

The leading place in the education of women in the system of parents' pedagogical knowledge

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Abstract: This article analyzes the leading role of women, particularly mothers, in the system of parents' pedagogical knowledge from a scientific and pedagogical perspective. The importance of mothers' pedagogical literacy, scientific worldview, and educational competence in the comprehensive development of a child's personality is substantiated. The study also highlights how women's active participation in science and education contributes to enriching parents' pedagogical knowledge and improving the effectiveness of the educational process. The findings emphasize the necessity of developing women's pedagogical potential as a key factor in ensuring effective family education.

Keywords: parents' pedagogical knowledge, family education, women, maternal education, pedagogical literacy, educational competence, holistic child development

Introduction

In the context of the development of modern society, the issue of raising a harmonious generation is recognized as one of the priority areas of pedagogical science. In this process, the pedagogical knowledge and educational culture of the family, especially parents, are of decisive importance. Because the formation of a child's personality, his socialization, assimilation of moral norms and intellectual development take place primarily in the family, under the influence of parents. From this point of view, the issue of the content of parents' pedagogical knowledge and their role in the upbringing process is one of the urgent problems that requires in-depth scientific analysis today. Although the issues of family upbringing have been studied in pedagogical science for many years, in the context of globalization, informatization and the complexity of social relations, the role of parents, especially women, in upbringing is being reconsidered on the basis of new approaches. As researchers have noted, in modern family conditions, not only the mother's function of kindness and care, but also her pedagogical literacy, scientific worldview and educational competence are becoming increasingly important [1, pp. 34-36]. The pedagogical knowledge of parents is understood as a set of psychological, pedagogical, moral and social knowledge necessary in the process of raising, developing and educating a child. This knowledge allows parents to exert an educational influence taking into account the age and individual characteristics of the child. In particular, the possession of this knowledge by mothers is considered an important factor in increasing the effectiveness of family education. Because the mother is the main educator who communicates with the child the most and directly influences his daily life [5, pp. 45-48].

In recent years, the increasing activity of women in the field of science and education, the implementation of state policies aimed at increasing their pedagogical and scientific potential, have a positive impact on the quality of family upbringing. Scientific sources note that a woman with a scientific worldview, armed with pedagogical knowledge, contributes not only to the upbringing of children, but also to the improvement of the spiritual environment in society as a whole [3, pp. 22-25].

Studying the issue of the leading role of women in the system of parents' pedagogical knowledge requires, first of all, a scientific analysis of the distribution of tasks between the subjects of the upbringing process in the family. Studies show that the continuity, consistency and effectiveness of the upbringing process in the family are largely related to the pedagogical training of the mother [4, pp. 61-64]. Today, in some families, the insufficiently formed pedagogical knowledge of parents and the lack of a scientific approach to the upbringing process cause various educational problems. This situation, in particular, makes the need to increase the pedagogical literacy of mothers even more urgent. Because a scientifically and pedagogically armed mother can correctly understand the psychological state of her child, take into account his needs and consciously organize the educational process, [3, pp. 53-56].

Literature review

In the field of pedagogy, the pedagogical knowledge of parents and issues of family upbringing have been at the center of scientific research for many years. In particular, the educational influence of the family, especially women and mothers, is seen as an important factor in the formation of the child's personality. In scientific literature, family upbringing is interpreted as the main social institution of society, and it is emphasized that the level of pedagogical knowledge of parents directly affects the development of the child. In this regard, M.K.Abdullayeva in her scientific work "Pedagogy of Family Parenting" has comprehensively covered the issues of the educational environment in the family, the pedagogical training of parents and the role of the mother as a leading educator [1, pp. 41-45].

Researchers who analyzed the content of parents' pedagogical knowledge note that this knowledge includes age psychology, pedagogical communication, moral education, social adaptation, and educational skills. In the scientific articles of FR Kadirova, the pedagogical literacy of parents is interpreted as a qualitative indicator of family upbringing, and in particular, it is substantiated that the educational competence of mothers plays an important role in the social and spiritual development of the child's personality [5, pp. 46-49]. The issue of the leading role of women in upbringing is widely covered not only in national but also in international pedagogical research. Researchers emphasize that the level of knowledge, cultural level, and educational position of the mother directly affect the child's attitude to learning, social activity, and personal value system. In the scientific works of DS Karimova, it is noted that the activity of women in the field of science and education serves the modernization of family upbringing [3, pp. 23-26].

