
OILADAGI FARZANDLARNING TUG'ILISH KETMA-KETLIGINING O'ZIGA XOS XUSUSIYATLARI

Maxmudova Dilorom Inoyatovna

Turon Zarmed Universitetining boshlang'ich ta'lim, pedagogika va psixologiya kafedrasi o'qituvchisi

ОСОБЕННОСТИ ПОСЛЕДОВАТЕЛЬНОСТИ РОЖДЕНИЯ ДЕТЕЙ В СЕМЬЕ

Махмудова Дилором Иноятовна

Преподаватель кафедры начального образования, педагогики и психологии Университета Турон Зармед

IMPORTANCE OF BIRTH ORDER IN EDUCATION

Makhmudova Dilorom Inoyatovna

Teacher of Turon Zarmed University in primary education, pedagogy and psychology department

Annotatsiya: Ushbu maqolada tug'ilish tartibining xarakterdagi ta'siri, IQ darajasi va ta'limdagi iste'dod, birinchi bolaning, kichik bolaning, o'rta bolaning va yolg'iz bolaning xususiyatlari ko'rib chiqiladi. Bundan tashqari, oila va tug'ilish tartibining inson ongida ta'siri haqida fikr yuritiladi. Shuningdek ushbu maqolada to'ng'ich farzandning, o'rtacha farzandning, kenja farzandning xarakteridagi asosiy, boshqalardan ajralib turuvchi xarakter xususiyati, ularning yutuqlari va kamchiliklari, ijobiy va salbiy tomonlari ochib berilgan. Shuningdek har bir bolaning tabiati, ularning neyronlarining tuzulishi, ota-onasidan farqi, shuningdek farzandning oiladagi tug'ulish tartibi shaxslararo munosabatlarga ta'siri ochib berilgan. Yangi dalillarga asoslanib, tug'ilishning ta'siriga qiziqish yangilandi, inson kapitalini to'plash tartibi. Buning asosiy sababiy mexanizmlari ta'siri barqaror emas. Maqola ota-onalar qat'iyroq bo'lgan modelni ko'rib chiqadi ilgari tug'ilgan bolalarning yomon ishlashiga javoban intizomiy muhit keyinchalik tug'ilgan avlodlari uchun bunday natijalarni oldini olish uchun maktabda olib boriladigan ishlarni tahlil qiladi.

Kalit so'zlar: tug'ilish tartibi, birinchi tug'ilgan bola, ikkinchi tug'ilgan bola, yagona bola, aka-uka pozitsiyasi, ta'lim, o'zini o'zi qadrlash, ijtimoiylashuv.

Аннотация: В этой статье рассматривается влияние порядка рождения на характер, уровень IQ и талант в образовании, а также характеристики первого ребенка, младшего ребенка,

среднего ребенка и единственного ребенка. Более того, влияние семьи и порядка рождения на человеческое сознание. Также в данной статье раскрываются основные черты характера старшего ребенка, среднего ребенка, младшего ребенка, их достижения и недостатки, положительные и отрицательные стороны. Также раскрывается характер каждого ребенка, строение его нейронов, отличие от родителей, а также влияние порядка рождения ребенка в семье на межличностные отношения. На основе новых данных возобновился интерес к влиянию рождаемости на структуру накопления человеческого капитала. Основные причинные механизмы этого эффекта нестабильны. В статье рассматривается модель, в которой родители имеют более строгую дисциплинарную среду в ответ на плохую успеваемость детей, рожденных раньше, и анализируются меры, предпринимаемые в школе для предотвращения таких результатов для более поздних детей.

Ключевые слова: порядок рождения, первенец, поздний, единственный ребенок, сиблинговая позиция, воспитание, самооценка, социализация.

