

**THE REPUBLIC OF AZERBAIJAN**

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**INSTILLING A SENSE OF RESPECT FOR FAMILY TRADITIONS  
IN PRESCHOOL CHILDREN**

Specialty: 5804.01 – general pedagogy, history of pedagogy and education

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**ABSTRACT**

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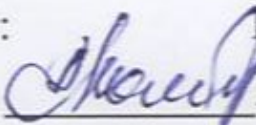
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## GENERAL CHARACTERISTICS OF THE RESEARCH

**Actuality and fulfillment level of the research.** According to the Law of the Republic of Azerbaijan on Education, “installation of a sense of respect and care for the history, culture, language, customs, and traditions of the Azerbaijani people, national and universal values, society, and the environment” in the younger generation is important. Normative-legal documents approved in recent years on preschool education also consider it necessary to raise children in the spirit of customs and traditions. It is considered necessary to refer to national culture, traditions, as well as modern world experience for children's education and more effective organization of educational work in the process of defining the goals and objectives of pre-school education in the “Preschool education program in the Republic of Azerbaijan” approved by the order of the Ministry of Education dated July 10, 2012, No. 1329.

It is natural that customs and traditions have a special place among the qualities to be instilled in the growing generation. Traditions are the main reason why every nation preserves its identity in modern times. It is necessary to start inculcating customs and traditions in the growing generation from preschool age. This age is not only the most important age in human life, but also a complex and relatively difficult period in which the foundations of human personality are laid.

Traditions are the standards accepted by the society. They have been lived for centuries, passed down from generation to generation. Families, which are the core of society, also have traditions within them. If the family continues any activity on a regular basis, this family activity can become a family tradition over time. Every born person is an active participant in these types of activities.

Instilling a sense of respect for family traditions in preschool children is an integral part of their upbringing. Traditions are the most powerful means of preserving the continuity and unity of the family and teaching children the importance and value of the family. Family traditions play an important role in the formation and development of the social and spiritual culture of preschool children. By considering it, parents, grandparents and the younger generation respect and live the customs and traditions that exist in their families.

A study of the available literature shows that pedagogues consider the family traditions necessary for a healthy family environment.

M.A. Muradxanov, A.A. Alizada, Y.R. Talıbov, A.A. Agayev, A.N. Abbasov, S.M. Quliyev, R.I. Aliyev, N. Chalabiyev, V.A. Suxomlinsky, V.A. Titarenko, S.A. Kozlova, T.A. Markova, O.L. Zvereva, L.V. Zagik, D.O. Dzintere, L.D. Vavilova, E.S. Babunova, V. M.Ivanova, T.A. Rapina and so on. explored opportunities and ways to instill in preschool children a sense of respect for family traditions.

The family is the core of society. Today, every Azerbaijani family grows up a citizen, a soldier of the future, a doctor, a teacher, a scientist, a father and a mother. Positive moral qualities and feelings instilled in them from this age lead to the formation of respect for family and society. Actually, our society is formed as a result of the support, attention and care provided by the state and the family. The future depends on the children growing up in our houses and kindergartens today. They must have the values and traditions that the older generation has preserved and brought to the present day, and they must carry them into the future in the same way. In this regard, families and preschools should make great efforts. Instillation of respect for the family traditions in which the child becomes an active member from birth comes at the head of these efforts.

Considering the actuality of the problem, the research topic was identified as "Instilling a sense of respect for family traditions in preschool children."

**Object of the research:** The process of instilling a sense of respect for national customs and traditions in preschool children.

**Subject of the research:** The process of instilling a sense of respect for family traditions in preschool children.

**Aim of the research:** The determination and experimental confirmation of the theoretical basis for instilling respect for family traditions in preschool children, the content of children's attitudes to family traditions, the level of children's initial understanding of family traditions, the conditions and opportunities for the effectiveness of cooperation between parents and caregivers in the formation of the right attitude to family traditions in preschool children.

**The research has the following tasks:**

1. to investigate the problem in the scientific and pedagogical literature;
2. to determine the socio-pedagogical factors influencing the formation of family traditions;
3. to study family traditions as one of the main means of spiritual education of preschool children;
4. to determine the pedagogical conditions for instilling respect for family traditions in preschool children;
5. to determine the content of attitudes towards family traditions in preschool children;
6. to identify the conditions and opportunities for the effectiveness of cooperation between parents and caregivers in the formation of the right attitude to family traditions in preschool children;
7. to experimentally validate our proposed methodology for instilling respect for family traditions in preschool children.

