

**FAMILY, EDUCATION, AND MEDIA: THE INTERACTION OF PRIMARY AND
SECONDARY INSTITUTIONS OF SOCIALIZATION**

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Abstract. The article analyzes the role and interaction of the institutions of family, education and media in the process of socialization. The family, as a primary institution, forms the initial values and norms of behavior of the individual, while education and media, as secondary institutions, expand knowledge, worldview and communicative experience. The cooperation and conflicts between these institutions in the context of globalization and digital communication are considered. Finally, recommendations are made on strengthening media literacy, educational integration and national-spiritual content.

Keywords: socialization, family, education, media, primary institution, secondary institution, upbringing, media literacy, individual.

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Socialization is a complex social process that provides an integral connection between society and the individual. From the moment of birth, a person enters a certain social environment and through this environment acquires language, values, moral norms, traditions, and social roles [1]. In this process, the family, education, and the media are of particular importance, as they are the main supporting mechanisms for the development of the individual [2].

The family is the primary institution of socialization, where such initial social qualities as love, responsibility, discipline, respect, and cooperation are formed [3]. Education, on the other hand, adapts the individual to society on the basis of systematic knowledge, normative behavior, and civic responsibility [4]. In modern conditions, the media, as an active subject of the information space, has a strong influence on the individual's worldview, communicative habits, and value system [5], [6].

Globalization, digital technologies, and the proliferation of social media have complicated the relationship between institutions of socialization. Children and young people are increasingly influenced not only by the family or school, but also by various media platforms [11], [12]. The aim of the article is to reveal the functions of family, education, and media in socialization and to analyze the mechanisms of their interaction.

Analysis of literature on the topic

The issue of socialization is an important object of research in sociology, pedagogy, psychology, and communication theory. E. Durkheim shows education as a central institution that transmits the moral norms of society from generation to generation [1]. T. Parsons considers the family to be an important structure that ensures the integration of the individual into the social system [2]. Berger and Luckmann interpret socialization as the internalization of social reality in the individual's consciousness [3].

A. Bandura's social learning theory suggests that human behavior is formed through observation and imitation [4]. This approach is particularly relevant in understanding the influence of media. Postman and McLuhan argued that media not only transmit information, but also influence the way of thinking and the structure of social consciousness [5], [6].



Among Uzbek scholars, E. G'oziyev analyzed the psychological characteristics of the family environment [7], M. Kuronov covered the issues of national education and spiritual maturity [8], O. Musurmonova paid attention to the culture of family education [9], and B. Khodjayev developed a pedagogical environment and a competency-based approach [10]. Modern articles also analyze the media literacy and information culture of young people [11], [12].

Research methodology

This study is of a theoretical-analytical nature. It used a systematic approach, comparative analysis, a review of pedagogical and sociological literature, and a functional approach. Using a systematic approach, the family, education, and media were considered as interrelated components of a single socialization system [3], [10].

Through a comparative analysis, the functions of the family as a primary institution were compared with the functions of education and the media as secondary institutions. The functional approach served to reveal the normative, communicative, educational, and adaptive functions of these institutions.

Family is the primary institution of socialization

The family is the earliest and most stable social space for the formation of a person. It is in the family that a child first learns language, acquires a culture of communication, and becomes acquainted with concepts such as good and evil, respect and responsibility [2], [7]. In this sense, the family is not only a center of biological, but also a center of socio-cultural reproduction.

Family upbringing directly influences the individual's later social functioning. In a loving environment, children develop greater trust, empathy, and social adaptability. A conflictual or uncontrolled family environment can lead to aggression, instability, and moral dilemmas [7], [9].

The family plays an unparalleled role in transmitting national values, traditions, and spiritual heritage. Qualities such as love for the homeland, respect for elders, hard work, and decency are primarily formed in the family [8], [15].

Education and media - secondary institutions of socialization

Education is a systematic and purposeful institution of socialization. Schools and higher education institutions acquaint individuals with the knowledge, skills, and social norms of society. This process continues and institutionalizes family upbringing [1], [10]. In an educational environment, students learn teamwork, communication, labor discipline, and civic responsibility [4], [13].

The media is one of the most active agents of socialization in modern society. Television programs, Internet publications, instant messengers, and social networks have a strong influence on a person's views, tastes, language style, and behavioral orientation [5], [6]. The fact that young people spend a lot of time in the media space in particular increases its influence.

While the positive side of the media is seen in the expansion of educational resources, rapid information, and communicative opportunities, the negative side is seen in the increase in excessive information, stereotypes, false messages, and virtual dependence [11], [12].

Interaction and contemporary issues

The effectiveness of socialization largely depends on the harmony between the family, education, and the media. If the values instilled in the family are consistent with the upbringing in school and the information environment in the media space, the individual develops internal integrity and social stability [2], [8]. On the contrary, if the discrepancy between these institutions increases, the individual develops contradictory behavior, hesitation, and normative uncertainty.

For example, a family may instill humility and discipline in a child, but if the media space glorifies individualism and quick success, a clash of values may arise. Or, while scientific



thinking and consistent work are promoted in school, the fragmented and emotional information space of social media can weaken the educational impact of education [5], [6].

At the same time, these institutions can also complement each other. When the family forms media literacy, the school develops critical thinking, and the media provides high-quality and national-spiritual content, an integrated model of socialization emerges [11], [15], [16].

Analysis and results

The results of the analysis show that the family creates the spiritual and moral foundation of the individual, education strengthens it with social norms and knowledge, and the media continues this process in a wide information space. The harmonious functioning of all three institutions is necessary for healthy socialization [7], [8], [10].

It has also been found that weak family control, formalism in education, and uncontrolled media consumption together increase social instability [9], [12]. In particular, low media literacy limits the ability to critically perceive information and protect oneself from harmful influences.

Conclusion and suggestions

In conclusion, the family, education, and media are the main institutions of the socialization process, which together shape the worldview, behavior, values, and social role of the individual. The family, as the primary institution, provides the main moral and emotional support. Education enriches this support with knowledge and norms. The media, on the other hand, connects the individual with a wide information space [2], [10], [16].

The following proposals are considered important: developing media literacy skills in families; enriching educational work in education with digital safety and information culture; strengthening cooperation between parents, teachers and students; increasing the share of national-educational content in the media space; developing a culture of critical thinking and information verification among young people.

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