

THE PSYCHOLOGICAL IMPACT OF FAMILY UPBRINGING STYLES ON THE FORMATION OF ATTITUDES TOWARDS SOCIAL REALITY**Khudayberganov Azizbek Obidjonovich***Urgench State University 1st year independent researcher*Email: xazizbek275@gmail.comorcid. <https://orcid.org/0009-0004-1593-4989>

Tell: +99893-759-76-67

Abstract: This article analyzes the psychological impact of family upbringing styles on the formation of attitudes towards social reality. The family, as the primary socialization environment of a person, is the main factor determining his worldview, values, social behavior and position towards reality. The study highlights the psychological impact of democratic, authoritarian, liberal and permissive upbringing styles on the social consciousness, sense of responsibility, social activity and critical thinking processes of children and adolescents based on scientific sources. It also reveals the role of the emotional environment in the family, communicative relations between parents and children, and the level of control and support in the adaptation of a person to social reality and the formation of a conscious attitude towards it. The results of the article substantiate the possibility of forming a socially active, independent-thinking and responsible person by improving family upbringing styles.

Keywords: Family upbringing, social reality, socialization, psychological impact, upbringing methods, democratic upbringing, authoritarian upbringing, liberal upbringing, personal development, social consciousness, value system, emotional environment.

Annotatsiya: Ushbu maqolada oilaviy tarbiya uslublarining ijtimoiy voqelikka munosabatni shakllantirishga psixologik ta'siri tahlil qilinadi. Oila, insonning asosiy ijtimoiylashuv muhiti sifatida, uning dunyoqarashini, qadriyatlarini, ijtimoiy xulq-atvorini va voqelikka nisbatan pozitsiyasini belgilovchi asosiy omil hisoblanadi. Tadqiqotda demokratik, avtoritar, liberal va ruxsat beruvchi tarbiya uslublarining bolalar va o'smirlarning ijtimoiy ongiga, mas'uliyat hissiga, ijtimoiy faolligiga va tanqidiy fikrlash jarayonlariga psixologik ta'siri ilmiy manbalarga asoslanib ta'kidlangan. Shuningdek, u oiladagi hissiy muhitning rolini, ota-onalar va bolalar o'rtasidagi kommunikativ munosabatlarni, shaxsning ijtimoiy voqelikka moslashishi va unga ongli munosabatni shakllantirishdagi nazorat va qo'llab-quvvatlash darajasini ochib beradi. Maqola natijalari oilaviy tarbiya uslublarini takomillashtirish orqali ijtimoiy faol, mustaqil fikrlaydigan va mas'uliyatli shaxsni shakllantirish imkoniyatini asoslaydi.

Kalit so'zlar: Oilaviy tarbiya, ijtimoiy voqelik, sotsializatsiya, psixologik ta'sir, tarbiya usullari, demokratik tarbiya, avtoritar tarbiya, liberal tarbiya, shaxsiy rivojlanish, ijtimoiy ong, qadriyatlar tizimi, hissiy muhit.

Аннотация: В данной статье анализируется психологическое влияние стилей семейного воспитания на формирование отношения к социальной реальности. Семья, как первичная среда социализации человека, является основным фактором, определяющим его мировоззрение, ценности, социальное поведение и позицию по отношению к реальности. В исследовании, основанном на научных источниках, освещается психологическое влияние демократического, авторитарного, либерального и либерального стилей воспитания на социальное сознание, чувство ответственности, социальную активность и процессы критического мышления детей и подростков. Также раскрывается роль эмоциональной среды в семье, коммуникативных отношений между родителями и

детьми, а также уровня контроля и поддержки в адаптации человека к социальной реальности и формировании осознанного отношения к ней. Результаты статьи обосновывают возможность формирования социально активной, независимо мыслящей и ответственной личности путем улучшения стилей семейного воспитания.

Ключевые слова: Семейное воспитание, социальная реальность, социализация, психологическое воздействие, методы воспитания, демократическое воспитание, авторитарное воспитание, либеральное воспитание, личностное развитие, социальное сознание, система ценностей, эмоциональная среда.