**Research methods:** *theoretical analysis, observation, interview, pedagogical experiment.*

**Defensive provisions:**

1. Preschool age is the best time to instill respect for family traditions in children;
2. The development of moral qualities and the formation of personality in children depends on the effectiveness of the use of family traditions;
3. The formation of respect for family traditions in preschool children depends on the correct definition of the content, principles, methods, and forms of organization of educational activities and strict adherence to pedagogical conditions.
4. The formation of the right attitude to family traditions in preschool children depends on the level of cooperation between parents and caregivers.

**The scientific novelty of the research** is that the study determines the theoretical basis of instilling respect for family traditions in preschool children, the content of children's attitudes to family traditions, the level of children's understanding of family traditions, the conditions and opportunities for effective cooperation between parents and caregivers in the formation of the right attitude to family traditions, generalize best practices in this area, create a system of work to instill respect for family traditions in preschool children.

**The theoretical significance of the research** is that the scientific ideas put forward in the dissertation will enrich the theory of education.

**Practical significance of the research.** The study will provide practical assistance to parents and kindergarten caregivers working to instill a sense of respect for family traditions in preschool

children. The results of the research will be available in lectures on family pedagogy in higher education institutions for students, in professional development or improvement courses for pedagogical staff - in lectures for caregivers, and in discussions with parents in kindergartens.

**Approbation and application of research results.** The proposed system has been applied in kindergartens of Nasimi, Khatai and Binagadi districts of Baku. 6 articles about the research results were published in scientific journals, 1 of which was abroad, and was presented at 3 international and national scientific conferences, 1 of which was abroad.

**Name of the organization where the dissertation is performed.** Institute of Education of the Republic of Azerbaijan.

**The structure of the dissertation.** The dissertation consists of an introduction, 2 chapters with 9 paragraphs, result, and a list of references.

The introductory part of the dissertation consists of 10,000, Chapter I - 120,000, Chapter II - 100,000, the final part - 6,000 (236,000 characters in total).

## GENERAL CHARACTERISTICS OF THE RESEARCH

**The introduction** substantiates the relevance of the topic, provides brief information about the object, subject, purpose, objectives, research methods, main provisions of the defense, scientific novelty, theoretical and practical significance, application and approbation of the research.

The first chapter of the dissertation is entitled "**Theoretical foundations of the formation of respect for family traditions in preschool children**" and consists of four paragraphs. The first paragraph of this chapter is entitled "*Introduction of the concepts of "tradition" and "family traditions" in the scientific and pedagogical literature*". At this part, the essence of the main concept of the research is revealed, the reasons for instilling respect for family traditions in preschool children, theories of family traditions in older preschool children in national and foreign pedagogical literature are analyzed, and ways and opportunities to instill respect for family traditions are specially developed and presented.

When we examine the history of the concept of "tradition", we find that this concept actually coincides with the history of the emergence of human society. In primitive society, traditions played a major role in the execution of each task in a certain sequence and order. As material and moral values, economic and political relations developed and changed, the forms of the family, family traditions readjusted, took on different forms and content. The development and destiny of the family were naturally linked to the progress and destiny of society. In addition to being a social phenomenon, the family also has a natural-biological origin. There are economic, biological, socio-psychological and spiritual aspects of the family and its relations, which is one of the most complex events in public life.

Family values, family traditions are the main principles of our lives. Family traditions nurture, educate and develop the individual. In this sense, we can say that family traditions have nurturing, educating and developing characteristics.

Family traditions: are the basis for the establishment, planning and operation of family life; ensures efficiency in the upbringing of children; is the basis for the stability of family communication; coordinates the social responsibilities, needs and interests of family members, directs the joint activities of family members; regulates the roles of family members; acts as a criterion for assessing the performance of family members; acts as a means of adapting family members to the living conditions of the family; allows family members to focus on traditional occupations (carpet weaving, weaving, sewing, decorative glass, wood, plastic, wood painting, blacksmithing, pottery, family workshops, gathering, etc.), to increase their interest;

Many traditions of the family have been preserved for centuries: loyalty to the family lifestyle and collective life, respect for elders, parents, siblings, relatives, protection of their reputation, celebrating family holidays and birthdays, celebrating the success of family members, effective spending of leisure time of family members, and etc.