Annotation: This article examines the effect of birth order in character, IQ level and talent in education, and characteristics of the first child, the younger child, the middle child, and the only child. Moreover, the impact of family and birth order in the human mind. Also, this article reveals the main character traits of the older child, middle child, younger child, their achievements and shortcomings, positive and negative sides. Also, the nature of each child, the structure of their neurons, the difference from their parents, as well as the influence of the child's birth order in the family on interpersonal relations are revealed. Based on new evidence, there is renewed interest in the effect of fertility on the pattern of human capital accumulation. The main causal mechanisms of this effect are not stable. The article examines a model in which parents have a stricter disciplinary environment in response to the poor performance of earlier-born children and analyzes what is done at school to prevent such outcomes for later-born offspring.

Keywords: birth order, first-born child, later-born, only child, sibling position, education, self-esteem, socialization.

Introduction. Birth order has been studied for many years as a factor that plays a part in an individual's intelligence. In general, not much has been looked into concerning birth order and education. Firstborns and

children born later have many circumstances, within the family unit, that affect the development of strengths and weaknesses and ultimately influence their personality traits. Parents are often overly anxious about their first child and may be more restrictive with them than with later children (Eisenman, 1992).

Birth order theory holds that children develop their behavioral patterns largely as a result of their position within their family. Birth order has long been offered as an example of a systematic source of environmental differentiation within families. Empirically, firstborn siblings have slightly higher intelligence, educational achievement, and income than their siblings born later. These differences are routinely interpreted as reflecting causal mechanisms related to childhood experiences. For example, some work suggests that parental resources are more diluted for later-born siblings as a result of competing demands for parental attention example, work suggests that parental resources are more diluted for later-born siblings as a result of competing demands for parental attention, while other work considers whether the presence of older siblings adversely affects the cognitive environment in which younger siblings are raised.

Findings suggest that sibships that have suffered extreme economic or emotional hardship (for instance sexual abuse, domestic violence) show attenuated birth order effects compared to other sibships. This is compatible with previous evidence indicating effect diminishment and reversal for households of low socioeconomic status in high-income countries and reversed birth order effects in low- and middle-income countries. Individual hardship within a society seems to be as relevant as differences in development between societies. Gender-specific effects are identified for Asia, where the firstborn advantage is significantly smaller for girls, compared to boys, suggesting parental gender preferences. These effects are mainly driven by data from India, a country with a widespread preference for male offspring. Effect Of Birth Order On Student's Educational Development. What determines a child's success and talent in education? We know that family matters — children from higher socioeconomic status families do better in school and get more education and opportunities.

Firstborns tend to be different, some of the time, than children born into other birth orders. This may be due to the early parental treatment received. The firstborn has more time alone with the parents than the later-born children, by virtue of having no siblings until the second child is born. The early adult-oriented styles learned when they had only the parents and no other siblings would account for the anxiety,

achievement, and creativity of some firstborns (Eisenman, 1992).

Cooperative learning groups may be one of the best methods teachers can employ to promote the social and psychological development of their students. Birth Order Theory provides a frame of reference with regard to students' social and psychological characteristics. Therefore, a blending of the information from both of these areas, cooperative learning and Birth Order theory provide teachers with the knowledge necessary for developing an effective learning environment conducive to a student's total growth and development (Morales, 1994).

Children's perception of the influence of parental and sibling responsiveness and support differs by birth order. For firstborn children, second-born sibling warmth was a stronger predictor of self-perceptions than maternal warmth and responsiveness. Mothers' influence on firstborn children's self-perceptions was mainly indirect and occurred by influencing second-born siblings' warmth, which then influenced the firstborn children's perceptions of intellectual and physical abilities, self-assurance, and happiness (Barnes, 1995). The order of a person's birth has a lasting impact on personal development. Studies have indicated a strong relationship between birth order and perception of favoritism, where there is clearly a tendency for favoritism to be perceived from the opposite-sex parent (Chalfant, 1994). Findings about the connections between differential treatment and children's sibling relationships also were consistent in showing equal treatment by both parents has the most positive correlates (McHale, 1995).