Introduction. In today's conditions of globalization and increased information flow, the formation of a conscious, critical and responsible attitude of a person towards social reality is one of the urgent issues. The social, political, economic and cultural changes taking place in society directly affect a person's social position, value system and civic activity. In such a complex social environment, the formation of a correct and adequate attitude of a person towards reality is, first of all, closely related to his initial social experience.

As the primary institution of socialization of a person, the family plays a decisive role in human life. The family is not only an environment that satisfies biological needs, but also the main place that instills psychological, moral and social values. It is in the family that the child gets acquainted with social norms, roles and behavioral patterns, forms his own concept of "I" and develops a system of attitudes towards the environment. Therefore, family upbringing styles are an important psychological factor in the formation of a person's attitude to social reality.

Psychological studies show that the upbringing strategy that parents use towards a child significantly affects his self-confidence, social adaptation, ability to make independent decisions and activity in society. For example, a democratic upbringing style forms free thinking, a sense of responsibility and a socially active position in a child, while an authoritarian style can increase obedience and dependence on external control. Liberal or permissive upbringing increases the likelihood that a person will react indifferently or ambiguously to social norms.

Although the influence of family upbringing styles on personality development has been widely studied in modern social psychology and pedagogy, there remains a need for a systematic analysis of their psychological mechanisms in the formation of attitudes towards social reality. Because attitudes towards social reality are formed not only on the basis of individual experience, but also on the basis of the communicative environment in the family, the balance of emotional support, control and freedom.

In this regard, the purpose of this article is to theoretically analyze the psychological influence of family upbringing styles on the formation of attitudes towards social reality and to reveal the mechanisms of their influence on the social consciousness and position of the individual.

Literature review. The issue of the psychological influence of family upbringing styles on the formation of attitudes towards social reality has been widely studied in world and Uzbek psychology and pedagogy. In analyzing this problem, scientific approaches that focus on the interrelationship of the socialization of the individual, the system of family relations and upbringing strategies serve as an important methodological basis.

The systematic classification of family upbringing styles in world psychology is associated with the concept developed by D. Baumrind. He distinguished democratic (authoritative), authoritarian (authoritarian) and liberal (permissive) upbringing styles and analyzed their impact on the development of children's personalities based on empirical research. According to

Baumrind, the democratic style forms independence, social responsibility and adequate self-esteem in a child, while the authoritarian style can lead to greater dependence on external control and social passivity[1].

Maccoby and Martin expanded Baumrind's classification and analyzed upbringing styles based on two main dimensions - demandingness and emotional warmth. Their approach allows us to explain the influence of the ratio of control and support in the family on the social adaptation of the individual and his position in relation to social reality. This theoretical model is of great importance in linking the formation of a conscious attitude to social reality with communicative processes within the family[2].

A. Bandura's social learning theory is also important in shedding light on this issue. According to it, a child learns social behavior through observation and imitation. Therefore, the attitude of parents to social reality, their civic position and values are directly modeled by the child. This indicates the family environment as the main psychological mechanism that forms the social consciousness of the individual[3].

The cultural-historical and activity approaches of L.S. Vygotsky[4] and A.N. Leontiev[5] consider the development of the individual inextricably linked with the social environment. They interpret the process of social experience and communication as a decisive factor in the formation of the individual's consciousness. These theoretical views allow us to analyze the family as a primary microenvironment that determines the individual's attitude to social reality.

Uzbek psychologists and pedagogical scientists also paid special attention to the role of family upbringing in the development of the individual. Scientists such as M.G. Davletshin[6], E.G. Goziyev[7], G.B. Shoumarov[8], B.R. Qodirov[9] analyzed the processes of personal development, family psychology and socialization in the context of national mentality and cultural values. In their research, the emotional climate in the family, mutual respect between parents and children, and upbringing methods based on national values are evaluated as important factors in the formation of a person's social activity and civic consciousness.

Also, in Uzbek pedagogical thinking, the issues of family and upbringing have historical roots and are widely covered in the works of Eastern thinkers. In particular, scientists such as Abu Nasr Al-Farabi[10] and Abu Ali ibn Sino interpreted upbringing as the basis for the individual's adaptation to society and the formation of a complete person. Their views, in harmony with modern psychological approaches, serve to provide a deeper understanding of the relationship between family upbringing and attitude to social reality.