The main types of family traditions that enrich the inner world of children are the followings:

1. Family holidays and traditions dedicated to them.
2. A fun time that parents spend with their children. This tradition involves games with young children. During the play process, children are brought up on the basis of personal example of parents, learn many life skills of their mothers and fathers.
3. Family reunification.
4. Family hospitality traditions, joint meals of family members.
5. Celebrating important events and holidays in the family.
6. Traditions of punishment and encouragement.
7. Tell stories to children before bed.
8. The tradition of spending the weekend together, going for a walk, going to museums and theaters.

Family traditions form the basis of children's spiritual upbringing. Thus, family traditions help to prepare children pedagogically, psychologically, spiritually and morally for family life.

In the second paragraph of Chapter I called "*Socio-pedagogical factors influencing the formation of family traditions*," the role of the family in the upbringing of preschool children is examined, the family is studied as an important social institution that unites the child with society, and extensive information is given about the functions of family (reproductive, existential, socialization, educational, economic, communicative, and etc.).

This section also provides extensive information on parenting methods (persuasion, personal example, counseling, encouragement, and punishment) and leadership styles (authoritarian, democratic, protective, chaotic, and liberal) used in family education.

In the third paragraph of Chapter I, entitled "*Family traditions as one of the mains for the moral education of preschool children*", family traditions are studied and analyzed as one of the main means of spiritual education of preschool children. The paragraph provides detailed information on 3 areas of formation of moral and spiritual education in children (cognitive development, practical activity, communicative) and components of spiritual education, comments on the views of research scientists.

The fourth paragraph of Chapter I, "**Pedagogical conditions for instilling respect for family traditions**" defines the pedagogical conditions for instilling respect for family traditions and the responsibilities of the family. The paragraph argues that the family's ability to make decisions and strong family trust play an important role in instilling respect for family traditions. Children should not feel insecurity between parents and should not take sides in these matters. Because children at this age are extremely sensitive, they understand this and other situations enough.

One of the main tasks of the family and preschool institutions is to bring up young children in accordance with the national mentality, to form them on the basis of national moral values. The paragraph substantiates the technology of using the principles of motivation, voluntariness, interest and involvement, individual approach, perseverance and activity, persuasion, systematization, and consistency in the implementation of these tasks.

Creating and expanding an idea of family traditions in preschool children guarantees the development of high mental and spiritual qualities. If implemented in accordance with the age and level of understanding of these children, a successful outcome is inevitable at the end of this process. Children love to know what they are doing and why. What awaits them at the end of this work? It is always the responsibility of the family and caregivers to meet these children's interests and answer their questions. If children are satisfied with the content they receive, they accept the process without

question and become active participants in that process. If the situation around them does not attract their attention, then they lose their interest in this process and try to avoid it.

Knowledge of pedagogical conditions plays an important role in the formation of children's respect for family traditions. The pedagogical conditions in the dissertation are grouped as follows: family type; family members, number of children, level of education and financial opportunities of family members, pace of development; family lifestyle; psychological climate of the family, intra-family communication, characteristics of relations between family members; cultural level of family members; the attitude of parents to each other; level of pedagogical culture of parents; the level of pedagogical knowledge of parents, their ability to apply and pedagogical tact; family leisure and recreation; opportunities for parents to use the media and social networks; individual characteristics of parents; family experience, parents' professional characteristics, parents' social relations, communication with the environment; commitment to family traditions; material and living conditions of the family; geographical conditions of the family, etc.

The first paragraph of the second chapter of the dissertation, entitled "**Practical bases of work on the formation of respect for family traditions in preschool children**" is called "*On the perception of family traditions in preschool children*". When determining the content of children's attitudes to family traditions, it is important to take into account the following: 1) to take into account the pedagogical and psychological bases of the use of family traditions; 2) to determine the content of training materials necessary for the study of family traditions in older preschool groups; 3) to determine the content of family traditions taught in the process of organizing extracurricular and leisure time.

