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PSYCHOLOGICAL APPROACHES OF PARENTS IN THE UPBRINGING OF TWINS IN UZBEK FAMILIES

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Annotation

The article summarizes the specific psychological problems of twins raised in Uzbek families and the impact of parental attention on the upbringing of children.

Keywords: serenity, tradition, Monozygote, Dizigota, character

Relevance of the topic

In the East, the family has long been considered a sacred fortress. In particular, the traits of Uzbek families are as admirable and respectful as those of other nationalities, as they used to be. It has become a tradition of the Uzbek people to bring up their children in cooperation with their grandparents. The peculiarity of the family is that the upbringing of adults on the basis of moral rules creates a school of education for young families and their growing children. However, if the family consists of parents and twin children, and they do not have grandparents, then the difficulties in their upbringing arise as a psychological problem.

IV Bestujev-Lada in his book "History of your parents" describes the impact of educational activities in the family on the child's future family formation, and the characteristics of immunity to the functions of fatherhood and motherhood formed by the "10-year family school" in the child. Due to the division of roles established in the family, the issue of whether a person can always see his parents as an example and role model is raised.

VV Boyko analyzes the socio-psychological aspects necessary for the proper performance of fatherly and motherly duties in front of the child, and cites the elements that affect the upbringing of the child's personality. His specially designed tests "Practical attitude to the child", "Emotional attitude to the child" and a number of psychological recommendations are widely used by psychologists of other nationalities in modified form, which in turn reflects the importance of his work.



The fact that the parents in the family plan their child-rearing tasks for themselves, but how they should treat each of them, and that they do not pay attention to each other because they want to cheer each other up, is a sign of a problem. We come across a number of similar examples in families where most of our society has twins. Galton, one of the psychologists, said, "The similarities and differences between the twins are more interesting than anything else."

Parents have a great responsibility, especially when it comes to their upbringing. Parents deal with each twin separately and even call on other relatives for help. Care should be taken in such situations. When our twins were born we thought how good both grandparents help. As time went on, we felt that while one side was glorifying Fatima, the other side was competing with Zuhra and all-round development between them.

It is true that twins have lower levels of mental activity than children born alone in a family. But more twins face difficulties in reading. Experiments in English schools have shown that twins perform poorly on tests given to their peers who are alone. This does not apply to children who have lost twins. It has been hypothesized that some cases of twins are related to social attitudes and speech, which is associated with a delay in their verbal mental activity. But these will have very little effect: that is, most twins will be exposed to an unknown effect when they solve the tests.

Surveys were conducted on the level of mastery of twins in Australian and British schools. Extensive surveys conducted in Australia in 1975 found that 10-year-old boy twins were significantly lagging behind their single-born peers in reading and writing, while less lag was observed in female twins. At the age of 14, girls (excluding boys) reach their peers at single births. More than 70% of girls at that age have enough reading and writing skills to survive in Australian society. For example, they read the newspaper and understand. In boys, the figure is 40%. This shows that the mental potential of girls is higher than the mental potential of boys. Most children have an average level of comprehension and mastery of the information they read. More than half of the twins fall behind in reading, and they can be said to be so. For example, they concluded that he could not read. In the UK, a methodology has been developed to help determine the initial level of children. Based on this, the study is started and the next period is devoted to the study of changes in reading. Here not only the final results are taken into account, but also what changes are examined from the initial growth of the child. If the child initially lags behind his peers, in the middle stage it

develops again. Of the children admitted to the school in 2000, 2.6% were twins. When children were surveyed this year, there was little difference between twins and single children. The twins are less backward in reading and accounting. The experiments in the UK attracted more children than the tests in Australia because for most of their research, the psychologist was able to deal with the twins one-on-one. In this process, the difference between twins born alone is almost invisible. Experience in Australia shows that the main problem of male twins is negligence and irritability. This is not a sign of his bad ability, he is not trying to find the right answer because he cannot concentrate, which of course affects reading. When a child reads the word "barrel" as "barrel", it depends on his correct reading, and its content is secondary. Such problems are more common in twins. For example, a child sees a word and thinks it is a word that starts with another letter of the same length. Of course, this condition also occurs in children born alone, but it is more common in twins, say teachers and parents. Some children study well, whether they are twins or single children. For other children, reading is a big challenge, as they do poorly in the rest of the school subjects.

