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## THE ROLE OF THE FAMILY IN THE FORMATION OF MORAL QUALITIES OF TEENAGERS

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*The family as an integral unit of society and a unique aspect of social relations is an important means of education and the formation of the moral foundations of the younger generation. It is in it that a complex and important process of the formation of a person's personality takes place in all directions: physical, labor, spiritual, moral, aesthetic. The family not only lays the foundation, but also surrounds the person, living forever and consistently acquiring strong spiritual values, which expands the possibilities for spiritual upbringing and education, the formation of worldviews and enrichment of the inner world. It is here that the student first enters social life, studies his/her values, norms of behavior, way of thinking and language. In other words, the family is a school of education, the transfer of life experience, worldly wisdom.*

*The main goal of the study is to determine the role and importance of the family in the formation of students as individuals.*

*Awareness and realization of the needs and possibilities of forming a person's moral principles in the family is one of the conditions for the comprehensive development of the individual. Therefore, it is important to determine the choice of "maternal connection" in the spiritual and moral world of a person in each specific historical period, with which you can show the optimal control effect on the nature of his/her spiritual and moral formation.*

*The family, in turn, is a mechanism that follows from the moral, ethical, and sociocultural norms of society as a whole, laying the foundations for the moral education of the student's personality and developing a mechanism for controlling his/her behavior. The existence of contradictions between these norms in real life further enhances the role of the family as an intermediary between society and the individual and affects the formation of the values of the young generation*

**Keywords:** socialization, family, adolescent, social education, education, social relations, parent, formation, bring up, child

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### 1. Introduction

Introduction to the problem. Family, as the main unit of society and a unique direction of the set of social relations, is an important means of education and the formation of moral foundations of the young generation. It is there that the complex and important process of the formation of a person's personality in all directions takes place: physical, labor, spiritual, moral, aesthetic. The family not only lays the foundation, but also surrounds the personality by living forever and consistently acquiring spiritual values, which expands the possibilities of a person's spiritual upbringing and education, the formation of his/her worldview, and the enrichment of his/her inner world. It is here that the teenager first enters social life, acquires values, norms of behavior, way of thinking and language. In other words, the family is a school of education, the transmission of life experience and worldly wisdom. Unlike other educational institutions, the family can influence every aspect and boundary

of a person throughout his/her life. Therefore, the presence of any indifference towards the family does not lead to a decrease in its influence, but as a result to the loss of spiritual and moral traditions, the formation of selfish consciousness, a consumerist attitude to the world, and the destruction of the humanitarian field of national education. Unfortunately, these are all the sad truths of our reality. Looking at our modern life from the perspective of normal life, led by people in the past, not everyone can describe how abnormal life is. As a result of the processes taking place in society, the development of civilization may slow down, if not worse, the development of mankind will end. Therefore, the growing role of the family in the formation of moral and ethical foundations of teenagers is obvious [1].

### 2. Literature review

The first family textbook in Azarbaijan Republic was authored by professor A. A. Alizade and A. N. Ab-

basov. Numerous dissertations and scientific works related to family and intra-family relations have also been written. According to G. Volkov, work is the main factor in the physical, mental development and moral improvement of the young generation. However, the scientist notes that people do not only appreciate the social role of work, but also emphasize its psychological importance, that work gives people spiritual pleasure, and only in the process of human labor, feelings of dignity, hard work, and responsibility are instilled [2]. N. Pchelintseva, in her work "Raising children and adolescents in a rural Azerbaijani family", notes that in some families, a different order of division of duties among children is acceptable, but, as a rule, adults try to develop a responsible attitude in children from an early age and closely monitor the performance of duties [2].

The theoretical and methodological basis of the research was formed by the ideas and propositions of prominent thinkers, which examined various aspects of the understanding of family and family relations, as well as the impact on the spiritual and moral formation of the adolescent personality [1]. The article is also guided by consistency, research specificity, as well as general philosophical principles and research methods, such as social psychology, developmental and educational psychology.

### 3. The aim and objectives of the study

The aim of the study is to determine the role and importance of the family in the formation of students as individuals.