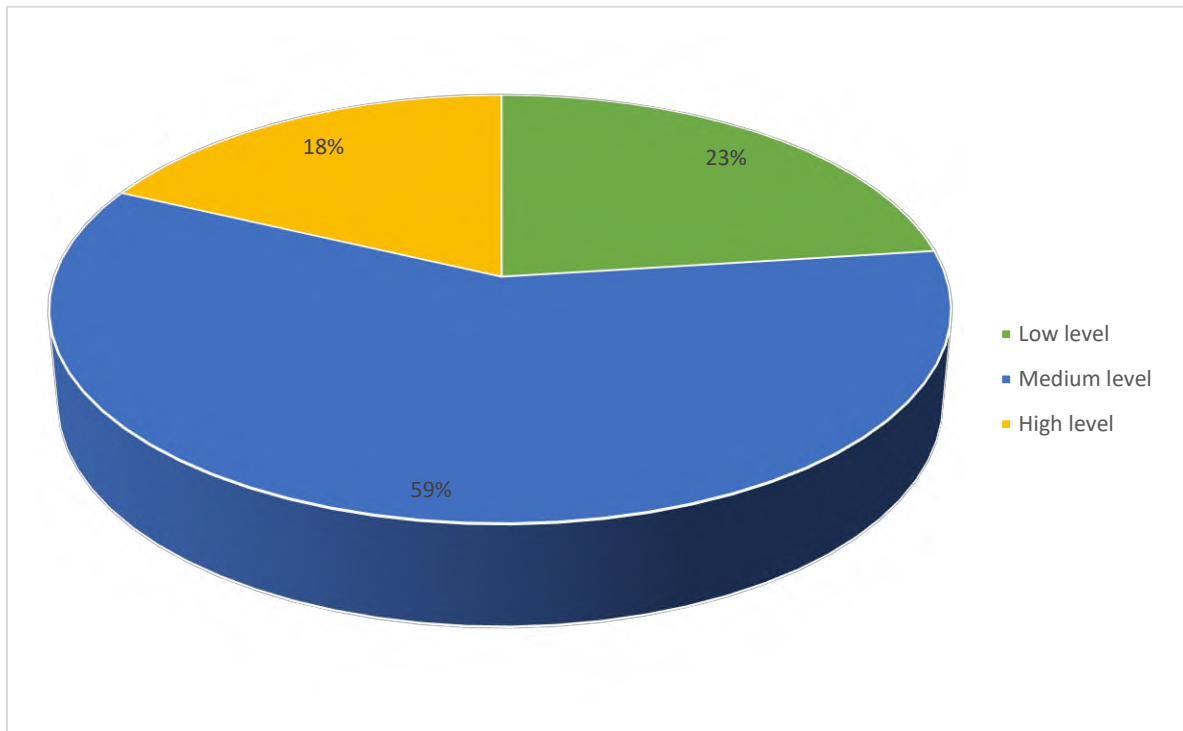
The research shows that in the process of instilling family traditions during upbringing, work should be organized, grouped and systematized, taking into account the age characteristics, levels of understanding, interests and tendencies of children. In this case, the relevant scientific pedagogical and psychological principles must be observed. These principles must be closely linked to the purpose, content and objectives of education. The use of traditions should be based on the following pedagogical and psychological requirements: 1. Taking into account the age characteristics of older preschool children. 2. When children use family traditions, the focus should be on the upbringing opportunities and individual characteristics of the family in which each child grows up. 3. Ensuring personal example and joint activities of parents and caregivers.

It is very important for the parties to know, accept and believe in each other in installation of family traditions. The relationship between these parties: parent-child, caregiver-child, parent-caregiver, child-child must be established at the appropriate level. Mutual understanding and the desire to convey the essence of the case to the other party are a prerequisite in this case. If the relationship between the parties is not established properly, it is difficult to achieve the desired result.

At this age, children are interested in the world around them. They want to know and learn everything. Children are interested in what is going on around them. Parents and caregivers should not be careless to their interests and desires. Children's questions should be answered in a way that they can understand. If children are not satisfied with the answers they receive, their desire to search, ask, and learn may gradually diminish. During our observations in large groups of preschool institutions, we also saw that every child of this age tries to apply this or other issue, which he knows the essence of, to his own life, and understands the logic of the work.

Based on the children's answers, we can analyze the attitude of preschool children to family traditions on three levels: Low level - the child could not answer the questions in detail; Intermediate - the child partially answered the questions; High level - the child answered all the questions in detail.