The bias in favor of or against a particular birth position seems to be linked to personality traits found distinctive to that position. Regardless of sex, the firstborn was viewed as the most favored birth position, followed by the middle, youngest, and only child positions (Nyman, 1995). Problems of adjustment are associated with each of the ordinal positions, and birth order concepts offer teachers a psychological frame of reference to assist them in understanding the children in their classroom. Sibling rivalry, self-esteem, competition, peer relationships, and fear of failure are all concepts relevant to a child's birth order (Romeo, 1994).

Differences in family size and birth order were found in adolescents' achievement and perceptions of parenting style and parental involvement but not in parents' perceptions of parenting. Professionals tend to look at the parents as the primary influence when it comes to different child behaviors. These generalizations may be based on current trends and perceptions about families, when actually some are research based and some are not, may influence achievement. Exploration of different

variables, such as social relationships with peers and relationships with siblings, may be at least partly responsible for differences in achievement that have been found (Sputa & Paulson, 1995).

Findings that suggest associations between psychological birth order and measures of lifestyle but not actual birth order with measured lifestyle suggest that psychological birth order may be more descriptive of individuals in defining life positions than is actual birth order. The variables are related to the way in which people make meaning of their worlds. These constructs are reflective of early decisions about oneself so psychological birth order characteristics should show a pattern of relationships with measured lifestyle characteristics (White, Campbell & Stewart, 1995).

There are various hypotheses in the literature about the impact of birth order. Those predicting negative effects relate to greater parental time endowments for lower birth order children; greater devolvement of responsibility to lower birth order children; and the simple fact that mothers are older when they have higher than lower birth order children. Those hypotheses predicting positive effects of birth order on education are: the growth of family income over the life cycle; the possibility that older siblings may be encouraged to leave school early to assist in providing resources for the younger members of the family; a parental child-raising experience that might advantage younger siblings; and finally the possibility that younger children may benefit from time inputs both from parents and older siblings.

Methods. Firstborns tend to be different, some of the time, than children born into other birth orders. This may be due to the early parental treatment received. The firstborn has more time alone with the parents than the later-born children, by virtue of having no siblings until the second child is born. The early adult-oriented styles learned when they had only the parents and no other siblings would account for the anxiety, achievement, and creativity of some firstborns.

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Scientists the world over have spent countless words and oceans of ink debating the issue of nature versus nurture. But how your child develops might have as much to do with the order in which they were born, as it does with their genes or environment.

Alfred Adler, a contemporary of Freud and Jung, first put forth the idea, claiming that when a child is born deeply impacts their personality. According to Adler, eldest children are socially dominant, highly intellectual, and extremely conscientious. Unfortunately, they're also less open to new ideas, and prone to perfectionism and people-pleasing – the result of losing both parents' undivided attention at an early age, and working throughout their lives to get it back.

Middle children, sandwiched between older and younger siblings, often develop a competitive nature – making them natural entrepreneurs later in life. They tend to be the most diplomatic and flexible members of the family and are often, eager for parental praise, and develop musical or academic self-perception children, according to birth order theory, tend to be dependent and selfish – as they're used to others providing for them. But despite the negatives, they're also quite often the life of the party – fun, confident, and comfortable entertaining others.

And only children? Like lastborns, they are regularly spoiled, according to Adler, and have a hard time when they don't get their own way. School can be a particularly difficult transition, as they're used to being the center of the familial universe. But all that parental focus pays off. Only children are often mature for their age. They wow people with their vocabularies, and their comfort in adult circles. Plus, all that self-entertaining fosters creativity.

Adler's theories have been debated for generations. Whether they're scientifically sound or not much more than hogwash, muse about them as you raise your children. And regardless of when they were born, help each of your kids recognize what makes them unique and resist the urge to compare them to their siblings. That's sure to make every member of your family thrive.

Sibling position-the strategy of an individual's behavior in relation to his brothers and/or sisters. The following formal positions are distinguished: older child, the younger child, middle child, only child, and twin. Each position has a typical (normal) style of interaction and functioning of the individual, which prescribes specific actions to him and acts as the basis for expectations. In the context of personality development, relationships with siblings play an important role in the formation of adequate social emotionality.