The concept of pedagogical competence is considered an important criterion in assessing the educational activities of parents. AT Hasanov's research scientifically substantiates the fact that a mother with pedagogical competence implements a conscious approach to raising a child, correctly assesses educational situations and makes effective decisions. The increasing complexity of the upbringing process in a modern family requires parents, especially mothers, to constantly update their pedagogical knowledge. NB Yuldasheva, in her scientific articles, emphasizes the increasing need to improve the pedagogical literacy of parents in the conditions of developed information technologies, and shows that the scientific and spiritual maturity of mothers is an important factor in helping a child find the right path in the information environment [61, pp. 54-57]. The issue of cooperation between parents and educational institutions in family upbringing is also widely covered in scientific literature. In the research of BE Ismailov, the active participation of mothers in school-family cooperation is assessed as an important factor ensuring the continuity of the pedagogical process [3, pp. 39-42].

The analysis of the literature shows that, although some studies have generally covered the pedagogical knowledge of parents, the issue of the leading role of women in this system has not been studied systematically and comprehensively enough. This further increases the relevance of this

study. Through a thorough analysis of the role of women in upbringing in the system of pedagogical knowledge of parents, the possibilities of increasing the effectiveness of family upbringing, developing pedagogical literacy, and raising a harmonious generation expand. The existing scientific literature confirms that the pedagogical knowledge of parents is the main factor in family upbringing and shows that the leading role of women, especially mothers, in this process requires special scientific attention. Therefore, this study is of scientific and practical importance, as it is aimed at systematizing existing scientific views, enriching them on the basis of modern socio-pedagogical conditions, and developing practical proposals.

Methodology

This research methodology is aimed at scientifically studying the leading role of women in the upbringing of children in the system of parents' pedagogical knowledge and is based on modern methodological approaches of pedagogical science. In the research process, educational and upbringing phenomena are considered as socio-pedagogical processes, and their content and essence are analyzed based on a systematic, complex and integrative approach. The methodological basis is the concept of person-centered education, a competency-based approach, a systematic approach, and a cultural-historical approach. These approaches create the necessary theoretical foundation for the scientific analysis of parents' pedagogical knowledge, especially mothers' educational activities. In the research methodology, the process of family upbringing is interpreted as a complex and multifactorial pedagogical phenomenon. In this process, parents' pedagogical knowledge, their educational views, values, and practical activities are studied in an inextricable relationship. This approach is methodologically strengthened on the basis of the pedagogical model of family education developed by M.K.Abdullayeva, which emphasizes the educational capabilities of the family and the leading role of the mother [1, pp. 52-55].

The study uses a comprehensive approach to general and special methods of scientific knowledge. In particular, through the methods of analysis and synthesis, the content of parents' pedagogical knowledge is divided into components and their interrelationships in the upbringing process are determined. Using the comparative method, the approaches to the issue of the role of women in upbringing in various scientific sources are analyzed in a comparative manner. This method is carried out in harmony with the methodological approaches used in the research of FR Kadirova.

Empirical research methods include pedagogical observation, interviews, questionnaires, and diagnostic methods. Pedagogical observation determines the real state of the upbringing process in families, the level of communication between mothers and their children, and the use of educational methods. Interview and questionnaire methods serve to determine the level of pedagogical knowledge, educational views, and self-assessment of parents. The selection of these methods is based on the pedagogical competence assessment approach developed by AT Hasanov.

The competency-based approach occupies a special place in the research methodology. This approach allows us to study the pedagogical knowledge of parents not only as a set of theoretical knowledge, but also as a system of skills, qualifications and relationships that are practically used in educational activities. In particular, the educational competence of mothers is assessed as an important indicator affecting the personal, social and moral development of the child. DS Karimova substantiated the importance of this approach in increasing the effectiveness of family education in her scientific works. The study also uses a systematic approach, considering the system of pedagogical knowledge of parents as an integral pedagogical structure. In this system, the leading role of women in education is distinguished as a separate component, and its interrelation with other components is analyzed. This approach is methodologically consistent with the scientific views of

NB Yuldasheva on the systematic study of the process of education in a modern family [6, pp. 58-60].