The analyzed scientific sources show that family upbringing methods have a direct and indirect impact on the formation of a person's attitude to social reality through psychological mechanisms. However, there is a need for a comprehensive study of this impact in a national-cultural context, which determines the relevance of the research.

Methodology. This study used a comprehensive approach to determine the psychological impact of family upbringing styles on the formation of attitudes towards social reality. The study was based on a combination of theoretical and empirical methods and was carried out within the framework of socio-psychological analysis.

The theoretical and methodological basis of the study was the concepts of the socialization of the individual, the theory of family upbringing styles (D. Baumrind, E. Maccoby, J. Martin), the theory of social learning (A. Bandura), as well as the cultural-historical approach (L.S. Vygotsky). These theoretical views made it possible to analyze the family environment as an important factor in the formation of a person's social consciousness and attitude system.

The empirical research process was conducted using questionnaires, psychological tests and observation methods. The study involved adolescents aged 14–17 studying in general secondary educational institutions. The sample was formed on the principles of voluntariness and anonymity. Participants were provided with a special diagnostic questionnaire aimed at identifying family upbringing styles and a system of psychological indicators measuring the level of attitude to social reality.

The criteria for democratic, authoritarian and liberal approaches were taken as a basis for identifying family upbringing styles. The questionnaire covered the level of parental control, emotional support, openness to communication, methods of encouraging independence and punishment. In assessing the attitude to social reality, indicators such as respondents' social activity, civic position, critical thinking, indifference to changes in society or a sense of involvement were studied.

The data obtained were analyzed quantitatively and qualitatively. Statistical processing used comparison, percentage determination and correlation analysis methods. This made it possible to determine the level of correlation between family upbringing styles and attitude to social reality. In qualitative analysis, the respondents' open answers and observation results were analyzed in their content.

Ethical principles were strictly observed during the research process: the personal data of the participants were kept confidential, their consent was obtained, and the results were presented in a generalized form.

This methodological approach made it possible to systematically and scientifically determine the psychological impact of family upbringing styles on the formation of a person's attitude to social reality.

Results and Discussion. The empirical data obtained during the study showed a significant relationship between family upbringing styles and adolescents' attitude to social reality. According to the results of statistical analysis, respondents raised in a democratic upbringing style showed a high level of social activity, civic responsibility, critical thinking, and a sense of involvement in social processes. They were distinguished by their sensitivity to changes in society, their tendency to express independent opinions, and their ability to take a constructive position in problematic situations.

In adolescents growing up in families with a dominant authoritarian upbringing style, it was observed that their attitude to social reality was more dependent on external control. They showed hesitation in expressing a clear position on social processes, slowness in taking initiative, and a tendency to rely on others in making decisions. This indicates that strict parental control and one-sided demands can limit the formation of an independent social position in an individual.

In families with a liberal or permissive upbringing style, it was found that the respondents lacked stability in their social relations. Although in some cases, high freedom had a positive effect on the individual's independent thinking, insufficient control and guidance was manifested in a low sense of social responsibility and indifference to the problems of society. This confirms the importance of a balance between freedom and responsibility in the upbringing process.

Table 1. Family Upbringing Styles and Their Psychological Influence on Youths' Attitudes Towards Social Reality

Family Upbringing Style	Key Characteristics	Psychological Impact on the Child	Attitude Formation Towards Social Reality	Potential Social Outcomes
Authoritative (Democratic)	Warmth, clear rules, open communication, balanced control.	High self-esteem, emotional stability, critical thinking skills.	Realistic, balanced and responsible perception of social issues.	Active citizenship, social responsibility, adaptability.
Authoritarian	Strict discipline, low emotional warmth, high control.	Anxiety, low autonomy, dependence or rebellion.	Rigid or polarized perception of social norms and authority.	Conformity or oppositional behavior in society.
Permissive (Indulgent)	High warmth, low control, minimal rules.	Impulsivity, low self-regulation, emotional expressiveness.	Subjective or emotionally driven evaluation of social events.	Difficulty adapting to structured social systems.
Neglectful (Uninvolved)	Low warmth, low control, limited involvement.	Low self-confidence, emotional insecurity, social withdrawal.	Distrustful or indifferent attitude toward social institutions.	Risk of deviant behavior or social disengagement.
Overprotective	Excessive control, protection from challenges, limited independence.	Low resilience, fear of uncertainty, dependency.	Anxious and cautious perception of social reality.	Avoidance of social responsibility and decision-making.