One of the most significant contributions to psychology made by A. Adler is the postulation of a relationship between birth order and personality development. Adler suggested that the position of the child in the family introduces specific problems, each of which is resolved in different families in essentially the same way. Thus, birth order experiences result in the development of a personality type of each position occupied by the child in the sequence of births in the family.

It follows that there are 4 categories of birth order with corresponding sets of characteristics and research data.

Firstborn. Key personality traits: Responsible, leader, perfectionist, a strong need for approval from people in charge, highly motivated to succeed.

Firstborns occupy a unique position in the family. Parents objectively can devote more time and attention to the first child and tend to be more cautious, forgiving, and protective. The firstborn is relieved of the need to compete with older brothers/sisters and, at least for a while, is placed in conditions where he has no choice but to imitate adult models and try to surpass adult standards of behavior.

Research shows that these factors do affect the development of personality. The first children in the family, in general, are more likely to receive scores on intelligence tests that fall into the extreme right (upper) region of the distribution, being highly motivated, reaching high positions, and having a strong need for achievement. Among the students who received state incentive scholarship, the number of firstborns is equal to the total number of those who were born second or third. Firstborns are more likely to be found in leadership positions. Such children tend to be highly responsible and performance-oriented in order to meet adult standards.

Key personality traits: Secretive, insecure, resourceful, independent, chooses compromise over conflict, mediators, adaptable, rebellious.

The second and/or middle child in a family is basically deprived of the opportunity to experience what it means to be an only child. Such children have to put in more effort and compete more often in order to «seize power.» The average child may be in the shadow of older

siblings, whom he seeks to remove from their positions. He often feels less competent than his older sibling and may try to excel in other areas. For example, if an older child has an intellectual inclination, then a younger one may aspire to sports or the arts.

Research shows that the middle children in the family are sensitive to injustice, dishonesty and mistakes made toward them. Middle children in the family, being very sociable and supportive of others, being good diplomats, work successfully in a group, easily establish contacts with old and young people and are able to maintain good relations.

Key personality traits: Spoilt, protected to the point of helplessness, manipulative, financially irresponsible, outgoing, extrovert, social.

The youngest child also occupies a unique position in the family. He has no persecutors and, being the «child of the whole family», he will never be deprived of this position. Early socialization of the last children in the family often includes condescending, pampering treatment of them by other family members, resulting in the formation of a dependent-impulsive personality type.

A younger child is easily spoiled, especially when older siblings join the parents in an effort to meet all of his needs. This often results in a sense of security and a non-competitive nature: such a child will always seek the support of others. The youngest child is often the most «powerful» in the family, resorting to such forms of expression of his desires as aggressive actions and crying. Younger children. The youngest child also occupies a unique position in the family. He has no persecutors and, being the «child of the whole family», he will never be deprived of this position. Early socialization of the last children in the family often includes condescending, pampering treatment of them by the rest of the family, resulting in the formation of a dependent-impulsive personality type. The younger child is easily spoiled, especially when older siblings join parents in an effort to satisfy all his needs. This often results in a sense of security and a non-competitive nature: such a child will always seek the support of others. The youngest child is often the most «powerful» in the family, resorting to such forms of expression of his desires as aggressive actions and crying.

The position of the only child in the family is similar to that of the youngest in that he is never in danger of losing his privileges, because he simply has no rivals. Such children have in common with the firstborns their uniqueness: they do not need to fight for parental attention and they are guided in their behavior exclusively by adult patterns of behavior and standards of activity. Parents tend to spoil the only child, and such children may subsequently try to regain a privileged position by simply

taking the «center of the stage» without doing anything to justify their actions. There are 2 possible outcomes for the development of an only child in the family: he can remain childishly dependent and helpless, or he will do his best to become a competent and wealthy adult.

