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• Research Article

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STAGES OF PREPARING STUDENTS AND YOUNG PEOPLE FOR SPIRITUAL-MORAL AND VALUABLE RELATIONSHIPS TO THE FAMILY

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Abstract

This article analyzes the theoretical stages of preparing students-young people for moral-ethical and valuable relations with the family. In order to prepare students for moral, ethical and valuable relationships with the family, to provide them with knowledge of priority pedagogical principles, norms, to understand their own moral status in society, to teach them to observe, their moral status, feelings, the issues of getting used to the analysis of emotions are considered.

Keywords

Family, student, age, spiritual and moral, national, value, attitude, moral state, feeling, emotion.

INTRODUCTION

In the last 100 years, according to the process of acceleration observed in people, their sexual and physiological puberty has been advanced by 2-3 years. About 100 years ago, the period of sexual maturity of young people was 15-16 years old, and now it is 12-13 years old on average. As 15-16-year-olds in the past reach sexual maturity, which is one of the requirements of maturity for family life, in most cases, by this age, they are typical and necessary for those times, not so complicated farming, animal husbandry, handicrafts. who were almost ignorant of its secrets (because at that time children were usually given apprenticeships from the age of 13-14), production relations and technological processes of that time did not require special or International Journal of Advance Scientific Research (ISSN – 2750-1396) VOLUME 03 ISSUE 09 Pages: 90-94 SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741) OCLC – 1368736135 Crossref 0 X Google & WorldCat^{*} MENDELEY

higher education from them, 3-4 years of mentoring At the age of 16-17, the student became a master who can work independently, a specialist who can do his work. Therefore, if he were to build a family at this time, he would be able to support himself and his family members economically by working in his profession. In addition, the 18-20-year-old young man at that time was accepted as a socially mature person in the neighborhood and among the public, he could participate as a rightful participant in various events and ceremonies, that is, he was socially mature. It is accepted by the public that it has reached at. This process imposed a unique responsibility on the person in front of the family and society, and the feeling of responsibility served as one of the signs of his psychological maturity.

achievement of Today, the economic independence of our youth is 20-21 for some of them, and 23-25 for others. In addition, along with the development of people's lifestyle, the daily life of families changes, the need for clothing, household goods, and the level of material wellbeing also increases. The socio-economic development of the society leads to the cultural improvement of the individual, which leads to an increase in the demands of individuals to each other and a refinement of interpersonal relations. As a clear proof of this, it can be recognized that the number of divorces is higher among those with higher education than among those with general secondary education. Family members in a society with low socio-economic development do most of their family work by hand. All family



members, and first of all children, are involved in it as much as possible.

The general activity in performing family tasks allows young people to learn certain skills, including the performance of appropriate roles in the family, the skills of how to communicate with each other in the family, and the rights and duties of each person in the family according to the hierarchical position. Material supply and high cultural level increase a person's demand for another person, including in the family. Reduces the amount of time family members spend interacting with each other. This leads to the fact that for many young people, the parental family cannot serve as a role model for their own family. It can be seen from this that if young people 100 years ago started a family at the age of 16-18, by that time they had reached all the levels of maturity necessary for family life, for successful marriage, which may occur in their family life. served as a basis for solving the problems. Today's young people, as mentioned above, reach sexual maturity at the age of 12-13, and in most cases, after 7-8 years, that is, girls at the age of 19-20, and boys at the age of 21-22, they start a family. At this time, they are neither economically, socially, nor psychologically ready for family life. Such situations undoubtedly cause problems in their family life that were not observed in the lives of their previous peers. In addition, the current state of society's development imposes new social tasks on the modern family, and all of this is one of the most urgent issues of preparing the current students-young people for moral, moral and valuable relationships with the family

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in cooperation with educational institutions. He insists on being blessed.

The process of preparing students-young people for spiritual-moral and valuable relations with the family is subject to a number of laws: the younger their youth, the more intense the preparation for moral-moral and valuable relations with the family is. Therefore, the pedagogical process aimed at this goal should be carried out gradually from the bottom up.

Preparing students for moral, moral and valuable relationships with the family is not carried out in the same way, it has an individual character. That is why it is necessary to implement an individual approach in the educational process to prepare students for moral, moral and valuable relationships with the family. In connection with the mental capabilities and age characteristics of the students, the acquisition of the experience of spiritual-moral and valuable attitude in them can be different, changeable and stable. Science teachers, class leaders should work with each student individually based on these characteristics, and teachers should study their family lifestyle, beliefs and worldviews. For this, it is necessary for the subject teachers and class leaders themselves to know the psyche, spiritual needs and interests of the students, to be professionally mature and spiritually mature. For this purpose, they are required to improve themselves spiritually, to enrich their lifestyles and pedagogical activities within the framework of cultural, moral and value standards. For this purpose, it is important for teachers to know the sources of spiritual, moral and value relations of

students-young people to the family, to be able to distinguish between its existing aspects and components.

The process of preparing students for moral, moral and value relations with the family can be carried out in the following stages:

a) the stage of formation of moral-ethical and valuable consciousness in students;

b) the stage of formation of moral-ethical and valuable behavior in students;

c) the stage of formation of moral, moral and valuable habits in students;

g) such as the stage of formation of moral-ethical and valuable aspects of the student's character.

These stages have a number of pedagogical peculiarities. In order to prepare students for moral, moral and valuable relationships with the family, to provide them with knowledge of priority pedagogical principles, norms, to understand their own moral status in society, to teach them to observe, their moral status, it is necessary to get used to the analysis of feelings and emotions. Spiritual and moral upbringing of students is an active process that reflects their moral status in the family and their attitude towards others. The moral and moral behavior of the student in relation to the family should be formed by dividing into the following levels: creating life situations that create the need for moral and moral formation in them, own behavior and moral and moral status to create a situation that allows to observe about, to make

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certain choices and decisions, to stimulate the need of students to acquire spiritual and moral values in a free way, to make efforts in the direction of acquiring spiritual and moral, value relations such as prompting to show.

Habits and norms of behavior are gradually formed under the influence of emotions. In the same way, students begin to control their behavior with the help of habits. An opportunity to strengthen habitual actions is created. Moral and moral thinking is formed in students by means of goal-directed pedagogical influence in life and didactic situations based on the norms of behavior that have become a habit. In addition, with its help, on the basis of spiritual and moral feelings, the consciousness, freedom, spiritual and moral qualities and peculiarities of the student's personality are formed. Such qualities include: dedication, compassion, discipline, pride, conscientiousness, honesty, correctness, purity, truthfulness, justice, truthfulness, diligence, patriotism, orderliness. Such qualities of the student give him new strength and formation mentally. As a result of this, the student enters into active contact with the outside world, can establish a working dialogue with the people around him and members of the society. These qualities ensure that students are stable in interpersonal relationships in the family, strengthen certain aspects of their character and behavior.

In the course of our observations, it became clear that during adolescence, the preparation of students for moral, moral and value relations with the family can be intensively formed. Because during this period, they are full of emotions and are more inclined to acquire positive qualities.

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