



## SOCIO-PEDAGOGICAL ASPECTS OF SPIRITUAL PREPARATION OF TEENAGERS FOR FAMILY LIFE

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### Abstract

The process of preparing the young generation for family life is complex, exciting and continuous, and it is important and necessary to form the most important requirements and human qualities for them to be fully ready for the future family life. In this article, the author thought about the fact that it is necessary to prepare young students spiritually for family life from childhood, especially from adolescence. After all, he tried to show that the main reasons for the breakdown of families, the early separation of children from the love of a father or mother are the lack of literacy in starting a family and choosing one's partner, not observing the norms of behavior and family relations, lack of education in managing a family, and spiritual poverty.

**Keywords.** Family, family life, spiritual, adolescent, student, social status, psychological adaptation, economic, cultural, situational role adaptation.

### Аннотация:

Ёш авлодни оилавий ҳаётга тайёрлаш жараёни мураккаб, серқирра ва узлуксиз бўлиб, уларнинг келгуси оилавий ҳаётга тўлақонли тайёр бўлиши учун энг муҳим талабларни, инсоний хислатларни шакллантириш муҳим ва зарурдир. Мазкур мақолада муаллиф айнан ўқувчи ёшларни болалик давридан айниқса ўсмирлик давридан уларни оилавий ҳаётга маънавий тайёрлаш керак эканлиги ҳақида фикр юритган. Зеро, ҳозирги давирда оилаларнинг бузилиши, болаларнинг ота ёки она меҳридан эрта жудо бўлишининг асосий сабаблари ҳам оила қуриш ва ўз тенгини танлашда саводхонликнинг етишмаслиги, хулқ-одоб ҳамда оилавий муносабатлар меъёрларига риоя этмаслик, оила ҳўжалигини юритишда уқувсизлик, маънавий қашшоқликнинг натижаси эканлигини кўрсатишга ҳаракат қилган.

**Калит сўзлар:** Оила, оилавий ҳаёт, маънавий, ўсмир, ўқувчи, ижтимоий мақом, психологик мослашув, иқтисодий, маданий, вазиятли ролли мослашув.





**Аннотация:**

Процесс подготовки молодого поколения к семейной жизни сложный, увлекательный и непрерывный, и важно и необходимо сформировать у них важнейшие требования и человеческие качества, чтобы они были полностью готовы к будущей семейной жизни. В данной статье автор задумался о том, что готовить младших школьников к семейной жизни необходимо с детства, особенно с подросткового возраста. Ведь он пытался показать, что основными причинами распада семей, раннего отрыва детей от любви отца или матери являются неграмотность в создании семьи и выборе партнера, несоблюдение норм поведения и семейные отношения, необразованность в ведении семьи и духовная нищета.

**Ключевые слова.** Семья, семейная жизнь, духовная, подростковая, студенческая, социальный статус, психологическая адаптация, экономическая, культурная, ситуативно-ролевая адаптация.

It is known that the preparation of the young generation for family and family life has always been one of the most important problems. This problem is becoming especially relevant in the present period, when social, political, economic and cultural reforms are being implemented in our society, and the process of renewal is taking place. Because in such a time full of universal events, in family relations, each of its members is required to have a high level of spiritual culture. It is appropriate to start forming this from childhood, especially from their teenage years.

The process of preparing the young generation for family life is complex, exciting and continuous, and it is important and necessary to form the most important requirements and human qualities for them to be fully ready for the future family life. Because in the present era, the main reasons for the breakdown of families, the early separation of children from the love of a father or mother are the lack of literacy in building a family and choosing one's partner, not observing the norms of behavior and family relations, lack of education in managing the family, spiritual poverty and selfishness.

Preparation of the young generation for family life is mainly carried out in two directions:

1. By parents, in a family environment.
2. By teachers, in educational institutions.

There are also specific aspects of both directions, their branches, which are neighborhood, community, non-school institutions, etc. All this forms a common





chain with one common goal - preparing the young generation for family life. In this work, the direction of spiritual preparation of students for family life, mainly at school, at the adolescent age, is considered to be a very important direction. After all, the development of the society depends on the young generation that we are bringing up, and on the other hand, the basis that creates the spiritual and material wealth of this society is the family.

According to the definitions of philosophers, psychologists, pedagogues, sociologists in scientific literature (A.Q.Minavvarov, O.Musurmonova, M.Inomova, G'.B.Shoumarov, V.Karimova, etc.), family is a natural, economic, legal, is a social group based on spiritual relations. All members of the family: spouse, parents and children, brothers, sisters, relatives interact with each other in terms of marriage, economic, legal, moral, psychological.

Since the family is the basis of society, it is related to the social, economic, ideological level of this society. In this case, natural relations include relations between husband and wife, having children; economic relations include family management, property distribution, etc., spiritual relations include moral relations between family members. But as each family lives in society, changes in society directly affect the socio-economic, domestic and spiritual life of the family, and its level also changes.

Indeed, it is not for nothing that the brochure "The Idea of National Independence: Basic Concepts and Principles" states: "Ensuring the strength, well-being, and mutual respect of each family in society is the basis for the realization of the goals envisaged in the national ideology."