Such children cannot be called by the notion that they cannot read well. They have mastered all the sciences to a greater or lesser extent, but reading suffers such damage. To determine if a child cannot read well, it is first necessary to determine whether that child can read or not. Such a diagnosis can be made by a teacher and a psychologist or other specialist. If a child has a attention deficit disorder, it becomes more difficult to determine his or her ability because it must be borne in mind that mental activity is required to solve any arithmetic example. It is important to find a way to identify the ability so that it does not show the attention-related and other child's problem. For example, a hyperactive child is so twin that they respond without thinking of any example. The diagnostic problem raises other new questions. It is not enough for a specialist to observe a child in the classroom alone, it is often necessary to observe him or her separately. But we see that one of the twins reads worse than his brother or sister, and we have to show this to his classmates to his parents. Unbeknownst to the child, one twin may upset the other twin that you are not reading well. Sometimes the problem can be seen from the other side. We had problems with the twins who didn't have a problem. They are upset about why they are taking his brother out of class, why they are treating him differently, why he is doing something wrong, why they are not treating him like his brother.



Many parents do not consult anyone for similar problems or go to a separate psychologist but it is more important to solve this problem with school. It is not possible to do these in a specific class if parents come up with plans that need to be done on a piece of paper. He should also know that a psychologist can help determine the condition of the twins.

The problem of reading development affects the self-esteem of twins. Studying in elementary school encourages the twins to compete with each other with those around them. It doesn't matter if they are in the same class or not. If one of the twins reads well, everyone will see it, but reading itself should not be the basis of the competition. Twins need to understand and strive to learn new things as they learn to read. It is important to discuss the book you read with the twins. It is necessary to develop the author's cover, pictures in the book, to know what will happen to them next. Ask the twins questions they can understand so they know they understand the meaning of the book. Glancing without reading the book develops them later. Developing a child's ability to read well is hard work. How to solve this problem if you have more than one. Teachers can give parents a few tips, but that doesn't allow them to deal with multiple children at once.

Children who are not good at reading are easily depressed. They need to learn to evaluate their reading style and speed of development. So in order to prepare the twins for school, parents need to pay attention to the following. I am sure that if a child's speech is not well developed, he will be able to read. Twins need to be taught not to do anything first, to work without being tied to the twins. This will help them find the ability to read. Concentration is also very important but unfortunately those around you don't realize it. Introduce the twins to the books so they understand that it's fun. If they see their parents reading the book with pleasure, half the problem is solved. Surely a parent has time to study if they have a few more children besides two happy kids. Is there enough time for parents to deal with each child individually? Of course, the problems of raising children in Uzbekistan are not one-sided. Parents pay special attention to the firstborn of their children, and the next children are brought up on the basis of their respect and behavior. Although the behavior of the twins born and raised in this family is different, adults focus on the issue of upbringing of their eldest children and help the latter to follow his example. The majority of twins raised in Uzbek families are young children, and parents are required to respect even the youngest of the twins. Some twins are a little afraid to show their behavior

in school, even though they are open in the family. The reason is the attitude of the mother or father in the family towards their children. The researchers spend 130 hours as a result of the experiments, but in a family of twins, those hours can grow. Many parents of twins have to come up with their own homework problem. Parents should set aside a special place for their twin children to study and fill it with the necessary equipment. It can be difficult for them if the twins stay in the same room.

Nurture responsibility in twins. Praise the twins for their homework and accomplishments every day and give them gifts. Teach them to keep their schoolbags, notebooks, and school supplies safe.

Recognize that your twins have different abilities. Even the twins themselves have weaknesses. One should try not to compare what they have done. Parents are often psychologically challenged in carrying out the responsible task of raising more twin children. One of the issues that always bothers us is that we can't relate to the fact that our children have different views and opinions. In particular, despite the fact that Uzbek families have many children, we see that the responsibility for motherhood and fatherhood is carried out in cooperation with the eldest children.

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