in shaping children's worldview. Children get acquainted with different cultures and absorb new ideas. This, on the one hand, expands their worldview, on the other hand, it can also lead to the risk of moving away from national values.

Therefore, it is necessary for the family and school to correctly guide children, give them the skills to select and analyze information. Developing critical thinking, forming respect for national values, and strengthening cultural identity are among the important tasks of the inculturation process. Children of primary school age have their own psychological characteristics, and this period is an important stage in their formation as individuals. Children of this age are usually extremely curious, active, and eager to learn new knowledge. They try to actively explore the environment, ask questions, observe, and are inclined to gain knowledge through experience. Therefore, this period can be considered the foundation for the formation of a child's thinking and worldview.

In addition, children of primary school age are also very sensitive emotionally. They are quickly influenced by the attitude of those around them, especially parents, teachers, and peers. In a positive environment, they feel free, actively and enthusiastically study. On the contrary, a negative or stressful environment can negatively affect the child's mental state, reduce his self-confidence. Therefore, kindness, understanding and support for the child at this age are of great importance.

Another important feature of children of this age is the tendency to imitate. They carefully observe the actions, speech, and behavior of adults and quickly absorb them. Imitation is one of the main learning mechanisms for them. The child repeats what he sees, retells what he hears, and thereby enriches his experience. This, in turn, shows that the personal example of adults is extremely important in the upbringing process. Because the child absorbs not only the words spoken, but also the actions shown. These features contribute to the effective course of the inculturation process. Inculturation is the process by which a child assimilates the cultural values, customs, norms, and rules of social behavior that exist in society. This process is especially active during the younger school years, as the child becomes more open and flexible to new knowledge. He quickly learns the norms of behavior accepted in society and tries to follow them [3].

However, the process of inculturation does not only include positive aspects. If a child is in a negative environment or encounters patterns of wrong behavior, he can also assimilate these conditions. For example, behaviors such as rudeness, indifference or irresponsibility are also quickly absorbed by the child. Therefore, the child's environment - family, school and the wider social environment - must be healthy and positive. Every adult should not forget that through their behavior they have some influence on the child. Inculturation is a continuous process that continues throughout a person's life. However, its most important and decisive stage falls on the younger school age. Because during this period the child assimilates basic moral concepts, social

norms and cultural values. The knowledge and skills formed in this process form the basis for later life activities. If the right guidance is given at this stage, the child will be formed as an independent thinker, socially active and responsible person in the future.

The cooperation of the family and the school is extremely important in the formation of inculturation in children of primary school age. The family is the first educational school of the child, where the child learns the initial values, moral standards and social relations. The attitude of the parents, the family environment, the daily lifestyle - all this directly affects the formation of the child's personality. A family environment based on kindness, respect and attention serves the development of positive qualities in the child. And the school continues this process more systematically and purposefully. At school, the child not only receives knowledge, but also acquires social skills such as living in a team, expressing his opinion, and cooperating with others. The teacher plays an important role in this process. He acts not only as a teacher, but also as an educator and guide. The personal example of the teacher, his attitude towards children and pedagogical skills determine the effectiveness of the inculturation process. The cooperation of the family and the school gives significant results in the upbringing of the child. If the parents and the teacher act in the same direction, apply a single requirement and approach, a clear and understandable educational environment is created for the child. This accelerates the socialization and cultural formation of the child. On the contrary, if there is a disconnection or contradiction between the family and the school, this can negatively affect the development of the child. Strengthening this cooperation is one of the urgent tasks in the modern education system. Today, education is not limited to school alone, but is carried out in close connection with the family and society. Therefore, involving parents in the pedagogical process, maintaining regular contact with them, providing advice and recommendations is of great importance.

In addition, modern technologies are also serving as an important tool in strengthening the connection between family and school. For example, through electronic diaries, online platforms and social networks, a rapid exchange of information is being established between teachers and parents. This helps to ensure constant control over the child's learning process and behavior. To effectively organize the inculturation process, special attention should also be paid to the content of educational work. It is important to give children knowledge about national values, customs, traditions, and involve them in practical activities. For example, through various holidays, cultural events, and performances, children gain a deeper understanding of their national heritage. This increases their respect for their nation and forms a national identity.

The psychological characteristics of children of primary school age allow them to undergo the process of inculturation quickly and effectively. However, in order to properly direct this process, cooperation between the family and the school, a healthy social environment, and the right educational approach are necessary. Only then will the child be formed as a well-rounded, cultured, and socially active person. The main task facing the modern education system is to educate such a generation [5].

In conclusion, the cooperation of the family and the school is of decisive importance in forming the process of inculturation in children of primary school age. The family creates the child's initial cultural environment, and the school continues this process systematically. As a result of their harmonious activity, the child is formed as a cultured and socially active person who can find his place in society. Therefore, it is an important task to strengthen cooperation between family and school in the education system, strengthen their interaction, and establish a unified educational approach.

References

1. Xoliqova N.R. Ta'lim jarayonida tarbiya nazariyasi va amaliyoti. — Toshkent: Innovatsiya-Ziyo, 2022. — 310 b.
2. Mirzayev A.M. Pedagogik psixologiya. — Toshkent: Universitet nashriyoti, 2020. — 295 b.
3. Raximov B.B. Zamonaviy pedagogik yondashuvlar. — Toshkent: Fan, 2021. — 270 b.

4. Karimov Sh.S. Shaxs rivojlanishining psixologik asoslari. — Toshkent: Yangi asr avlodi, 2023. — 340 b.
5. Yo‘ldoshev J.G‘., Usmonov S.A. Pedagogika asoslari. — Toshkent: O‘zbekiston Faylasuflari Milliy jamiyati nashriyoti, 2021. — 312 b.