Because a well-rounded person is formed in the family. The socio-economic and spiritual level of the family has a great influence on the formation of personality. For this, first of all, it is necessary to take into account the specific characteristics of each family, along with the various general aspects that ensure its stability.

All researchers say that there are different aspects of ensuring family strength and stability, and each family develops and becomes stable in the mutual unity of these aspects. These are:

1. Ensuring the social interests of the family.
2. Creating a healthy psychological environment in the family.
3. Increasing the legal literacy of the family.
4. Physiological and hygienic support.
5. Pedagogical support of the family.
6. Aesthetic enrichment of the family.
7. Improvement of the economic situation.
8. Spiritual and moral formation of the family.





These aspects are especially important in the current conditions, when fundamental reforms are being carried out in our society, and the process of renewal is underway. Because the emergence of spiritual impoverishment as a result of the impact on families of the roots of our national spirituality before we achieved independence, today the ideas of national independence, the first concepts related to them, need to be inculcated in the family environment, to ensure the strength, well-being, mutual respect and harmony of each family.

This makes the problem of integrating families into social life important. Because the family is a social group that actively influences the formation of a person. After all, natural-biological and social relations are interconnected in the family, and these relations are important for determining the characteristics of children's mental development and initial socialization in infancy.

The family is one of the important aspects of social influence, and as a specific microenvironment, it affects the physical, mental, and social aspects of the child's development.

As the family prepares the child to participate in social life, in this process it is important for the child to come into life, to achieve harmony with nature and the culture and spirituality of the society in which he lives.

Therefore, the most important task of the parents is to direct the child to study the experiences of the culture of the society, its moral standards, and folk traditions created by mankind.

The most important of family problems is its adaptation to society. This process is related to the structure of the family and the specific characteristics of the family members. This structure is:

- existence of marriage: married, officially married or incomplete marriage;
- stages of family life (young, mature, old family);
- number of marriages (first, second marriage);
- number of generations in the family (one or several generations);
- number of children (low-child, large-child family) v.h.

The specific characteristics of family members, together with its structure and requirements, determine the status of the family. Researchers divide family status into four categories. The first is socio-economic adaptation, the second is socio-psychological adaptation, the third is socio-cultural and the fourth is situational-role adaptation. This can be represented in the table as follows (Figure 1).



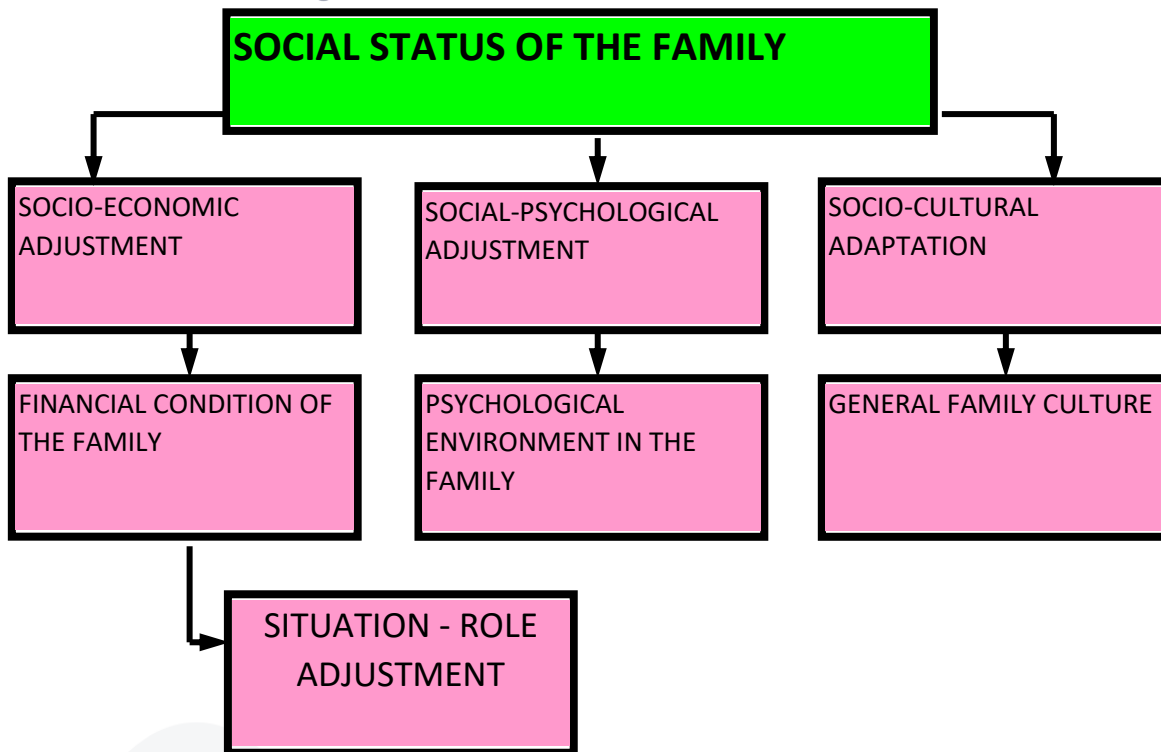


Figure 1. Social adaptation of the family.