The following scheme gives a clear idea about the results of the survey:



**Figure 2.1.1.**

### **Exploring children's perceptions of family traditions**

As can be seen from the results of the survey, children's perceptions of family and family traditions are not so high. It seems that families and caregivers are not doing enough in this direction. Many children answered questions inaccurately and sometimes with difficulty. Their ideas about the problem were not convincing, but they listened to the questions with interest and attention and tried to answer. It was felt that they were not indifferent to family traditions. Frustration was felt at some children who could not answer the questions, as well. At the root of the existing problems in families was the lack of interest in family traditions. The fact that family traditions have the unifying and protective aspects of the family gives us reason to say so. Family traditions play a decisive role in solving many problems faced by the family. In this regard, it is important to pay due attention to family traditions. Therefore, in order to form a respectful attitude to family traditions in preschool children, attention should be paid to creating interest in these traditions.

The second paragraph of Chapter II of the dissertation is entitled "**The influence of the attitude of parents and caregivers on family traditions in the upbringing of children**". While talking to parents and caregivers about instilling a sense of respect for family traditions in children, some of them say, "It's too early to talk to children about this," "They're still children," "They still don't understand such things." and so on. Some thought that the idea about a family should be formed in children at least after they start school, not before school. "Children at this age should only think about playing and going to school." True, not all parents and caregivers think that way. However, the presence of such thinking parents and caregivers has led us to thoroughly explore the aspects of research that depend on them.

Parents and caregivers should not forget that although children's worldview and information about life are limited, they have a great interest in the processes taking place around them and a desire to learn. They want to know the essence of what they see and hear. In this regard, for the research to be successful, we first needed to study the attitudes of parents and caregivers to family traditions.



Because whatever the parent or caregiver preach and think, the child accepts and learns what is right. The personal example of parents and caregivers also plays a crucial role in inculcating family traditions. Their respect for family traditions will instill in them a sense of belonging.

Studies show that the process of instilling family traditions is not formed at the desired level in children, because the knowledge is carried out in an unsystematic and timeless form, both in the family and in preschool institutions. In order for family traditions to be properly instilled in preschool children, both parties need to help each other. It is very important that the parties support each other in this case, as in any other case. While working with parents and caregivers, we focused on several tasks in accordance with the content of the study: 1. Expanding the understanding of family traditions in parents and caregivers. 2. Clarify to parents and caregivers the opportunities and effective ways of instilling family traditions in children. 3. Meetings and discussions with parents and caregivers to address issues that arise based on the results of the survey.

A parent and caregiver with pedagogical and psychological knowledge appreciates the role of family traditions in the formation of children's personality. Research, observations and surveys show that a healthy family environment and children's respect for the family and its traditions will make them more resilient to future failures. The child should trust the caregivers and their words as much as the parents. The influence of both sides on children is almost the same. The support of the values instilled in the child by the parents by the educators doubles their faith and trust.

It is clear from the results of the survey that the questions prepared for the formation of a respectful attitude to family traditions are expedient and allow the families involved in the experiment to explain in detail the views on this topic. They were given time to answer the questions fully and completely. They tried to justify their answers with examples. The questions prompted parents and caregivers to reconsider.

During the analysis of the answers, the following issues were also in the focus of attention. Attitudes toward family traditions were at an average level for 66% of parents, low level for 20%, and high level for 14%.

#### Scheme 2.2.1

#### Attitudes of parents and caregivers to family traditions:

№	Preschool institutions	Number of parents and caregivers	Levels of answers to questions		
			Low	Average	High
1	Kindergarten No. 22	35	26	11	8
2	Kindergarten No. 174	47	30	8	9
3	Kindergarten No. 266	45	17	21	7
4	Kindergarten No. 288	43	10	19	14
5	Kindergarten "Garanfil"	30	20	5	5
	Total	200	94	63	43

As a result of a survey conducted in experimental groups, we found that children showed great interest in this topic, but parents and caregivers were indifferent to these traditions. Many working parents and the families that do not have enough time for children are one of the main reasons for such problems. Although they try to justify their answers, such situations give rise to the current situation.

The study showed that as a result of purposeful and systematic work with parents and caregivers, the role of children in family activities has increased significantly. This positive development in children reshapes the attitude of parents towards family traditions and strengthens their respect for family traditions. Thus, family traditions become an indispensable activity of the family. At the end of this study, all three parties - parents, children and caregivers become interested in continuing the traditions of families.

The third paragraph of Chapter II is entitled "*Opportunities to instill respect for family traditions in preschool children*".