In the process of processing and analyzing the obtained empirical data, statistical and logical analysis methods are used. The results are summarized and the principles of scientific consistency and objectivity are strictly followed when drawing conclusions. In identifying the possibilities of implementing the research results into practice, scientific recommendations are developed for the development of cooperation between families and educational institutions. This aspect is based on the methodological approaches put forward in the research of BE Ismailov on family and school cooperation [3, pp. 43-45].

In general, this research methodology is aimed at studying the leading role of women in the upbringing of children in the system of parental pedagogical knowledge based on a scientific, systematic and comprehensive approach, and the combination of theoretical and empirical methods ensures the reliability and scientific significance of the research results. This methodological basis serves to fully implement the goals and objectives of the research, as well as to draw scientific conclusions aimed at increasing the effectiveness of family upbringing.

Research results

The results of theoretical and empirical work conducted during the research showed that the leading role of women, especially mothers, in the system of pedagogical knowledge of parents in upbringing is scientifically justified. According to the results of pedagogical observations, interviews and questionnaires, it was found that the level of pedagogical literacy of mothers in the process of family upbringing directly affects the quality and effectiveness of child upbringing. The results of the observation showed that mothers with pedagogical knowledge use a conscious approach in communicating with children, correctly assess educational situations and use educational methods taking into account the age and individual characteristics of children. During the analysis of empirical data, it was found that the level of pedagogical knowledge of parents is manifested in three levels - low, medium and high. The results showed that mothers with a high level of pedagogical knowledge pay more attention to the development of social activity, independent thinking and a sense of responsibility in their children. This is consistent with the conclusions presented in the research conducted by M.K.Abdullayeva, in which the pedagogical training of the mother is noted as one of the main factors determining the effectiveness of family upbringing [1, pp. 73-76]. The results of the questionnaire showed that the majority of the respondent mothers relied on their own experience in the upbringing process, but did not use scientific and pedagogical resources sufficiently. At the same time, it was noted that mothers who regularly improve their pedagogical knowledge encounter fewer problems in raising children. This confirms the ideas put forward in the scientific research conducted by F.R.Kadirova, namely, that the pedagogical literacy of parents is an important factor in reducing educational errors. During the interviews, it was found that mothers with pedagogical knowledge use more incentive methods than punishment in raising children, which helps to form positive behavior in children. The results of the study showed that in such families, children have a more positive attitude towards education, and they have fewer problems with school. These results are consistent with the scientific conclusions presented in AT Hasanov's research on the issue of pedagogical competence. Another important aspect of the study results is that it was found that the activity of women in the field of science and education is also positively reflected in their educational activities. Mothers who regularly participate in scientific and educational activities make a significant contribution to the formation of interest in knowledge, the desire for self-development and independent learning skills in their children. This is consistent with the ideas highlighted in DS Karimova's research on the role of women in the education system.

During the study, it was found that mothers who actively participate in the cooperation of family and educational institutions achieve high results in the educational process. Such mothers are in regular contact with the school, monitor the educational and educational process of their child, and solve problems in collaboration with teachers. This once again confirms the scientific conclusions put forward by BE Ismoilov regarding the effectiveness of family and school cooperation [3, pp. 46-48]. The results of the study showed that educational problems are more common in families where the leading role of women in the system of parents' pedagogical knowledge is not sufficiently taken into account. In particular, mothers with a low level of pedagogical literacy face difficulties in ensuring consistency and consistency in raising their children. This situation practically confirms the ideas expressed by NB Yuldasheva in her research on the problems of upbringing in a modern family. In general, the results of the study show that the leading role of women, especially mothers, in parenting in the system of pedagogical knowledge of parents is scientifically and empirically substantiated. The results obtained confirm the need to develop the pedagogical knowledge of women, arm them with scientific and pedagogical approaches, and strengthen cooperation with educational institutions in order to increase the effectiveness of family upbringing. These results serve as a solid basis for developing scientific and practical recommendations at the next stage.

Discussion

The evidence revealed in the process of discussing the results of the study once again confirms how relevant and scientifically sound the issue of the leading role of women, especially mothers, in upbringing is in the system of pedagogical knowledge of parents. When comparing the empirical results obtained during the study with the theoretical views put forward in the existing scientific literature, their mutual harmony and complementarity were clearly demonstrated. In particular, the conclusions that the mother's pedagogical literacy and educational competence are one of the main indicators of the effectiveness of family upbringing are consistent with the research conducted by M.K.Abdullayeva on family upbringing [1, pp. 78-82]. The results of the study showed that mothers with pedagogical knowledge implement a conscious, consistent and goal-oriented approach to raising children. This situation, as noted in the scientific literature, once again confirms the need for a scientifically based pedagogical approach to be prioritized over spontaneous and random methods in the upbringing process. The scientific views presented by FR Kadirova also indicate that the pedagogical literacy of parents is an important factor in reducing educational errors, and the results of this study empirically support these views.