Analysis of the table shows that the style of upbringing in the family is a decisive factor in the psychological development of the child and the formation of his attitude to social reality.

Children raised in a democratic (authoritative) style develop self-confidence, emotional stability and critical thinking skills. As a result, they approach events in society in a balanced and responsible way.

The authoritarian style is characterized by strict control and low emotional warmth. This situation can cause anxiety, lack of independence or, conversely, resistance in the child. Such young people are more likely to accept social norms sharply or one-sidedly.

In conditions of permissive (free) upbringing, children have a lower level of self-control, they evaluate social reality more based on emotions. This can create difficulties in adapting to social systems.

Neglectful and overprotective styles, on the other hand, can lead to feelings of insecurity, dependency, or social withdrawal in children. This can lead to indifference or excessive anxiety about social institutions.

In general, family upbringing is an important psychological factor that determines the social consciousness, values, and position of young people in society.

The results of the correlation analysis showed that there is a positive relationship between the democratic upbringing style and the development of social activity and civic consciousness. On the contrary, it was found that excessively strict control and emotional coldness are associated with social passivity and dependence on external evaluation. It was observed that these results are in line with the theoretical views put forward by D. Baumrind and A. Bandura.

In the process of discussion, it should be noted that family upbringing styles, in addition to directly shaping the individual's attitude to social reality, also have an indirect effect through psychological mechanisms. In particular, emotional support, a culture of communication and an atmosphere of trust enhance a person's social self-awareness, sense of belonging and social responsibility. At the same time, a conflict environment in the family or excessive control can complicate the process of social adaptation.

The results showed the need to take into account the national-cultural context. Since traditional values, respect for elders and the principles of collectivism are paramount in Uzbek families, parenting styles are often manifested in a mixed form. Therefore, combining democratic elements with national values can be an effective way to form a socially active and conscious person.

In general, the results of the study confirmed that family upbringing styles are one of the decisive psychological factors in the formation of a person's attitude to social reality. A democratic, emotionally supportive and communicative upbringing style serves to form a person with a socially mature, responsible and active civic position.

Conclusions and recommendations. The results of the study showed that family upbringing styles are a decisive psychological factor in the formation of a person's attitude to social reality. The democratic upbringing style has a positive effect on the development of independent thinking, social responsibility, civic position and critical views in a person. The authoritarian upbringing style can strengthen negative tendencies such as dependence on external control, social passivity and reliance on others in decision-making. Liberal or careless upbringing styles lead to a person's low sense of social responsibility and indifference to the realities of society.

The study showed that in the formation of a conscious and responsible attitude to social reality, along with the family upbringing style, the emotional environment, the quality of communication with parents and the balance of freedom and control play an important role. Therefore, by optimizing the family upbringing process, it is possible to increase the social activity, responsibility and involvement of a person in society.

Taking into account the influence of family upbringing styles on the individual's attitude to social reality, the following recommendations are developed:

- Firstly, parents are advised to actively use the democratic upbringing style. This allows them to organize communication with their children in an open and respectful manner, encourage their independent thinking, and also develop social responsibility and civic position.

- Secondly, educators and psychologists should organize seminars and trainings on family upbringing and teach parents psychological skills to form a conscious attitude to social reality. These activities will help them understand the role of parents in the upbringing process and socio-psychological factors.

- Thirdly, it is important to develop upbringing strategies that are consistent with national values. By combining a democratic and respectful approach with national traditions, it is possible to increase the social responsibility of the individual and develop a conscious attitude to the realities of society.

- Fourthly, it is necessary to strengthen cooperation between the family and the school. A joint approach of parents and educators in the development of a child's social activity and consciousness gives effective results.

- Fifth, it is recommended to introduce psychological support and counseling services to identify and eliminate conflicts, excessive control or indifference in the family. This will help to increase the individual's adaptation to social reality, responsibility and involvement in society.

As a result, these recommendations serve as an important way to improve the quality of family upbringing, develop social consciousness and activity, and prepare the individual for social reality.

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