Socio-economic adaptation of the family to the society is defined as the family's financial situation, including its income level, provision of housing, equipment, and the condition of family members. If all these do not provide for the family, such families have difficulty in the cost of food, clothing, housing, and are considered a family of low socio-material level.

If the material condition of the family meets the requirements of social standards at least, such families are low-income families, and their socio-economic level is average. And families with income and housing will have a high level of socio-economic status. Another aspect that is important in the social adaptation of the family is the psychological environment in the family.

This includes the mood of family members, their feelings, their attitude to each other and to others, to the events that happen around them, and all this is determined by the way the couple, parents and children interact with their loved ones.

How high or low the psychological environment of the family is is determined by the feelings, mutual understanding, respect, help, care, and how the family members spend their free time.





If family members live in cooperation and are built on the basis of mutual respect, their feelings are close, and each family member is satisfied with this relationship, the socio-psychological status of such a family will be high and these families will be part of a healthy family.

If there are conflicts or some difficulties in family relations in the family, on the basis of which the family members live an anxious life, such a family will be unhealthy and have a low socio-psychological status. If the unhealthy atmosphere in the family is not prevented, the family may face a crisis and as a result divorce, children may become tired of the family and parents.

Even in the above unhealthy psychological environment, if a part of the family members endures patiently and tries to prevent its chronic continuation, then the socio-psychological status of the family will be average.

The third type of family social adaptation structure is socio-cultural adaptation. In this regard, the education, lifestyle and behavior of family members are of particular importance as they directly affect the upbringing of children.

If the family preserves family values, traditions and customs and tries to pass them on to future generations, leads a healthy lifestyle taking into account children's interests and spiritual requirements, organizes free time in a diverse and interesting way, and children's aesthetic, physical, mental, labor education if it is carried out appropriately, the cultural level of such families will be high.

If the spiritual needs of the family are developed, their interests are limited, their life is not properly organized, there is no cultural-educational, work, and free time activities that unite the family, and the upbringing is based on violence, and the family lives an immoral and unhealthy life, the social- cultural level is considered low.

The fourth type of social adaptation of the family is situational role adaptation, which is related to the child's attitude to the family. Demonstrating a high level of culture and activity in solving children's problems indicates a high level of situational-role status. If attention is paid to the child in situational-role adaptation, such a family is considered average; if the children's problems are ignored and the negative attitude towards them is strong, the situational-role status of such families will be low.

The social status of each family is connected with its legal, physiological-hygienic, pedagogical, aesthetic, spiritual-ethical aspects. In particular, legal education in the family is new in the field of pedagogy, and it is left out of consideration in family education. Lack of legal knowledge in the family, in children at the teenage age, leads to many negative situations. These include not feeling responsible, not understanding the rule of law in social life, or using laws only in terms of self-interest. The main reasons for this are the failure of parents in the family, teachers in the school to





inculcate the legal standards in the mind of the student, the fact that everyone is equally responsible before the law, the responsibility of the individual before the law and the issues of the inviolability of the law are not sufficiently communicated.

It is known that legal education begins with the education of discipline, understanding that the child must be responsible for his actions. In addition, it requires knowledge of criminal, administrative, labor, family rights and duties. Therefore, the knowledge of the rights and duties of each teenager in choosing the right path of future family life leads to the understanding that it is the main factor of building an independent, legal, democratic state, which is the support of this family.

Hygienic and physiological education is also very important in preparing students for family life. It is known that this important aspect of education is not given much attention and is limited to preparing the family from the material and economic side. However, when entering family life, the illiteracy of many young people in matters of family and marriage, the existence of single-parent families, the fact that many parents are not ready to conduct sexual education in the family, cannot imagine themselves in the place of the future head of the family or mistress, physiological and hygienic conditions in the family and at school and sex education is also important.

Pedagogical aspects of preparing the young generation for family life are also important. Raising a fully mature person in the family is one of the important aspects of family education. It is an important pedagogical problem to find effective ways, content, forms and methods, tools for this and a new approach. "Family upbringing means the process of regular, consistent ideological and spiritual influence of parents on the basis of their lives and lifestyles in order to form the foundations of worldview, political, moral, aesthetic and other social factors in the child." In preparing the young generation for family life, the pedagogical culture of parents, i.e. parents acquire social, psychological and physiological knowledge in raising children, while applying their knowledge, there is a need to turn knowledge about effective methods, tools, methods, results of pedagogical activities into qualifications and skills. But in the next ten years, the problem of preparing not only parents, but also students for family life from early childhood was put on the agenda. Because children observe their parents and acquire many methods of pedagogical influence on family members, and when they grow up, they use it in the upbringing of their own children. They also approach these educational methods creatively based on their own experience. That is why it is important and necessary to prepare not only parents, but also all schoolchildren for family life, arming them with pedagogical knowledge.





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