Our observations show that some parents and caregivers do not pay enough attention to this issue, do not see the nurturing potential of family traditions. However, the process of instilling a sense of respect for family traditions should always be in the focus of caregivers, especially at a time when many of the challenges families face are increasing. It is necessary to draw children's attention to family traditions at an early age.

Preschool age is the one when a person's life is more easily directed, shaped and imitated by others. Parents and caregivers who know how to use these opportunities in a timely manner play a crucial role in a child's life. There is no other age period in which children's thinking is not fully formed and their environment is not expanded uncontrollably. Parents and caregivers who are able to see these opportunities in time can better prepare children for all the challenges they will face. In this case, the responsibility of the family cannot be done by the caregiver, and the responsibility of the caregiver cannot be done by the parent. Both parties must take full responsibility, especially for inculcating family traditions.

As instilling a sense of respect for family traditions is both complex and interesting, it should not be limited to either family conversations or activities with children, or to preschool activities.

In order to instill in children a sense of respect for family traditions, preschools must meet the following requirements: 1. Adapt the content of the extracurricular activity to the full potential of a large group of children. 2. Necessary conditions must be created for children's activity at events. 3. Visual resources should be used during the activity. 4. The role of the group caregiver - to benefit from the games with a plot, to give them a creative approach and direction. Respect for family traditions should be emphasized during these games. 5. Children's interests and tendencies should be taken into account in activities. 6. Meetings with parents, teachers and psychologists should be organized. 7. In extracurricular activities, a large group of children should be instilled with respect and love for family, family traditions, family history, relatives and loved ones.

At this age, children's independence tendencies within the family allow us to talk to them about family traditions. We can learn how they accepted the family traditions instilled in them or why they did not accept them. Sometimes in conversations with children, we see that the parents' insistence on instilling family traditions pushes the children further away from the goal we want. By examining their attitudes toward other members of the family, we can determine who has more or less influence over the child.

The fourth paragraph of the second chapter of the dissertation is entitled "*Joint work of family and preschool institutions in instilling respect for family traditions in preschool children*".

The partnership of family and preschool institutions has a strong impact on children at this age. However, our research has shown that not so much attention is paid on cooperation with the family. Many of them think that "we bring up the child on a more theoretical, scientific basis, they spend more time with us during the day than the family, in this regard, their influence on children is less than ours." On the other hand, in discussions with parents, parents say, "No one knows my child like me, I know and raise him or her better than anyone". "I just have to bring my child to kindergarten because I'm at work during the day". In one way or another, parents and caregivers impose their

responsibilities on the other party, which greatly delays the inculcation of family traditions in children. We know how important this age is for the work we will do. Such arguments from parents and caregivers delay the installation of family traditions in children and prevent children from developing respect for family traditions.

In Kindergartens, caregivers need to study children in detail in order to instill in them a sense of respect for family traditions. This work can be carried out in the following sequence: a) work done to increase the pedagogical literacy of the family; b) increase pedagogical awareness in young families; c) to closely assist the family in the overall development of the child.

The work carried out by caregivers and parents in order to instill in children a sense of respect for family traditions, it is expedient to implement in the following areas: to acquaint children brought up in kindergarten with the work of parents on family traditions; to fulfill the tasks of the family responsibly in the work carried out to form a respectful attitude to family traditions in children; caregivers talk to parents in a pedagogical way and give them the necessary advice; finding and implementing successful ways of joint work of family and kindergarten; increasing children's interest and tendencies towards family traditions in a collaborative work environment; use the media to achieve the goal, and so on.

The last, fifth paragraph of Chapter II of the dissertation is entitled "**Organization, conduct and result of the experiment**".

To experiment the problem, we first identified preschools. The initial stage of the experiment had a determining function. For this purpose, we held talks with institutions and caregivers and observed their activities in "Garanfil" nursery-kindergarten, kindergarten No. 22 and 174 in Nasimi district, kindergarten No. 288 in Khatai district, and kindergarten No. 266 in Binagadi district in Baku.