To accomplish the aim, the following tasks have been set:

1. To analyze scientific ideas about the family, to show its role and importance in the formation of teenagers.
2. To review the structural and functional components of the formation of adolescent personality in the conditions of changes in modern society.
3. To examine the changes in the composition of family functions, taking into account the realities of the modern world.
4. To determine the main factors of the formation of adolescent spiritual and moral values at the family level.
5. To study the dynamics of value orientations and preferences in teenagers under the influence of mass culture.

### 4. Materials and methods

Research was conducted from Azerbaijani and world literature for the moral education of teenagers in the family. Research compared the values, taken as a basis for the education of teenagers in different historical periods. Investigating the review and methodology, looking for the comprehensive perspectives of the glorious contributors to the family and family relations formed ideas and arguments. The article also maintains some general knowledge and methods, such as jurisprudence, history, specificity, social psychology, development and education psychiatry. Observation, analysis, comparative, historical methods were used in the research work.

### 5. Results and discussion

Families can be both functional and dysfunctional. For example, some modern scientists talk about the oppressed position of women in the modern family, which causes psychological damage to other families [3]. Mental

health education should start from early childhood. A child should always know that he/she is loved and welcome in the family. Recently, there are often cases where parents can no longer cope with their child at preschool age. Typically, parents transfer parenting duties to their parents, relatives, and older children. Such education is different from parental education. There are several directions in education: right and wrong, hidden and open, children living for their parents, for themselves and less often for the child's interests. The upbringing of children by the older generation can be double, the result will cause disturbances in the psyche of the child. Such a child, instead of joy in the eyes, longs, often becomes sick and naughty. All these are signs of improper upbringing in the family. The child has an internal conflict. In some cases, he/she can hide something from adults: he/she can do things that harm his/her psyche. It can be wrong answers, given by family members and older generations, unanswered questions. The child is afraid to ask questions, because he/she believes that adults will not understand him/her properly, or when he/she tries his/her luck, the answer he/she receives is: "You are still small!". A child often has adult problems. For him/her, the child lives with such a burden of unnecessary problems, and this burden can even manifest itself as a decline. The child wants to help his/her parents "like an old man", internally or externally condemns the parents for their wrong life. He/she sees maturity through the eyes of a child at his/her own level. If a teenager is in internal conflict with adults, no advice from psychologists, teachers, or doctors will help to improve his/her psyche. Such a conflict can be cured only through the adolescent's self-recognition.

Many parents, if successful, hide their lives from their children in order not to burden the younger generations with the problems of adults [1]. Children may notice that they are hiding something from them and may not understand adults properly. Some parents raise their children on the level of friends, on the level of acquaintances. On "equal terms", such relations will then turn into unfair insults from the smallest to the largest. Big and small will no longer be equal. Nature itself determines the age difference. As a result of such equality, the older generation will not be respected by the younger ones because they are on equal terms. When the younger generation has their own family, this false equality will be felt greatly on both sides.

Parental control can be represented in a bipolar system: autonomy – control. Any specific behavior of parents within the axis of discipline occurs between two extreme points: from complete autonomy to absolute submission to parents.

Maccoby includes the following components in parental control [4]:

1. Limitation – defining the boundaries of children's activities.
2. Demand – to expect a high level of responsibility in children.
3. Strictness – forcing children to do something.
4. Obsession – influence on children's plans and relationships.
5. Arbitrary manifestation of power.

It is assumed, that the degree of authoritarianism of parental control can be estimated according to the severity of these parameters.

All parents dream of teaching their teenager to be responsible for their words and actions. Many families feel that the solution to the problem is to create ongoing responsibilities for the children. It is believed, that boys are tasked with taking out the trash or mowing the lawn, and there is nothing better for girls than washing dishes and cleaning rooms. In fact, such tasks, which are important in the life of the family at home, still cannot affect the formation of the child's sense of responsibility. On the contrary, in some families, forcing them to perform these duties leads to constant arguments, which are bad for both children and parents. In the end, the teenager will probably obey and the kitchen will be sparkling clean, but it is not known how the compulsion will affect the formation of character.

The truth is simple: the sense of responsibility cannot be imposed, it must show itself "inside" based on the value orientation, received at home and outside the family [5].

The awakening of responsibility. In order to instill a sense of responsibility in our teenagers, we want them to be guided by the highest values, namely love of life, love of work and the pursuit of happiness. But in most cases, we rather feel the lack of the sense of responsibility – the child's room is messy, homework is neglected, music lessons are abandoned.