The first scientist to draw attention to the negative correlation between birth order and intelligence was Sir Francis Galton (Sir Francis Galton, *English Men of Science: Their Nature and Nurture*, London, 1874). He showed that older sons achieve outstanding success more often than is dictated by mere chance. Subsequently, this regularity was repeatedly confirmed on extensive material.

Some researchers have suggested that the observed relationship may be an artifact, since in large families the intelligence of all children is on average lower, and when averaged over many families, then data for children with large “serial numbers” reflect the situation mainly in large families, while data for older children refer more to families with few children. However, even more correct methods of statistical analysis, in which this and other sources of possible errors were taken into account, showed the same thing: with the growth of the “serial number” of the child, intelligence decreases - not much, but significantly.

To explain this fact, two alternative hypotheses were proposed - «biological» and «social». Some researchers have suggested that older children are in more favorable conditions during prenatal development - for example, due to the increase in the number of antibodies in the mother's blood with each subsequent pregnancy. This can lead to an increase in the immune conflict between the mother and the fetus (see, for example, the Rhesus conflict).

Other experts believed that everything was explained by intra-family relations, differences in the conditions of upbringing and the «social status» of children of different ages. Other channels have been explored such as the relationship between birth order and intelligence, as measured by IQ or by ad hoc designed cognitive tests. This literature is highly controversial.

Results, and Discussion. Most of this controversy boils down to whether birth order has the genuine within-family effect (with earlier born being more intelligent than later born in the same family), or reflects spurious between-family association (with earlier born in small families being more intelligent than later-born in large families). Black et al. (2011) find large and significant birth order effects on IQ for a sample of Norwegian young men, using both cross-sectional and within-family methods; however, the authors themselves state that such IQ gap cannot be ascribed to either genetic or biological differences resulting

from different experiences in utero.

Kanazawa (2012) studies the effect of birth order on a series of ad hoc designed cognitive tests for cohorts of British children, and, differently from Black et al. (2011), finds that the correlation between birth order and test scores is completely driven by the sibship size. Thus, the available literature provides more supporting arguments in considering parental birth order orthogonal to children's innate ability, which is an important result for our study that explores intergenerational spillovers.

To test these hypotheses, Norwegian doctors analyzed data on the offspring of 243,939 mothers whose first birth occurred between 1967 and 1976, and who had at least one son with a "serial number" of 1, 2 or 3. All Norwegian young conscripts At the age of 18-19, they undergo a mandatory medical examination, including taking an IQ test. In addition, the work of statistical services is very well established in Norway, which allowed scientists to collect all the necessary data.

On the vertical axis: the average IQ of recruits. On the horizontal axis - the biological «serial number» of the child. Black diamonds are conscripts whose older brothers and sisters did not die in infancy; blue - one older brother or sister died at the age of less than a year; lilac - two older brothers or sisters have died.

Conclusion. The researchers proceeded from the fact that in some families the «biological» and «social» serial numbers of children may not coincide. For example, if the first child died in infancy, then the second child will only be biologically second, and "socially" first. If the dependence of intelligence on birth order is determined by biological reasons, then the second children should be dumber than the first, regardless of whether their older brothers and sisters are alive. Otherwise, the early death of an older brother or sister should increase the IQ of the second child.

The results obtained are shown in the figure. It turned out that the second children of those mothers whose first child died before the age of one year have a level of intelligence characteristic of the firstborn. The same is true for third sons, both of whose older brothers or sisters died in infancy. The third son, in whom only one of the two older brothers (sisters) died, has a level of intelligence characteristic of the second son.

Thus, intelligence does not depend on the biological, but solely on the «social» serial number of the child. The analysis was carried out very carefully: in particular, adjustments were made for the level of education of parents, the age of the mother, the total number of children, the weight of the child at birth, and the year of enlistment. In addition, the authors note that the death of older brothers and sisters in itself,

obviously, is associated mainly with factors that should have a negative effect on the intelligence of surviving children. Therefore, the result obtained seems to be quite reliable.

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