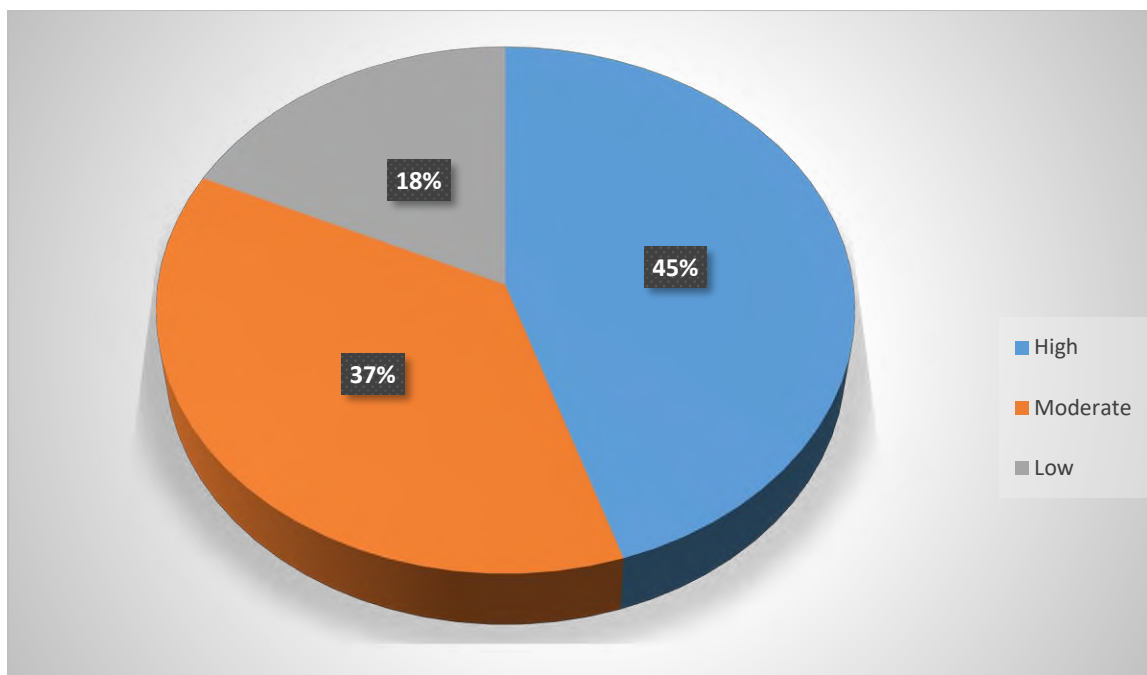
A number of measures were taken: 1. Initial preparation for the experiment: identification of preschool institutions, groups, caregivers, preparation of oral and written questions, surveys; 2. Organization of control over the correctness of the experiment, giving necessary instructions and advice to caregivers, personal control of the applicant on the experiment; 3. Complete the experiment, collect the answers to the surveys distributed to the caregivers and filled out by asking the children; 4. Collection and analysis of the answers given during the experiment, generalization of the results, and so on.

In developing the methodology of the experimental work, it was necessary to analyze and summarize the results of compliance with a number of pedagogical conditions that would increase the effectiveness of instilling respect for family traditions in preschool children. It will be more effective in the formation of respectful family traditions among preschool children if the following pedagogical conditions are met:

- a large group of children develops a respectful attitude towards the family, family traditions and a desire to continue them.
- he or she grows up as a person who understands the value and essence of the family.
- timely identification of family traditions between preschool children and their parents
- carrying out relevant development and information-educational work with preschool children and their parents to show respect for family traditions.

The experiment was carried out in three stages: identifying, instructive and verifying.

Of the older group of children who participated in the experiment, 45% showed moderate, 37% showed high, and 18% showed low respect for family traditions. This can be seen from the following indicators:



**Figure 2.5.1.**

### **Diagrammatic representation of the results of the experiment**

As can be seen, the number of children who respect family traditions has increased significantly.

As you can see from the results we received, in large groups, children's perceptions of family traditions reach 69% in kindergarten No. 22, 73% in kindergarten No. 174, 79% in kindergarten No. 266, 83% in the kindergarten No. 288, and 85% in "Garanfil" nursery-kindergarten. This is due to the fact that children have acquired enough knowledge about family traditions in different years.

The following **results** were obtained from the research:

1. At the initial stage of the study, it became clear that not enough attention was paid to the formation of preschool children's respect for family traditions. Parents and caregivers were indifferent to this issue. Although the parents followed the family tradition, they did not preach. Therefore, children's perception of family traditions is extremely weak. However, parents and the pedagogical staff had to understand that which values they instilled, children's feelings would be in that direction.

2. The content about family traditions in the materials reviewed in the lessons in preschool institutions did not meet the requirements of the day. There are no programs in the local media to promote family traditions. According to official data, people in our country spend 7-8 hours a day in front of the TV. It is necessary to promote family-oriented, clean, pure values and traditions of a real Azerbaijani family.