On the other hand, a teenager can be polite, keep order in his/her room, do exactly what he/she is asked to do, and make decisions, for which he/she is not responsible. This is true of teenagers who are always "told" to do this or that. They are not given the opportunity to form their own opinion about something, make a choice, develop certain principles of behavior.

A child's internal emotional response to learning is everything; it depends on how much it will be understood in the mind from what we teach. Values cannot be taught to an "adjective". They learn this gradually, and the child imitates the adults who have won their love and respect and identifies him/herself with them.

Thus, the problem of responsibility for children's behavior is, in turn, the problem of parents' value system in directing children's education emerges. The following should be considered: are there any specific types of behavior with children (in theory and in practice) that will help to instill a sense of responsibility?

Pursue a goal: daily work. The sense of responsibility in teenagers is skillfully and consciously awakened by parents. They explain to the child that he/she has the right to express all feelings, but at the same time they show him/her the acceptable ways to express these feelings. Unbelievable difficulties await adults on this path. These statements only harm the work [6]

- Rejection.
- Not being recognized.
- Pressure.
- Decorate.

In saying this, adults forget that feelings, like rivers, cannot be stopped - they can only be redirected. There is no denying the existence of violent feelings, and to attempt it would lead to disaster. We need to recognize their reality and power. If you treat them with respect and bring them back on track, they will fill our lives with light and joy.

Most likely, you will need to design a program that will be a combination of long and short-term "tasks". At the same time, we need to realize that a lot depends on our relationships with teenagers and the importance of showing the manifestations of various personality traits to children, not just describing them.

The first step to implementing a long-term program is to be interested in what children think and feel, not in their outward reactions, in surrendering or resisting us.

How to understand what children think and feel?

They themselves give us the key to understanding it. Their feelings are reflected in words and intonations, gestures and poses. Our job is to listen, to be a peer, and to respond with sensitivity.

Our motto should be: "I want to understand my child." I want to show that I understand him/her. "I want to express my understanding by rejecting automatic criticism and condemnation." [7]

If a child is afraid of school, is silent, does not answer questions - it is clear that he/she is in some kind of trouble. Following our motto, we will not start the conversation with criticisms, such as:

- What else did you do there?
- What happened to you again?

If we sympathize with the child, we should not make such statements that make him/her feel frustrated, hate, and want to fly to the sky.

Instead, parents should show that they understand it:

- You probably have some difficulty.
- You must have argued with someone.

Expressions like "what happened to you?", "what happened?" are better than questions. Questions are a sign of interest, affirmations are a sign of sympathy.

Of course, the child only learns the feelings he/she experiences. If we only criticize him/her, he/she will never learn responsibility. All he/she can do is curse him/herself and blame others. He/she will learn to distrust his/her own judgment, stop showing his/her abilities and question the intentions of others. In order to reveal everything, he/she will get used to living in anticipation of a condemnation that he/she does not come close to.

If parents with teenage children are at "war" over housework and "war" to instill a sense of responsibility in children, adults must accept that this war cannot be won. Children have more time and energy to challenge us. Even if we win a "battle" and achieve our commands, the child may react badly to it, become angry and lose his/her temper.

You can win only by gaining the child's trust. This is a difficult task, but it is quite possible to do it. We must have a close relationship with the child (if not).

Prepare the ground for a better change of the child's character using the following [8].

Listen to the child sensitively. Children become angry if they see that their parents are not interested in their thoughts and feelings. As a result, they come to the conclusion that their thoughts are stupid and that no one likes them. If the parents listen carefully to the child, this will instill a sense of self-confidence. Thus, he/she will be more confident in evaluating the events and people's actions.

Prevent the growth of "anger groups". Parents should avoid such expressions and remarks that cause the child to feel rejection and hatred.

- a) Insult. You are a disgrace to your school and your family.
- b) To scold. Crazy, stupid.
- c) Foresight. It is certain that your end is prison.
- d) Threats. I advise you to completely forget about pocket money until you behave yourself!
- e) Charges. You always start all arguments first.
- f) Show of power Listen to what I say.

If the parents listen carefully to the child, express their feelings and demands without hindering the children's pride, other principles of behavior begin to form in the child's soul. The atmosphere of sympathy brings the child closer to the parents. He/she feels their sincerity, politeness, attention and in turn imitates them. Such a change will not happen immediately, but in the end, the efforts of parents will be rewarded [2].