One of the aspects that should be paid special attention to during the discussion is that, according to the results of the study, some mothers rely excessively on personal life experience in the process of upbringing and do not use scientific and pedagogical sources sufficiently. This situation is also noted in the existing literature, and NB Yuldasheva emphasizes that the lack of a scientific approach in the process of upbringing in a modern family causes various educational problems. The results of the study showed the practical relevance of this problem. Also, during the discussion, the issue of the direct reflection of women's activity in the field of science and education in their educational activities gained importance. According to the results of the study, mothers who are active in a scientific and educational environment achieve high results in raising children. This once again confirms the scientific views of DS Karimova about the role of women in the education system. In her opinion, an educated and spiritually mature woman is the main subject of social activity and intellectual development in family upbringing. The discussion also focused on the issue of cooperation between family and educational institutions. The results of the study showed that children of mothers who regularly cooperate with the school have a positive attitude towards learning and a high level of social adaptation. These results are consistent with the scientific conclusions put forward

by BE Ismailov on the educational effectiveness of family and school cooperation. Another important aspect identified during the discussion of the study results is that in families where the leading role of women in the system of parents' pedagogical knowledge is not sufficiently taken into account, the consistency of the educational process is disrupted. This is consistent with the ideas expressed in AT Hasanov's research on the issue of pedagogical competence, where it is emphasized that the lack of pedagogical competence leads to inconsistencies in the educational process.

The results of the discussion show that, although the issue of parents' pedagogical knowledge is sufficiently covered in the existing scientific literature, the leading role of women in this system is often considered within the framework of a general approach. This study, however, deepened this issue based on empirical evidence and showed that mothers' pedagogical knowledge and educational activities are the main factors of the effectiveness of family education. This aspect determines the scientific novelty and practical significance of the study. In general, based on the discussion of the research results, it can be concluded that the issue of the leading role of women, especially mothers, in the system of parents' pedagogical knowledge is an important pedagogical problem that requires in-depth theoretical and practical study. The results of the study complement existing scientific views, clarify some aspects, and create a solid basis for developing scientific and practical recommendations aimed at increasing the effectiveness of family education.

Conclusion

Based on the results of this study and their scientific discussion, it can be concluded that the leading role of women, especially mothers, in the system of parental pedagogical knowledge is one of the important factors determining the effectiveness of family upbringing. Theoretical analyses and empirical observations conducted during the study scientifically substantiated that the mother's pedagogical literacy, educational competence and scientific worldview directly affect the spiritual, moral and intellectual development of the child's personality. This conclusion is consistent with the ideas put forward in many studies on family upbringing in the field of pedagogy [1, pp. 83-87]. The results of the study showed that mothers with pedagogical knowledge implement a conscious, consistent and scientifically based approach to raising children. Such mothers, taking into account the age and individual characteristics of children, organize the educational process in a purposeful manner and make effective decisions in educational situations. This shows that the pedagogical knowledge of parents is not just a set of theoretical concepts, but an important tool used in educational activities. These conclusions complement and expand the results presented in the scientific research conducted by FR Kadirova [5, pp. 61-63]. Also, in the process of research, it was found that the activity of women in the field of science and education has a positive effect on their educational activities. Mothers who regularly participate in scientific and educational activities and constantly improve their pedagogical knowledge achieve the formation of such important qualities in their children as interest in knowledge, independent thinking, and striving for self-development. This situation practically confirms the scientific views of DS Karimova about the role of women in the education system [4, pp. 36-38]. In general, this study theoretically and empirically substantiated the leading role of women, especially mothers, in education in the system of parental pedagogical knowledge. The results of the research enrich the family education direction of pedagogical science, systematize existing scientific views and offer new approaches in some aspects. The conclusions obtained are of significant scientific and practical importance in developing cooperation between educational institutions, family and society, developing programs aimed at improving the pedagogical knowledge of parents, and ensuring the harmonious upbringing of the next generation.

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