3. As a result of purposeful, systematic work, the cooperation of the family and kindergarten, parents and caregivers has a positive effect on instilling in children a sense of respect for family traditions.

4. Regular meetings between caregivers and parents to inform each other about children's interest and activity in family traditions have a positive effect.

5. Taking into account the age and level of understanding of children is very effective in instilling respect for family traditions in preschool children.

6. Research has shown that effective results are achieved when the pedagogical education of parents and caregivers is in the spotlight.

7. The dissertation provides new content on the necessity for family traditions.

8. Purposeful work on respect for family traditions increases children's love for family and parents.

9. The systematic, purposeful work carried out will serve the upbringing of children who understand the protection and continuation of family traditions on a national basis and their formation as a wise person.

10. In order to pass on family traditions in a healthy way to the next generations, close ties should be established between the preschool, family, and society.

11. Research shows that it is necessary to create games that promote family traditions and involve children in these games.

12. In order older preschool children in preschool institutions to have a comprehensive understanding of family traditions and take a responsible approach to this issue, it is expedient to hold meetings with parents at least three or four times a year with large-scale events, exhibitions, master classes, conferences with invitations of teachers and psychologists, and so on.

13. Research shows that when parents and caregivers work with children, they want to achieve great results in a short period of time, without taking into account the abilities, interests and inclinations of children. It is not right to expect great results in this work in a short time. Sometimes meetings, discussions, and conversations with children do not give immediate results. To do this, parents and caregivers need to be patient and enthusiastic. Like any wish, this does not happen immediately.

The following **suggestions** about research can be made:

1. It is recommended to pay more attention to the promotion of family traditions in the seminars "Family Academy" held by the Committee on Family, Women and Children. It is expedient to use the opportunities of this project, which carries out family awareness work in the regions, to convey the essence and content of the work to families from each city, district and village.

2. It is useful to carry out promotion work on respect for family traditions in order to form the growing generation as a citizen and a person who loves the family and continues its traditions.

3. It is desirable for the caregiver to visit families in order to determine the child's attitude to family traditions, to study his or her interest and inclination to these traditions, and, if necessary, to participate in the implementation of family traditions.

4. As a result of caregiver and family cooperation, it is recommended to prepare booklets and distribute them to preschool institutions and parents.

**The main scientific and practical results of the dissertation are reflected** in the following scientific articles and conference materials:

1. Family traditions as the basis of moral education of preschool children / -Baku: Materials of the international scientific conference "Priorities of Education Policy in Azerbaijan: modern approaches". Nakhchivan city, NMI, 2016. p. 92-93

2. Some issues of the work on the formation of respect for family traditions in preschool children / -Baku: Materials of the XXII Republican Scientific Conference of Doctoral Students and Young Researchers: 2 volumes: 2018. 4940 p.375-377
3. The role of the family in the upbringing of preschool children // -Baku: Preschool and primary education, 2019. №-1. 10606, p. 57-59
4. Necessity of promotion of family traditions // -Baku: Scientific works of Baku Girls University. 2019.№-2. 8559 p. 94-96.
5. Family traditions as an important condition in the formation of a child's personality // -Baku: Scientific articles of the Institute of Education of the Republic of Azerbaijan. 2019.№ -4. 8869 p. 33-35.
6. The main reasons of occurring issues about child upbringing in a family // -Baku: Actual problems of studying the humanitarian sciences. 2019. №-5. 8939 p. 266-268.
7. Роль и место семейных традиций в семье / «EurasiaScience» Материалы XXIII Международной научно-практической конференции Research and Publishing Center «Actualnots.RF», Moscow, Russia 15, August, 2019. 4981 p.128-130
8. Instilling respect for family traditions in preschool children (large group). «ПЕДАГОГІЧНІ НАУКИ» ВИПУСКИ ЗБІРНИК НАУКОВИХ ПРАЦЬ "ВІСНИК ПІСЛЯДИПЛОМНОЇ ОСВІТИ" СЕРІЯ «ПЕДАГОГІЧНІ НАУКИ» ВИПУСК 16(45) 2021. Scientific article. p.140-156.
9. The attitudes of parents and caregivers to family traditions // Scientific articles of the Institute of Education of the Republic of Azerbaijan. Baku. 2021.

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