By using these new principles and methods, parents will create an awakening sense of responsibility among their children. But one individual example is not enough. The sense of responsibility develops and grows only on the basis of the child's own life experience, it becomes an important feature of his/her character. This means that it is necessary to determine the size of the sense of responsibility depending on the "maturity" of the children [1].

The sense of responsibility is not innate. It is also not automatically acquired at a certain age. Responsibility for their words and actions arises, for example, the ability to play the piano takes many years, and this practice must be daily.

You can instill a sense of responsibility in teenage children from a very young age. For this, it is necessary to give the child the right to vote and to give the right to choose in matters of greatest importance to him/her. There are questions that the child can decide for him/herself – then he/she should have the right to choose. But in matters related to the welfare of the child, only the right to choose. We make the choice for him/her, but at the same time we help him/her accept this inevitability.

Now let's look at what specific issues arise between parents and children due to the lack of a clear boundary between the two areas of responsibility.

From the first year a child goes to school, parents should convince him/her that the responsibility of doing homework is his alone. Adults should not bother the child with insults about homework. They should not monitor the child's homework or check what is being done unless the children themselves ask for it. If a father or mother begins to study with their son, the burden of this responsibility will be on their shoulders forever. Homework can be a weapon in the hands of children against their parents. They will use it to take revenge, blackmail and exploit. Many difficulties can be avoided if you do not show interest in the smallest details of homework, but clearly confirm: "You are responsible for completing homework. They are as important to you as our work is to us."

Do not overestimate the importance of homework in the early years of education. There are very good schools where teenage students do not receive homework. The main importance of homework is that they give the child independent work experience. But for this, the tasks must be suitable for the child's abilities. Then

he/she can do it him/herself. Direct help will only convince the child that he/she is completely helpless. But indirect help can help a lot. For example, we can check that no one interferes the child's education, that there are necessary books and a comfortable desk. You can also help him/her choose certain hours for homework at different times of the year.

In spring and autumn, it is better to go for a walk after lunch and then study while the sun is shining. In winter, the days are short, and if the child wants to watch TV in the evening, he/she must do his/her homework first [9].

Some children like to engage with any of the adults. It would be good to let the child be busy sometimes in the kitchen or at the dining table. You should not make comments that can interfere with work: "Stand up! Button your shirt! Do not stain the table! "

There are children who like to bite the pencil, brush their hair and swing in the chair while doing homework – it helps them. When children are not allowed to do this, they lose confidence and their class moves slowly.

If it is not urgent, do not interrupt the child with questions and requests. We should give him/her general moral support rather than teaching and controlling. Only from time to time you can allow yourself to explain something incomprehensible. But comments:

- If you weren't distracted all the time, you would have finished your homework a long time ago.

- If you had listened carefully to the teacher, you would have known how to answer this question.

We must help them selectively, but with full sympathy.

It is not necessary to teach the child, but first of all to be able to listen to him/her carefully. We show him/her the way, but we hope that the traveler him/herself will reach the destination.

Parents' attitude towards school and teachers also affects the child's attitude towards homework. If he/she is dissatisfied with school at home, if the teachers underestimate him/her, the child sooner or later draws appropriate conclusions.

Parents should support teachers, especially regarding homework.

Threats and constant reminders of lessons are the usual "weapon" of parents. But then they calm down: they are sure that this helps to improve the work. But in reality, such methods only bring harm. The atmosphere in the house is tense, the mood of parents and children is disgusting.

Many gifted children fall behind in their educational aspirations (both in the classroom and in homework), expressing unconscious opposition to parental wishes. In order to become an adult, every child must be separated from his/her parents and realize his/her identity. If parents overreact to the grades in the school diary, the child feels that the boundaries of the world are inviolable for adults: they do not trust him/her! Refusing to rest on the laurels of their parents, children develop a sense of independence. Thus, the thirst for isolation, to recognize oneself as an independent personality, sometimes makes the child unwilling to engage, despite parental pressure and all kinds of punishments. As one guy said: "They can ban me from watching TV and paying out of pocket, but bad grades don't go anywhere" [3].

Obviously, not wanting to engage is not an easy task. You cannot solve this by strengthening or weakening the pressure of parental will on children. If the pressure increases, resistance to it increases, inattention to the child's activities gives him/her a feeling of self-doubt, a desire to give up studies. Unfortunately, the solution here is not easy or quickly available.

Some children may need counseling with a psychologist or someone familiar with the practice of psychology. This is unacceptable for parents themselves. Our goal is to explain to the child that he/she, as an individual, lives apart from his/her parents and is responsible for his/her own successes and failures. When a child is given the opportunity to express him/herself as a person with his/her own needs and goals, he/she begins to understand a sense of responsibility for his/her actions [10].

In theory, we want our children to choose their "friends" for themselves, and we don't try to put any pressure on them. But often a child brings to his/her house friends who are not pleasant to us. What size of friends should our children choose?

Friends should have a beneficial effect on each other. The child needs to communicate with the other party (and as a complement to him/herself) in terms of his/her character, mind, and interests. Thus, a closed child needs more independent friends, a "mother's son" needs more independent friends, a baby needs a more mature companion, a coward needs braver ones. If a child lives in a fantasy world, it is useful for him/her to communicate with children whose life is more prosaic. An aggressive child will have to avoid being surrounded by quiet friends.

Our task is to direct the child to friendship with those who are not like him/her.

In some cases, children should not be allowed to be friends with both, for example, when children are overly aggressive or withdrawn.

It is necessary to correct the child's ideas about the friends he/she chooses in a very subtle way: he/she is responsible for his/her choice and we are responsible for supporting him/her in this.

If a child promises to take care of pets, this is only a manifestation of his/her good intentions and does not prove that he/she is really capable of it. Maybe the child really needs a dog, wants to have it and love it, but can rarely take care of it. The child him/herself is not responsible for the animal's life. In order to avoid unnecessary reproach and disappointment, you should immediately know that the care of the dog falls on the parents' shoulders. Communication with an animal is likely to be of great benefit to the child. He/she will learn to share his/her concerns about it, but the responsibility for the animal's life and well-being always rests with adults.

The scientific novelty of the study is that it has been proved that the main content and directions of the formation of the adolescent's personality are formed by the family phenomenon.

The scientific-practical importance of the research is that the factors and characteristics of the formation of the spiritual and moral personality of the adolescent personality at the family level are subjected to a compre-

hensive analysis, and it allows prognostic assessment of the influence of the family on the individual formation of the young generation as a basic unit of society and socio-cultural value.

The main goal of the presented article is to interpret the role of the family in the moral education of teenagers, its own aspects and main problems. Existing textbooks and teaching aids in Azerbaijani and Russian languages were used while preparing the article, researches of advanced scientists were taken as a basis. The unique characteristics of each family and the diversity of individuals limit the application of single methods and techniques to the process. By summarizing the main points, obtained in the researches, it is possible to apply the teaching materials in the preparation of methodical materials. This can be important to both teachers and parents.

## 6. Conclusion

1. Family is a complex multifaceted problem as a certain form of social life of people. It contains the main potential for the formation and development of the adolescent personality. In the family, both the needs of the society and the needs of the individual are accepted and realized. The family, which has a great influence on the socialization and upbringing of a person as a personality, forms the spiritual and moral foundations of an individual.

2. Determining the main factors affecting the formation of moral and ethical values of schoolchildren at the family level helped to determine the characteristics of moral and ethical adaptation of schoolchildren to the surrounding realities in modern society. The research focuses on many unsolved problems of the family, the serious deformations of the family in the current development conditions of our society. These are:

- the problem of family formation, physical and spiritual reproduction of the population;
- change in the family lifestyle, spread of alternative forms of marriage and family relations, instability and, as a result, the problem of divorce;
- social insecurity of the family, which creates a dysfunctional emotional and psychological climate in the family itself;
- the problem of raising the young generation, the growth of low functional and dysfunctional families;
- the problem of social orphanhood, crime among children and adolescents, deviant behavior, the decline of the importance of women in the family as the emotional and moral basis of humanism and humanity.

## Conflict of interest

The authors declare that they have no conflict of interest in relation to this research, whether financial, personal, authorship or otherwise, that could affect the research and its results presented in this article.

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## Data availability

Data will be made available on reasonable request.

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